

Education for Human Development

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Education for Human Development

UNESCO

Ayrton Senna Institute

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EDUCATION FOR HUMAN DEVELOPMENT

This work systematizes the activities developed by the Ayrton Senna Institute over the course of ten years¹.

A path that involves people fighting for the same cause. Partner companies and organizations that believe and invest in this dream because they know it comes true in the hearts and smiles of children and youths. Partners that, acting in the front, put formulas conceived by the group into practice with heartening dedication. The Ayrton Senna Institute team works so that everything will happen at the right time, revising that which can be improved because it is always possible to do more.

To all, our heartfelt thanks for having come this far with the certainty that building this path together is a response to the social restlessness that fills the Brazilian soul with anguish. Our deepest gratitude, nonetheless, goes to the true sense of all of this: the new generations which, despite having been born in an unequal society, have the willingness and the opportunities to believe in our work and discover themselves to be people with a great deal of potential, ready to succeed and help create a bright Brazil, more dignified and happier.

1 The Ayrton Senna Institute was founded in November 1994.

PRESENTATION

If the World Declaration on Education for All, approved at a Conference held in Jomtien, Thailand in March 1990, is indeed a milestone in the history of education in the world, especially in regards to meeting the basic learning needs of all individuals, we can state that the conclusion of the Report prepared by the International Commission on Education for the 21st Century in the mid 90s is a leap in terms of quality and perspectives that history will one day recognize. Jomtien pointed out the need for all to attend school, establishing a political commitment in the field of education for all among UNESCO member-states. The report coordinated by Jacques Delors established new guidelines so that education, in a world increasingly dominated by "market-based fundamentalism", would start to play the strategic role of fostering development according to deeply humanistic bases.

One of the highlights of this report is the fact that it gives education the role of "providing humanity with the capacity to control its own development" based on the "responsible participation of individuals and communities". According to the document, it is necessary to "activate the resources of each country, mobilize knowledge and local agents. In sum, it is necessary to involve all of society in the educational process with a policy based on alliances and partnerships."

In order to provide this renewed mission in the area of education with a sense and a direction, the Delors Report, wisely entitled *Learning: The Treasure Within*, established four pillars to guide and sustain the educational policy. From the fundamental areas of learning recommended by this historical document - Learning to Be, Learning to Know, Learning to Live Together and Learning to Do, all of which were soon widely incorporated by the main education and culture circles in the world - stemmed new studies and reflections. They also began to foster numerous pedagogical innovations and public discussions. As the discussion on UNESCO's proposal for education for all began to be led in several parts of the world based on the

pillars of the Delors Report, there was an increase in the participation of civil society. This could be more easily seen in the business sector, which started to organize itself and take the shape of what we currently refer to as the third sector.

Brazil was not left out of this movement for education for all. The country became part of it with a renewed willingness to make up for time that had been lost along its history. Within this context, the Ayrton Senna Institute was conceived and founded by Viviane Senna in 1994 to follow up on the ideals of one of the greatest leaders to Brazilian youth, young F1 racer Ayrton Senna, surprisingly taken from us by fate in the prime of his career.

Over its first few years of existence, the Institute became an example and a reference of the power of civil society to contribute to progress in social policies through the development of innovative, broad-reach joint projects in the country, especially in the area of education. In 1996, UNESCO and the Ayrton Senna Institute began to work and think together. It did not take long for the Institute, having become aware of the Delors Report, to see in it the possibility to base its actions in a manner that would turn its concepts and principles into transformational social practices.

This publication is a contribution made by the Ayrton Senna Institute in cooperation with UNESCO Brazil, and its objective is to show those who work for new generations that it is possible to formulate and lead public policies supported by guidelines and bases that point towards social scenarios which prioritize human development, creating today alternatives that can be generalized and incorporated into all public policies.

UNESCO Brazil, in its diversity-sheltering spirit, has the honor of fostering, presenting and distributing information on initiatives such as this, inspired by its principles and recommendations interpreted according to the objectives and characteristics of each institution.

Jorge Werthein
UNESCO Representative in Brazil

INTRODUCTION

The United Nations was created to work for three great causes of common interest to all of humanity: Peace, Human Rights and Development.

After half a century, better able to visualize the path we had been on, we could clearly see that efforts in these three areas had not been convergent or complementary. On the contrary, what we saw was that actions developed in each of these areas were not linked to one another.

In the 90s, however, this situation finally began to be reverted through the convergence of concepts and practices in the field of economic and social development. A new horizon of thought and action for our time was thus created, a horizon whose basis is the search for sustainable human development.

In the field of education, the UNESCO Report coordinated by Jacques Delors (*Learning: The Treasure Within*) came, over two decades after Edgar Faure's *Learning to Be*, to point out the path towards education in the 21st century. It presented us, as would a pedagogical compass, with the challenge of developing the potential of new generations based on the Four Educational Pillars for the 21st Century, a solid foundation for the construction of a new ideal of man for the new times: Learning to Be, Learning to Live Together, Learning to Do and Learning to Know.

The Ayrton Senna Institute, based on the life and ideals of the man that inspired its creation, took on the development of the potential of new generations as its scope of action. As we progressed in the understanding of our identity and our project, it became increasingly clear to us that the ideas in UNESCO's report, put together by Jacques Delors and his workmates, and those of Amartya Sen, used in the creation of UNDP's Human Development Paradigm, would be the two wings with which we could take flight towards a higher-level, broader understanding of the purpose of our presence in the social responsibility field.

This is how it was conceived, and this is how it was done. Over several years of intense and persistent social and educational work, our team created a path, a formative itinerary for children and youths structured upon the shoulders of giants of our time: Jacques Delors, and all of those who aided him in the preparation of the report, and Amartya Sen.

Sustainable Human Development was embraced as the great ethical-political guide to our path. Based on it, we were able to understand that decreasing the gap between our GDP – Gross Domestic Product (12th in the world) and our HDI – Human Development Index (65th)² is the great historical and social task of this generation of Brazilians. In our view, the way to accomplish this is the creation of a new development model that can balance economic development and social equality.

We understand that the attainment of this purpose is linked to the adoption of new ethics and of a new view of co-responsibility by the three large sectors of social life – public policies, the business world and non-profit civil society organizations, referred to as the third sector. These ethics can project the several spheres of human rights within the field of development.

Both Development and Human Rights are directly related to the principle of freedom. This is about assuring that the individual will be free of needs, violence and discrimination and free to organize, take a stance and make decisions at the social, political and personal level (within the expectations of Rights). In the sphere of human development, freedom is expressed in the process of broadening the scope of opportunities and options given to these individuals so they can truly develop their potential.

Within the perspective of human development, it is said that an advance in the progressive levels of insurance of and respect to civil, political, economic, social, cultural and environmental rights is necessary because these rights are essential and make it possible for each individual on the planet to have a more just life.

The United Nations Development Program (UNDP) defines this process well as one that can be part of several dimensions.

In the field of *productivity*, the well being of the society also has to be guaranteed through significant economic development. This means that the supply of goods and services, as well as that of fairly paid labor in an environment that is conducive to the development and safety of the worker, should be ensured.

² Data publicized by UNDP in 2003.

Another important dimension in this process is *equity*, which means everyone must have access to equal opportunities. This is the only way for people to have the means to take advantage of goods and options brought about by economic growth.

In regards to *sustainability*, it is important that today we are ensured equity in access to opportunities. However, these guarantees must also be made available to future generations. Thus, it is imperative that the world's population should take a stance and promote the rational use of natural resources, preserving the environment not only for themselves but also for future generations.

Participation in decision-making is also a fundamental dimension in the process of human development. This means that, in addition to ensuring the increase in the number of opportunities, it is fundamental to provide paths so that choices can be made – informed choices. It is within this sphere that human development goes beyond the development of people and for people, reaching another level: that of what is accomplished by people.

In regards to *safety*, what we seek to ensure, in basic terms, is the right to life and freedom – that is, civil rights.

This guarantee unfolds into the right to come and go, the right to know how to make professional choices and personal choices and the right to one's own opinion.

Both Development and Human Rights are directly related to the principle of freedom. This is about assuring that the individual will be free of needs, violence and discrimination and free to organize, take a stance and make decisions at the social, political and personal level (within the expectations of Rights). In the sphere of human development, freedom is expressed in the process of broadening the scope of opportunities and options given to these individuals so they can truly develop their potential.

The capacity a community has to build trust, reach a consensus, mobilize and coordinate – in the long term – the actions of its citizens and of institutions linked to certain objectives is the *cooperation* dimension, also fundamental in all of the process for sustainable development.

In the field of education, the Four Pillars of Education for the 21st Century were our great pedagogical guide. In this area, the challenge to the Ayrton Senna Institute was to go from a quite generic description of the great fields of learning to a definition of competencies, attitudes and abilities and to the construction of a set of

indicators that could measure them. This publication will show that this challenge has been faced successfully, and with each year we feel that we advance a bit more in the creation of an educational proposal based on the greater conceptual framework of the Human Development Paradigm.

This advance, the result of a great effort undertaken since the creation of the institute in 1994, led to the preparation of a proposal we entitled *Education for Human Development*. In addition to generating great wealth in the theoretical and practical fields, this proposal was given UNESCO's international acknowledgement when the Ayrton Senna Institute was appointed **UNESCO Chair in Education and Human Development by the Organization**. All of this recognition and the appointment as Chair, up to that point in time given only to universities and research institutions, are unheard of for an organization such as ours. We are extremely honored, and our responsibility is now greater to continue the work done so far in the generation of knowledge and the attainment of results at the level of this distinction.

It should be pointed out that the source and support to the meaning of all of this effort was, is and will continue to be, as we've said before, Ayrton Senna's life and ideals. His love for Brazil was deeply understood by our people, who, after the accident in Imola, included him, in an acclamation never before seen in our history, in the Country's Pantheon of Heroes. A hero that personified, in an emblematic fashion, a country that works, a country that could get the respect and admiration of other people. In his light, each Brazilian recognized the reflection of the bright side of our collective identity.

When he decided that he should deepen his participation in the social field and called upon me to create with him an organization to act in this area – a dream he did not have the time to see fulfilled – Ayrton's greatest concern was to ensure that each child and each adolescent would have an opportunity. An opportunity that would allow them to fulfill the potential they bring with them from birth – as was the case with Ayrton himself.

His life is the story of potential reached to the fullest. May stories like Ayrton Senna's no longer be the exception as we ensure that children and youths all over Brazil will have the opportunity to develop their potential as well. In this manner, they will be able – as was the case with Ayrton – to contribute in the construction of a victorious Brazil.

Viviane Senna
President of the Ayrton Senna Institute

TABLE OF CONTENTS

CHAPTER 1

Concepts Underlying the Ayrton Senna Institute	17
The Treasure Within – Education Based on the Four Pillars	27

CHAPTER 2

A Proposal on Education for Human Development	31
Becoming a Transformational Force in the World	32
Youth and Working with Competencies	33

CHAPTER 3

Map and Compass: From Potentials to the Four	
Basic Competencies	47
LEARNING TO BE – PERSONAL COMPETENCIES	
A Compass with Which to Find Oneself	49
LEARNING TO LIVE TOGETHER – RELATIONAL COMPETENCIES	
A Compass with Which to Find Others	52
LEARNING TO KNOW – COGNITIVE COMPETENCIES	
A Compass to Sail the Sea of Knowledge	57
LEARNING TO DO – PRODUCTIVE COMPETENCIES	
A Compass to be Entrepreneurial in the World	59

CHAPTER 4

Planning in Four Directions: Being, Living Together,	
Knowing and Doing in Organizations	71
What to Keep in Mind When Planning Actions in the Social Field	71
What to Keep in Mind When Planning Educational Actions for	
Children and Adolescents	73

CHAPTER 5
Development Paths: Actions that Lead to the
Development of Potentials 75
 Paths to the Development of Potentials 75
 Formative Itineraries to Develop People 83
 Education through Projects: An Essential Base for Educational Actions . . 88

CHAPTER 6
Evaluating Results: The Four Pillars and the Evaluation Culture . . 103
 Following Up On the Evaluation Process 111

CHAPTER 7
A Brief Summary of Our Conversation 113
 General Overview 113
 Creation 114
 Planning 115
 Development 117
 Evaluation 118

ANNEX I
Social Programs Developed by the Ayrton Senna Institute 119

ANNEX 2
IAS Evaluation Spreadsheet Model 126

Closing Remarks 131
Bibliography 133

READING TIPS

So that we will spend enjoyable moments together, we tried to make your reading pleasurable, objective and practical.

We hope you will reach the end of this publication with renewed feelings and broadened views, having acquired new tools to be used in work for the human development of your target audience. We will now give you a few tips to facilitate comprehension. Every time you come across an icon, remember its meaning:



competency
learning to BE

related to personal competencies or their relation to a specific content



competency
learning to LIVE TOGETHER

related to social competencies or their relation to a specific content



competency
learning to DO

related to productive competencies or their relation to a specific content



competency
learning to KNOW

related to cognitive competencies or their relation to a specific content



4 COMPETENCIES

related to the moment in the text or in the practice being referred to in which the four competencies take place simultaneously



CASE

practical example of the theme discussed in the chapter. This is daily life in the front of one of the Programs developed, implemented and evaluated by the Ayrton Senna Institute.



TESTIMONY

the words of an individual who experiences, in practice, education for human development, be it an educator, a child or a youth.

CHAPTER I

CONCEPTS UNDERLYING THE AYRTON SENNA INSTITUTE

Upon its creation, the Ayrton Senna Institute elected as the axis that would underlie its mission the personal development of new generations, that is, of children and youths. In order to attain this purpose, two main spheres of action were selected as the main focus of its activities: education and rights.

These two areas were selected because education is the basis of any serious policy for the personal and social development of children and youths, and human rights are the path that makes it possible for all to have a dignified life within a democratic order.

The choice made by IAS for the personal development of children and youths was and is based on a clear view of the individual that understands human beings not as a flat board but as subjects filled with great wealth for this world. This wealth comprises capabilities, talents, abilities and innate potentials.

This set of potentials is within the individual from the moment of conception. This is the "plan for a being". The dynamics can be compared, for instance, to the life cycle of a tree, whose seed contains everything it will be when it reaches plenitude. Nevertheless, in order for this seed to truly become a tree, it needs fertile ground and favorable natural conditions so it will be strong, exuberant and whole. The same happens to each one of us. Our seed (the "plan for a being") is ready to grow and become a whole, unique individual whose potentials are all fully developed.

The process that transforms this "plan for a being" (the seed) into reality is what Psychology refers to as **the human development process**.

Because of the complex, broad nature of potentials, which range from somatic to emotional, the development process necessary to "put the project

in practice" is extensive and includes the following stages: pregnancy, childhood and youth.

This is why, according to Jungian psychoanalyst Erich Neumann³, "two gestational periods" are necessary for the architectural design and engineering of the human project. The first takes place in-uterus, and over nine months several of the being's potentials literally materialize in the form of tissues, organs, capabilities and biological functions. The second period begins when the human being is taken out of nature's wise hands and placed in the human hands of family and society in order to go through the second gestational phase, this time ex-uterus. During this phase, there will be an opportunity for the set of potentials to be developed and fully attained.

It takes about twenty years (between childhood and youth) for this second gestational phase, which is not biological but social, to be completed. This shows:

- 1 – the extremely complex nature of the human project compared to other beings in nature, which, for the most part, are practically ready just a few hours or months after birth;
- 2 – the immense responsibility nature has bestowed upon societies in the task of preparing a person, when we consider the long period spent by an individual in what Neumann calls the real social womb.

This double gestation process, both biological and social, is called human development (HD) in the field of psychology. The closest parallel to this concept in the social field is the expression "personal and social development", adopted by the Ayrton Senna Institute to show its commitment to the development of the potential of new generations as its vision and mission.

Thus, the joyful encounter with the Human Development Paradigm, years later, was inevitable. This encounter was a joyous one because it confirmed and reinforced the fact that we were on the right path. It was inevitable because we share the same principles set forth by the Paradigm.

HUMAN DEVELOPMENT PARADIGM⁴

1. **Life is the most basic and universal of values.** Respecting it above all is the way to justice, solidarity and peace.

³ In *The Child*, Harper, 1976.

⁴ Elaborated by Antonio Carlos Gomes da Costa based on the book *Development as Freedom* (Amartya Sen), published by IPEA (Institute of Applied Economic Research)-UNDP, and on his experience and studies on the theme.

2. **No human life is worth more than another.** Access to certain basic well-being and dignity conditions is the right of every human being.
3. **Every person is born with a potential and has the right to develop it.** Every condition that keeps this from happening is a form of violence in and of itself.
4. **In order to develop their potential, people need opportunities.** Educational opportunities are the ones that truly develop human potential. Other opportunities create the conditions so it will happen.
5. **What people become over their lives depends on two things: the opportunities they had and the choices they made.** There is no use in having opportunities but not knowing how to make choices. Likewise, there is no use in knowing how to make choices but having no opportunities.
6. **In addition to having opportunities, people must be prepared to make choices.** Choices are made based on people's beliefs, values, points of view and interests.
7. **Each generation must leave to future generations an environment equal to or better than the one left to it by past generations.** To do this is to respect the right to life of those who have not yet been born.
8. **People, organizations, communities and societies must be given power to participate in making decisions that affect them.** Only the participatory power of citizens can change the executive, legislative and judiciary branches of the government.
9. **The path towards the creation of a dignified life for all is the promotion and defense of HUMAN RIGHTS.** The Universal Declaration of Human Rights is a humane project to be built by each and every society over the course of history.
10. **Exercising citizenship in a conscious manner is the best way to make HUMAN RIGHTS from an intention to a reality.** Citizenship is understood as the right to have rights and the responsibility to have responsibilities.
11. **The policy for development must be based on four pillars: democratic freedom, productive transformation, social equity and environmental sustainability.** Without this, as Tancredo Neves said, "all prosperity will be false".
12. **The ethics necessary to put the Human Development Paradigm into practice is the ethics of co-responsibility – co-responsibility between**

public policies (the first sector), the business world (the second sector) and non-profit social organizations (the third sector).

The Human Development Paradigm (HDP) is based on the view that each human being is born with a potential and has the right to develop it. The HDP also proposes that the concept of development of a nation should no longer be limited to the mere idea of economic growth. It should be analyzed as the process of broadening the scope of people's freedom so they can develop their potentials and, thus, be able to make choices.

This paradigm presents a new set of references to the field of economy. These references deeply transformed the concept of country development that existed previously, and from them stemmed a new world vision in this field.

This view, in terms of economy and rights, is in synch with the Institute's view of man and with its work principles, and this resulted in a joyful union that both corroborated and broadened the scope of this work.

In regards to their role, education and rights went from being a purpose to being what they truly are: valid and effective means for the attainment of human development, the true underlying axis of IAS's institutional mission and the reason for its existence.

The concept of education IAS began to foster and defend for new generations is the one that defends the right to the full development of potentials. This was the origin of the concept of **education for human development**.

From then on, we proceeded to the definition of a set of educational paths that could serve as outlets to the potential of children and adolescents – art, sport, communication and sustainable development in the area of complementary education; literacy, learning acceleration, school management and technology in the area of formal education. **These are the venues for the development of potentials.**

The concept of education for human development also made it possible for a second type of progress to occur in relation to our understanding of the act of educating. More than just generating learning, an education that can develop potentials has to generate competencies.

The act of educating appears here as something that makes it possible to transform people's potential into competencies and abilities that will allow them to live, live together, be productive and increasingly broaden their knowledge about themselves and about the world of which they are part.

This understanding of the act of educating, in turn, shed a new light upon the Institute in terms of the role that could be played by the forms of learning proposed by the Four Pillars for Education in the 21st Century, elaborated by UNESCO, if they focused on the notion of potential development.

Based on these pillars, the IAS team began to establish a clear definition of the competencies each of the four types of learning should foster in the learners: {🧑} personal competency, {🧑🧑} relational competency, {🧑🔧} productive competency and {📖} cognitive competency. We will explain this process in *Chapter 2*.

Once these competencies had been defined by IAS, the next challenge was to identify, in each of them, the sets of **attitudes** and **abilities** educators should develop when structuring the educational opportunities that would be offered to children and youths within the formative itineraries of the several programs developed by the Institute.

Thus, we began to consider **learning** a process through which the learner, after a formative itinerary, learns, comprehends, gives meaning and knows a certain cognitive, emotional or behavioral content. This applies to one's relationship with oneself as well as his or her relationship with others, with the environment in which he or she lives and with everything that gives meaning and sense to his or her existence.

We relate **competencies** to the effective capability learners have to use what they have learned through this process to take action in specific spheres of human activity: personal, interpersonal, social, productive, political, artistic, scientific and cultural.

According to these terms, **attitudes** (sources of actions) refer to the basic stance taken by learners when they are faced with several situations, spheres and concrete circumstances in their lives. As an individual's basic stance in relation to him or herself and his or her circumstances, attitude depends on the manner in which a person understands and signifies his or her context.

Finally, we consider **abilities** as control on the part of the learner of the process of taking the necessary actions for developing an activity, carrying out a task or playing a certain role in the personal, interpersonal, social, productive or cognitive field.

This process of pedagogical-conceptual elaboration only reached its final stage, however, when the Ayrton Senna Institute team felt that they were

ready to create indicators to evaluate whether or not and to which extent the Programs' formative itineraries were effective. This effectiveness was related to the creation of educational opportunities that made it possible for learners to develop their potential as people, citizens and future professionals. Today, these indicators already exist and may be used in other institutional and social contexts, as we will see in *Chapter 6* of this publication.

THE PATH TOWARDS THE CHALLENGE OF ACTING ON A LARGER SCALE

Structuring a pedagogical-conceptual equation elaborated within the framework of the Human Development Paradigm and the Four Pillars for Education was only half of the task to be performed by the Institute. The other "half of the orange" was related to the challenge of finding the way to act on a larger scale, that is, to enter the logic of large numbers, making educational practices – currently an exception in our country – tomorrow's joyful rule.

Thus, after the first question – "How can we generate human development through education?" – had been answered, the second great question still had to be addressed – "How can we generate human development on a larger scale?"

The first and more obvious conclusion reached then was that the democracy of large numbers could not be attained merely through direct attention actions. Even when an NGO can ensure the provision of several services to its target audience, its impact will only affect a significantly small group compared to the total number of children and youths the country needs to serve.

A great deal of effort was made and a significant amount of time was spent by the team on the elaboration of an answer to the question of how an NGO can generate human development on a larger scale. The discussions, and especially the fundamental contribution made by consultant and advisor Antonio Carlos Gomes da Costa, led to the creation of a strategic work equation never before seen. Especially formulated for IAS in 1996, it gave the Institute NGO status to face the logic of large numbers.

TO DO AND TO INFLUENCE: A STRATEGIC EQUATION FOR THE LARGE-SCALE CHALLENGE

The first leap from micro to macro was understanding that **making** others **act**, that is, **influencing others** so they would **also** develop activities that

would ensure human development opportunities to children and youths, was as important as **providing** services. This broadened these opportunities and geared them towards large-scale development and beyond IAS' own capability to offer them to children and youths.

The task of influencing others, therefore, has as its clear objective the mobilization of the greatest possible number of social forces (the first sector – government, the second sector – businesses and civil society in general) in order to reach the greatest possible number of children and youths.

The organization's second leap from micro to macro was understanding **doing** (direct services for children and youths) as something that goes beyond the usual objective of guaranteeing concrete opportunities for development. This became a means to create knowledge and cutting-edge technology to offer human development not only to the children and youths taking part in our programs and projects but all of those who need it. Thus, IAS' **doing**, previously limited to serving as a service center, became a center for the production of know-how and successful technologies in the area of human development. Once developed, these technologies are implemented, tested, validated and distributed on a large scale.

The task of creating the second "half of the orange" was concluded satisfactorily and resulted in the creation of a strategic equation never before seen in the social field.

In the field of **doing**, we established the Social Technologies Center (CTS) to develop potentials. This is a type of laboratory where we perform experiments in our social and educational programs on how the concepts and principles related to the development of potentials behave in practice. Together with our partners and learners, we create, implement, evaluate and systematize knowledge that fosters significant transformations in the lives of children and youths.

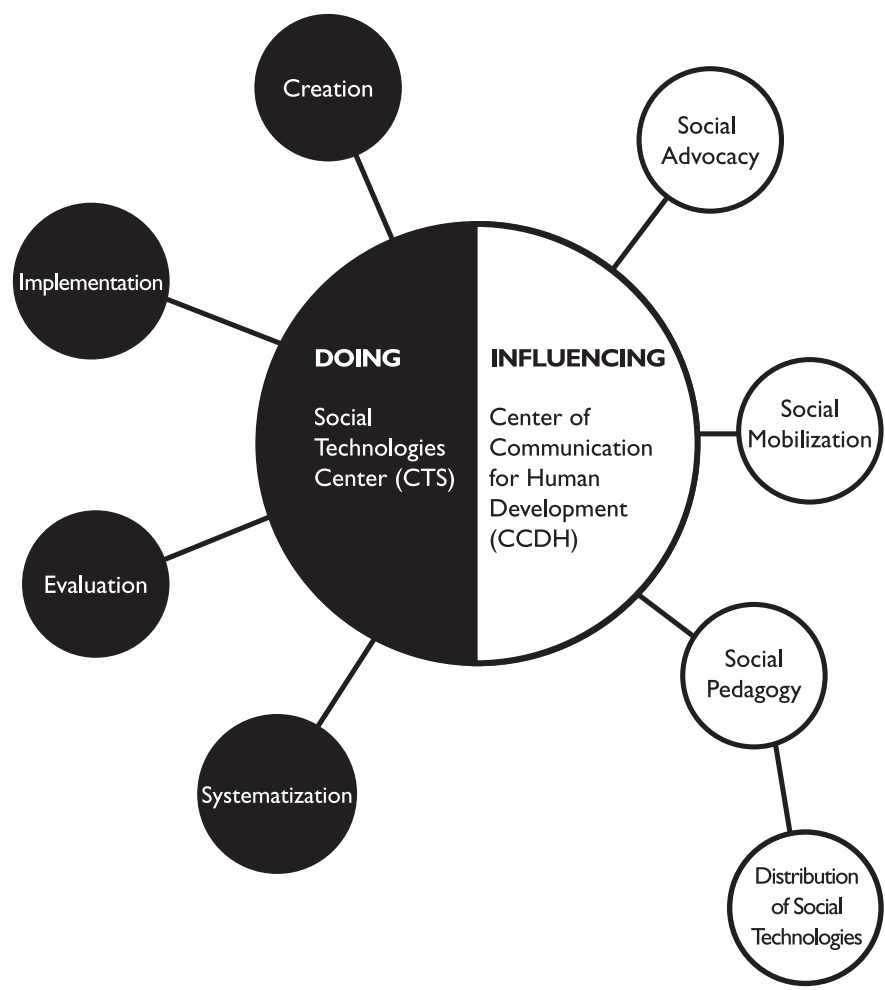
From this collective effort stems a set of practices, educational methodologies and pedagogical strategies – which we refer to as social technologies – especially elaborated to offer solutions that can make human development possible to the new generations.

In the field of influencing, we implemented the Center of Communication for Human Development (CCDH), whose objective is to contribute to the establishment of a new social conscience in regards to

the human development of children and adolescents. Actions in this area have had an impact on several other social participants, who have been mobilized to also *perform* concrete actions to make development possible for future generations.

In order to carry out this task, CCDH has activities in the areas of *Social Advocacy*, *Social Mobilization* and *Social Pedagogy*. Even though these terms are used in a variety of contexts, the design strategically created by IAS makes the convergent, complementary interaction of these three actions a brand new form of large-scale social intervention.

IAS' Work Strategy



Influencing

Center of Communication for Social Development



THE AYRTON SENNA CIRCUIT FOR THE DEVELOPMENT OF POTENTIALS

Based on the previously discussed underlying concepts and action strategies, we can summarize the work developed by IAS over the past nine years in 10 steps set up to empower new generations on a large scale. These steps have a positive influence in their lives, in the lives of their families and their community. The first six steps in this circuit will be discussed in this publication. Below, we will move forward on our next objective: to present the conceptual bases for what we call *Education for Human Development*.

1. Establishing effective and innovative educational work at all IAS programs within the ethics and views of the Human Development Paradigm, which prioritizes the development of potentials.
2. Aligning the three steps in the implementation of programs – planning, development and evaluation – using the Four Competencies for the Development of Potentials as the conduit.
3. Linking the development of educational actions to the Venues for the Development of Potentials (sport, art, communication, technology, citizenship, sustainable development, formal education, school management and learning acceleration).
4. Joining forces and sharing conceptual tools in communities established for the cause. Individuals and organizations involved in the development of programs maintain their singularity and share causes, values and strategies.
5. Creating Centers of Excellency to provide services to new generations, fostering formative itineraries that transform the potentials of learners into the Four Competencies or the Development of Potentials.
6. Developing and implementing evaluation strategies to guide the processes and results of social and educational interventions performed according to the Four Competencies for the Development of Potentials.
7. Implementing communication strategies that round up willingness (Social Mobilization), develop capabilities (Social Pedagogy) and defend the cause of educational actions (Social Advocacy). This step occurs at the same time as the others.
8. Systematizing learning into social technologies so many others can help generate and distribute opportunities for human development based on

their potential and characteristics. This is the leap from micro (actions that reach children and adolescents within programs developed by IAS) to macro (actions that reach children and adolescents that are part of projects and public policies developed by other social participants).

9. Establishing centers for the distribution of social technologies as conducive models and formative venues for people and organizations that wish to receive training in or improve their knowledge on education for human development.
10. Building paths for the distribution and large-scale availability of the social technologies created in the previous steps to make it possible for new generations to thrive.

THE TREASURE WITHIN: EDUCATION BASED ON THE FOUR PILLARS

The mission proposed to all of those who wish to dedicate themselves to educating others by the UNESCO Report prepared by Jacques Delors is that we create a concept to serve as a map and compass for the citizens of our society to navigate the uncertain 21st century.

In order to make both directions possible, IAS involves approximately 16 companies and organizations – referred to as strategic allies – and over 3,360 educational communities at schools and NGOs all over the country. These institutions directly mobilize 51,217 educators and 977,547 children and adolescents⁵.

In regards to *The Treasure Within – Education in the 21st Century*, people and organizations all over the world have applied their best talents and competencies to educating. This is due to the fact that educating is no longer a matter that is limited to specialists in the area. It is currently the basis – the pillars that serve as a foundation for the possibility that we all may be, live together, know and be productive in a profoundly renewed world.

As we saw previously, the Ayrton Senna Institute (IAS) adopted the guidelines proposed by the Report, especially the Four Pillars for Education, as underlying axes to the educational actions it develops and implements.

In order to put this into practice, IAS focused its efforts in two different directions. The first is to make the concept of the four types of learning

⁵ Data from 2003.

advance towards the construction of **concrete capabilities** in the lives of children and adolescents, a set of **four competencies for the development of potentials** (or four competencies for the 21st century)⁶. The second direction is related to field actions and direct contact with learners through the implementation of the path necessary to the construction of these capabilities.

After IAS defined the **set of four competencies for the development of potentials**⁷ based on the four types of learning {98}, it was necessary to establish the manner in which these competencies would be incorporated into the work developed by the Institute. After reflection on the issue, it was concluded that this incorporation should be done in a specific form at different stages in the evolution of the pedagogical process.

During the **planning** stage, the four competencies serve as structuring elements in the proposed interventions. That is to say that, in outlining educational activities, the Institute now considers these four axes.

During the **development** stage, the four competencies are looked upon as guidelines in terms of content and methodology. This means that the selection of content for pedagogical proposals must be made considering the capacity to realize and express the four basic competencies {98} in the course of educational activities.

Finally, at the **evaluation** stage, the four competencies serve as the base for the creation of indicators to measure the actual impact of our actions on our target public.

Currently, the Four Pillars for Education, transformed by IAS into competencies for life, are no more, no less than the conduit that unifies all of the educational actions we develop.

This is how it was conceived, and this is how it has been done. Currently, the Four Pillars for Education, transformed by IAS into competencies for life, are no more, no less than the conduit that unifies all of the educational actions we develop.

We believe this same conduit may serve as the map and compass for other individuals and organizations that

⁶ The undertaker of the first efforts in this area with the Ayrton Senna Institute team was educator Antonio Carlos Gomes da Costa, who brought to this task thirty years of pedagogical experience.

⁷ It should be pointed out that the concept of competencies, already made explicit and used in IAS activities, was created by the Institute's team based on practices developed with its target audience in accordance with the pedagogical theory proposed by the report entitled *The Treasure Within*, published by UNESCO.

Educating is no longer a matter that is limited to specialists in the area. It is currently the basis – the pillars that serve as a foundation for the possibility that we all may be, live together, know and be productive in a profoundly renewed world.

sail with new generations in the "intense ocean of communication that characterizes the times about to come"⁸.

Next, we will continue to present the main stages we have been through as a possible path to be shared with all of those who, like us, want to conquer the challenge of education in the new century.

⁸ UNESCO Report, *The Treasure Within*, prepared by Jacques Delors.

CHAPTER 2

A PROPOSAL ON EDUCATION FOR HUMAN DEVELOPMENT

In order to implement education based on the four pillars, it is important to understand two things: who holds this discovery – new generations – and the world for which this type of education has to prepare them.

The Human Development Paradigm is the worldview that guides our concept of education in the society of the 21st century. This is the belief that the development of a country or of a community depends greatly on the opportunities offered to people so they will fully develop their potential.

Some opportunities ensure survival, and others preserve the integrity of individuals. Nevertheless, **the only opportunities that truly develop the potential of human beings are educational ones.** These do not substitute or replace other types of opportunities (nutrition, health, housing, sanitation and work/income generation). However, without an increase in educational levels, the influence of these factors in the development process becomes limited and precarious.

Education is the only form of action that can transform potentials into competencies for life. Within this perspective, to act for new generations is to create educational concepts and practices that can generate competencies for people to transform themselves and their realities through the full development of their potentials.

This occurs because education is the only form of action that can transform potentials into competencies for life. Within this perspective, to act for new generations is to create educational concepts and practices that can generate competencies for people to transform themselves and their realities through the full development of their potentials. This is our idea of **education for human development.**

The human development of new generations thus entails the view that all children and adolescents, without exception, have the potential and the right to become individuals fully capable of facing the challenges presented by their lives and current times.

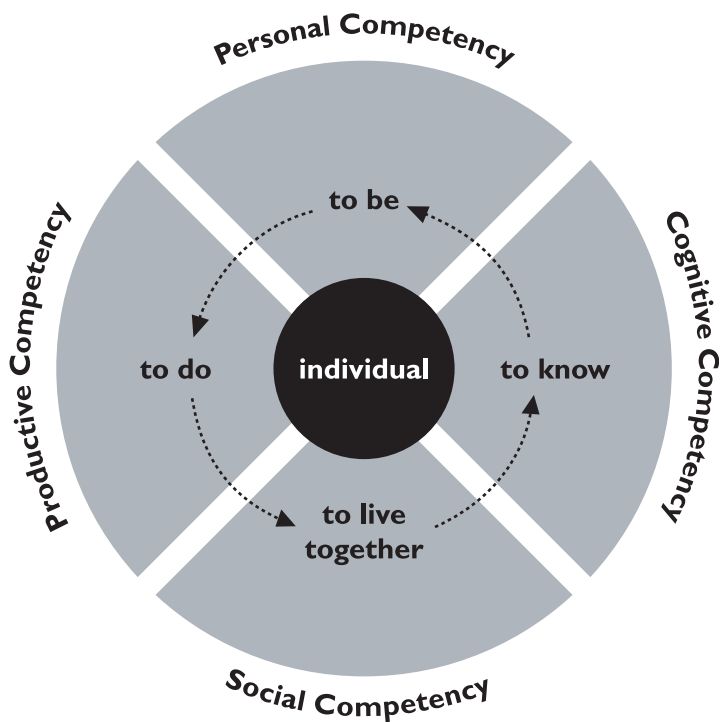
Education for human development is the translation of this focus. Educating based on potentials does not mean hiding the deficiencies to which young ones are exposed but making a special commitment to their potentials. Only through their potentials and their personal wealth will these youths be able to generate long-lasting changes in themselves and the world where they live. And, in order to fully develop these potentials, all spheres of human existence must be considered: personal, social, cognitive and productive.

BECOMING A TRANSFORMATIONAL FORCE IN THE WORLD

According to this paradigm, embedded in the concept of education for human development is a view of the individual as the center of development processes. This view goes beyond both fragmenting individualism and massifying collectivism, according to which people are mere tools for economic development.

With the Four Pillars of Education for the 21st Century, we propose the empowerment of people as individuals whose relations are open to every direction of their existence and who are ready to exert a transformational force over the world. Being, Living Together, Knowing and Doing are **existential domains** where people's potentials to change themselves are developed as individuals become capable of exerting a transformational force over the world. Like a cycle, as they have an effect on the world {👉} and begin to know it better {📖}, people change the way in which they relate to themselves {🧘} and to others {👤}. Likewise, as they transform themselves by interacting with others, they are empowered to know the world and have an effect on it.

In sum, when we look at the four types of learning from the perspective of the development of people's potential – Learning to Be (how to be yourself and create a life project), to Live Together (living with differences, creating new forms of social participation), to Know (claiming knowledge tools and using them for the common good) and to Do (acting productively, making it easier to enter and stay in the new labor world) – they become tools for the transformation of oneself and of the world.



YOUTH AND WORKING WITH COMPETENCIES

Helping to train the citizens of the present and future: this is the mission the Ayrton Senna Institute takes on by creating and implementing social technologies for working with children and youths in an innovative and creative way.

Matters related to youth are especially challenging when we look at them under the human development perspective. This entails a view of youths that is not aid based, preventative or neo-preventative⁹, characteristics that have prevailed in social and educational actions for youths. This new view focuses on the potential of youth and on its transformational qualities in relation to its reality, not on alleged deficiencies, faults or risks to which it is exposed.

According to the view of the world and the view of man proposed by education for human development, all activities developed for youths should be guided by a positive agenda and by actions that seek the horizon

⁹ According to the classification proposed by Professor Antonio Carlos Gomes da Costa, both preventative and neo-preventative views look upon youths in a negative fashion. From them stem innocuous attempts to create educational proposals whose purpose is to avoid risks associated with youth, be it through the direct confrontation of risk behavior (prevention) or through the reinforcement of positive attitudes in relation to risks (neo-prevention). Education focused on potential is diametrically different from these stances because its core is the development of the youth in all spheres of his or her existence.

we wish to reach with these generations. They should no longer focus on what we are trying to avoid in relation to them.

This is a form of education that recognizes and develops their potential, empowering them to act purposefully on matters related to their discovery of themselves, to their interaction with others and to the world around them.

The current generation of Brazilian youths was born in the 20th century, during one stage in our historical process, and will live, work and raise families in the 21st century, a different stage in this process.

It is worth it to stop and reflect on the obstacles these youths will face and on the tools they will use to overcome them. In addition to the social and economic problems that affect the country and increasingly limit production opportunities for young people, youths face serious social prejudice on a daily basis.

Adolescents are associated with rebelliousness, chaos, vandalism and other not-so-noble behaviors. In addition to creating an extremely tense environment in regards to intergenerational interactions, this prejudice on the part of the adult world in relation to youth tends to worsen the serious crisis in moral values that has marked the passage of new generations into the 21st century.

Fortunately, several social participants are opposed to this negative view and propose and implement initiatives that generate development opportunities to new generations. These initiatives provide the subsidies necessary for youths to make choices and exert a positive influence on their reality.

Is it possible to imagine what will happen when our energetic youth is able to use its capabilities for the benefit of the community? Our youth will then be able to contribute to making the harsh reality it currently experiences – a result of social inequality – into a thing of the past. We will remember this generation as part of the history of a successful country formed by autonomous, competent citizens that exercise solidarity.

Next, we present the Program *SuperAção¹⁰ Jovem*, a successful experience developed through an **IAS-Vivo** partnership. The program deals with youths in a different way – with trust, optimism and hope – because we think youths are an important part of the solutions to the issues in this country, and we believe in the transformational power of new generations.

¹⁰ Translator's note - *SuperAção*: paronomasia. *SuperAção* means SuperAction, and the verb *superar* (noun: *superação*) means to overcome.

CASE I

SuperAção Jovem: For a Winning Youth

Twenty-first century youths face challenges never before encountered by humanity. Their destinies are dumped in a scenario that is increasingly globalized, technological and exclusive. How can they go about in this new world? They tend to be divided into two groups: those who passively go with the flow and those who try to make a difference and influence the course of history.

There are currently 34 million people aged 15 to 24 in Brazil. To us, living in a youthful country may be a great opportunity to advance toward human development together with our youth. Or, on the contrary, it may pose a great risk in terms of marginalizing a great part of our population, keeping individuals from having access to development opportunities.

What will tip the scale between opportunity and risk? In our opinion, recognizing and understanding youths and seeing them as part of the solution are the factors which are making all the difference.

SuperAção Jovem and *Largada 2000* (Start Line 2000) are social and educational programs fostered by the Ayrton Senna Institute. In these programs, youths, educators, managers and businesspeople create human development opportunities for youths in their communities.

EDUCATION FOCUSED ON THE POTENTIAL OF NEW GENERATIONS

When the Ayrton Senna Institute chose to work with youths, the institution was careful to base its actions on modern dynamics, without the old rancid quality some organizations inherited and continue to defend: that youths are a social hindrance.

This warped view of this group of Brazilians makes several people think of youths based on what they don't have, what they don't know, what they can't do and what they need the adult world to provide so they can become true participants. As a matter of fact, sometimes youths end up viewing themselves this way. This view of youth keeps young people from being taken for what they really are, what they have, what they can do and, especially, for the good things they can bring to society if they are given a true chance to participate in the construction of the common good with solidarity and creativity.

The objective of the Youth Programs is to create, together with youths, spaces and conditions for them to fully develop their potentials as individuals, citizens and future professionals, and thus contribute to the creation of public policies for youths based on **what should be done** rather than on **what should be avoided**.

TRAINING FOR AUTONOMY, SOLIDARITY AND COMPETENCE

Living in an unequal country where opportunities are lacking is not an easy task. Being a citizen in a country that is 12th in the world in terms of economic development and 65th in terms of human development means, to say the least, that we have to live with the contradiction.

This is the scenario Brazilian youths have to face. More importantly, they have to face it and transform it. This is why the Youth Programs developed by the Ayrton Senna Institute present a proposal whose objective is to provide youths with the necessary subsidies to make them the protagonists of the great turnaround.

The pedagogy used is closely related to the **Human Development Paradigm** and has three lines of action: *youth protagonism*, *education for values* and *the workability culture*. The development of youths' personal, relational, cognitive and productive competencies takes place through these three axes.

*Based on reading and discussing the book **Tempo de Crescer** (Time to Grow), a collection of texts for youths written by Antonio Carlos Gomes da Costa, the contents of these three axes are explored.*

- **Youth protagonism:** fosters the proactive participation of adolescents in the confrontation of concrete problems in their communities {👤👤}.
- **Education for values:** provides subsidies for youths to take a stance in relation to themselves and the world, enabling them to make decisions based on solid criteria and preparing them to exercise responsible autonomy {👤}.
- **The workability culture:** helps youths to better understand the structure and operation of the new world of work {📖} {👋}.

School and community educators are trained by the Programs to work with youths based on this new approach in the classroom, in sports and leisure activities and in social actions such as healthcare, volunteer work and family and social relations.

In addition to including the three pedagogical lines of action in preexisting actions developed in educational communities, the Programs offer workshops and regional meetings that continue to prepare educators and youths to develop their autonomy {✋}, solidarity {✋✋} and productive competence {✋✋}.

Youths that take part in *SuperAção Jovem* or *Largada 2000* are therefore trained to participate actively in the creation of solutions to their educational, school or community challenges. As they learn to comprehend {📖} and affect the world around them {✋}, these citizens of the future get to know themselves better and better, and by finding out about their desires and their potential, they take a clearer stance in the world and make conscious decisions {✋}.

The creator of new times is also better able to understand the complex world of work, aware of its structure and attentive to the changes and demands so he can make a difference as a professional {✋}. In sum, the program creates concrete opportunities for youths to develop their potential as individuals, citizens and professionals.

Developed in partnership with Sesi Nacional and the former TCO Celular (regional ally), the Program *Largada 2000* began in 1999 in the states of Bahia, Ceará, Mato Grosso do Sul, Minas Gerais, Rondônia and Santa Catarina. In 2001, through a partnership with the Athos Bulcão Foundation, its scope was broadened to include the Federal District. Currently, *Largada 2000* directly reaches **71,821** youths and involves approximately **1,600** educators. More than **26 thousand** youths have been mobilized, supported by **1,100** educators, and more than 520 projects have been entered in the competition *SuperAção Game*. The implementation of the Program has also had an impact on **196** public schools in Brazil that have embraced the proposal. In 2003, we implemented the Program *SuperAção Jovem*, with **Vivo** as our strategic ally. The program has been introduced at the **6 thousand** public schools that are part of the education network of the State of São Paulo. The program's direct potential public encompasses **37 thousand** school and community educators and about **200 thousand** youths.

THE HIGHLY ENERGETIC YOUTH WAVE INVOLVES EVERYONE AROUND IT

The educational communities that take part in IAS' Youth Programs gradually learn how to work with youths using the pedagogy proposed by the Programs.

At Escola Avelino Mercadante, in Joinville, Santa Catarina, the program *Largada 2000* began when educators became significantly mobilized. They created the Eco-Cooperative Games to foster integration among students, work on cooperation through ecologic activities and distribute information on the youth cause.

Students participated in events that solidified the intent to create a new school and made it possible for happy moments to be shared. Several proposals were gradually presented, and others demonstrated an interest in participating. The educators suggested that the protagonists should set up a School Civic Center to institutionalize their actions, develop everyone's critical thinking and sense of participation and ensure that they would maintain the ground they had gained within the school. These were ways to strengthen the cause with which they had fallen in love – the youth as the solution.

The idea was accepted, and the Program began to establish its first roots in that educational community. Eleven projects put into practice by the students initiated a process: the development of autonomy, solidarity and competency among all of those who were involved. The youths, who by then had become protagonists, entered their projects in the Game, and this sparked the admiration and respect of others. Teachers began to discover and rediscover their personal and social values through practices and experiences, which strengthened them even more to work with youths in the construction of their identities and life projects. It was then that the pedagogy of the program became necessary for all of the school's educational practices.

"Our youths' capacity and dedication are impressive. It's touching to see the satisfaction they get from being able to exercise "their" autonomy within the school. And the best thing is knowing that it all works."

*Dafne Schroeder
Largada 2000 Educator*

The year 2001 was marked by the consolidation of the Program's proposal. After having reached fantastic results during its implementation year, the school decided to incorporate the pedagogy and methodologies of IAS' Youth Programs into its Political-Pedagogical Plan.

All of the school's activities were, from then on, based upon the three educational axes of the work – youth protagonism, education for values and

the workability culture – based on the Four Pillars of Education for the 21st Century: learning to be, to live together, to do and to know.

The educators believe that youths are at the ideal stage to develop their full autonomy in the Program, enriching their process of gaining autonomy in life even further. They have already had two years of experience under the broad guidance of the educators, and now they get to reap what was sowed in the beginning of the process. Of course educators will continue to be with the youths, but they will now be "mentors" rather than "coordinators".

The distinctive characteristic of IAS' Youth Programs, according to the school, is the social commitment they spark in everyone. It is important to point out that *Largada 2000* really changed the school. At that educational center, a great *community of purpose* was formed where everyone has very well-defined roles. Educators expect that these youths will extend their actions to all areas of their lives – churches, associations, organizations, unions, companies, etc.

"Parents always make an effort to 'get it right' with their children's education. The task is not easy, I'll admit to that. However, we now have a great ally: Largada 2000. This program has already caused visible changes: youths prove that they can make things happen, that they know what they want, with a great deal of responsibility and determination."

Santa Medeiros Rosa

Mother of a student enrolled at the school

Together, these educators and youths are exercising a form of educating that tends towards changing this generation of Brazilians. They are all working for the creation of a new generation that will build a winning country.

In the municipality of Joinville, Santa Catarina, for instance, the Program has been implemented in 23 schools. Of the 41,116 youths between 14 and 19 years of age in the city, 51% attend these schools. Among youths in these schools, 15.5% directly participate in training opportunities offered by *Largada 2000*. In 2003, 20 other

schools were incorporated into the Program. It is possible that this will enable youths in Joinville to make their city a more just place to live.

SUPERAÇÃO GAME: THE FIRST GAME IN WHICH THERE ARE ONLY WINNERS

At the national sphere, all of the actions developed with youths culminate in a great citizenship game. This activity is entitled *SuperAção* Game, and in addition to being a strategy adopted by the program to involve and mobilize youths, it provides educators and learners with the pedagogical tools to help them recognize the development of competencies in their experiences {88}.

Once youths are familiarized with the proposal in their educational communities, they are invited to get their work teams together and enter the projects they are developing to improve the world around them in the *Game*. The dynamic of the game is to associate the concrete development of projects that transform the reality in which youths live to the challenge of learning to be, live together, know and do.

In the *Game*, each of the Program's pedagogical bases is expressed in the form of twelve activities that test how much youths are learning from the projects they are developing. The tasks are created and understood based on the Four Competencies for the Development of Potentials¹¹ {88}.

CHANGING THEMSELVES AS THEY CHANGE THE WORLD

In the *Game*, there are self-awareness tasks {X} such as the one entitled "What am I learning about myself in the project I am developing?" In 2002, the ten thousand youths that participated in the game presented the main qualities and limitations of the members of their groups in this task. This allowed them to reflect on how group work helps them to know themselves and overcome personal challenges {XX} {X}. They learn to know themselves based on a reflection on what they experience and do in the Program.

{X} Learning to Be

As they put the solutions they came up with to improve education, the school and the community into practice, the youths in the Program are challenged to get to know themselves better and develop their personal competencies.

In 2002, there were three main challenges brought by youths to the self-awareness task: self-esteem, self-confidence and self-determination.

¹¹ It is worth noting that these concepts were created by IAS based on practices developed with its target-public, in accordance with the pedagogical theory proposed by UNESCO's report *The Treasure Within*.

Several teams reported that they had gone through situations which had made them face their shyness, their insecurity and their fear to make mistakes and be criticized by others. In order to develop their projects, they had to invest in self-esteem (knowing and valuing their potential and cultivating an emotional relationship with themselves) and in self-confidence (trusting their potential and believing they were capable of drawing support from their strengths rather than getting stuck in their weaknesses).

Several teams faced difficulties because, at times, they were overcome by laziness, lack of motivation, lack of interest and excessive tiredness as a result of the hard work that had to be done in order to develop the project. They realized that they had to think about whether the path they had chosen was correct and whether what they were doing made sense in their lives. They lacked determination.

They decided to fight this limitation, "wanting to rest before it was time", by cultivating persistence, dedication, courage and the willingness to do their best. This only happened because of youths' determination, because of a new type of learning: learning for life.

Learning to Live Together

As they performed the tasks proposed by the *Game*, the youths were challenged to better get to know others and the society in which they live and to develop their relational competencies.

The main challenges they brought to this task were interpersonal: living with differences, with the group and with communication.

They realized that the best way to deal with prejudice, disrespect and unfriendliness is to make use of behaviors and abilities like comprehension, patience and solidarity. These were the main weapons they used to face interpersonal challenges in their day-to-day lives.

Living with differences is more than accepting and respecting others. It means seeing the situation as a possibility for growth. The good relations between teams participating in the *Game* depend on this ability. Many of the youths had no relationships prior to the development of the projects on which they were working.

Communication was another great challenge to these youths. They had to learn how to listen, how to talk with and to others and how to give others the time they need to express themselves and present their ideas. One of the

questions that guide youths participating in the *SuperAção* is the following: how to improve team relations in terms of the ability to live together (to grow based on differences and being open to others) as well as communication skills (being able to express ideas and listen to others)?



Learning to Know

When working on their projects, youths are faced with one of the greatest challenges of the 21st century: the search for knowledge over the course of their lives and in every venue so they can develop cognitive competencies.

Youths in the Program point out the need to improve basic competencies like reading and writing and metacognition (self-tutoring, for instance) as the most important aspect of learning in this area.

The game presented participants with the opportunity to be open to new forms of knowledge. The first assessment in this regard – which helped guide a few actions developed by the program – showed that only a few youths in the Program truly felt ready to make the right choices in the knowledge world. Few teams were concerned with improving competencies such as reading and writing abilities, which are basic for individuals to be able to interact with knowledge.

There is a lack of information, and this generates difficulties in the creation of the project. Ignorance and a lack of discernment, as well as a lack of critical conscience, were the main limitations cited by several teams participating in the Game, whose dynamic requires self-tutoring on the part of youths – the ability to identify unavailable knowledge that is necessary for the development of the project.

In the eyes of monitors and youths, this conclusion reconfirmed the importance of using education through projects to develop the cognitive abilities of learners.



Learning to Do

The development of projects with autonomy and solidarity brought youths a series of types of knowledge about their entrepreneurial capacity, helping them to prepare for the world of work through the development of their productive competencies.

Game participants became aware of the importance of the development of the whole spectrum of capabilities, from basic competencies to management abilities. The ability to work within a team is one of the greatest areas of learning pointed out by *SuperAção Jovem*. Working together in the creation, planning, development, assessment and appropriation of the results of their projects, youths develop something referred to as "team spirit", that is, the ability to relate with cooperation. They motivate and get motivated, knowing when it is best to be in the lead and when it is best to let themselves be led.

More than just obtaining concrete results in the elaboration and implementation of projects, youths develop management abilities (self-management, group management and co-management).

At this stage, there are two challenges that have to be faced so the teamwork will truly be productive. The first is related to personal {X} and social {XX} competencies, which prepare youths for group work and foster discipline, responsibility, determination, organization and respect for others.

The second challenge is youths' entrepreneurial ability. Searching for resources for the project is, to many, a significant difficulty. However, they are encouraged to seek partners in local businesses and look to raffles, bargain fairs, bingos, parties and other activities as concrete means for the attainment of the objectives of their projects. In each of these activities, youths exercise their productive capacity, guaranteeing greater possibilities for success in their future in the world of work.

"I'M NOT TOM HANKS, BUT I'M JEAN"

What you are about to read will show the transformation engendered by *Largada 2000* in the life of Jean Davi Frainer, a fifteen-year-old high school freshman in Joinville, Santa Catarina. Through the program, this boy discovered his potential and developed the necessary competencies to reach his full potential {X}. He has found himself to be unique and a fundamental part of the solution to problems. Today, he sees himself as an authentic citizen!

The Challenge

*In February 2000, the teachers at Escola Professor Avelino Marcante, where I went to school, asked if I would be interested in participating in **Largada***

2000, helping with the restoration of the school. They said we were really important to make changes. I loved that because I always felt the need to transform what is around me {👏}.

*Along with four other schoolmates, I accepted the invitation right away and participated in a Program meeting to understand its philosophy. At that occasion, I realized that many schools faced the same difficulties: communication problems, little teacher participation and relationship difficulties. My colleagues and I started to think about solutions. The project my school entered in the **Game** was called "Leaving Marks".*

And this is what we wanted to do: leave positive marks. Our challenge at Escola Professor Avelino Marcante was to create a civic center. A few teachers and students came up with the statute and we held an election.

The Development of Potentials

My party was called Progress, and during our campaign we promised theater, dance, indoor soccer, chess and table tennis classes, tutoring and two basketball hoops for the court. We won! I was elected president and we were able to do everything we said we were going to do.

In the beginning, the people in the other party were a little upset. We invited our opponents to work with us {👤}. It wasn't easy. There was a bit of competition. After a month, most people from the other group were creating projects with us, like the solidarity competition we held to get food and clothes for low-income families. Every month we had a general meeting to show results and make plans {👏}. We created the Recreational Saturday, with movies, dancing, games and snacks, and we charged an admission fee.

*I participated in a few classes as teacher and I also prepared reports about the **Game**, about what each person had scored. The objective wasn't competition but cooperation. I had to evaluate the project. And it worked {👏}. We had more results with some things than with others, but everything worked out in the end.*

Citizen Conscience

I always wanted to participate in activities to help others. I really butt in! I always take part in everything and I see that I have changed a lot. I'm more mature, and it's easier for me to communicate and talk in public {👤} {👤}.

Brazil needs us to participate more in changes and decisions so it will be a better country. Before, I used to see the difficulties in the country and think there was no

way to fix them. Today, I see that it's not that easy to find solutions, but it's not that hard either, and it's not impossible. I feel more secure to think about ways out.

Money is not the biggest problem in the country. Brazil is very rich! What happens is that there is a large gap between the economic situation and the social scenario. What we need to do is build a bridge between these two sides of Brazil. A few people are already making their contributions to this bridge through knowledge, participation and a change in values.

Conquering Self-Esteem and Self-Confidence

Largada 2000 helped me to value myself {X}. I had really low self-esteem, I had pimples on my face, I locked myself in my room. In 7th grade, I was really fat and I didn't like myself. I was shy, I cried a lot, had fights at home and felt bad because I didn't know what I wanted for my life. Now I'm even successful with girls, can you believe that? {X} {XX}

The program is like stairs in my life. Every time I overcome a problem, I go up one step. I'm not the type of guy who thinks he's great, but today I like what I am and what I want to be. I even look a lot better. I'm not Tom Hanks, but I'm Jean! {X}

Life with my family has improved a lot, and now there's mutual respect. I love my parents, but I used to be ashamed of them because teenagers are like that, they don't want to be like their parents. Today I know that makes no sense. I sit at the table with them and listen to what they say because they have more experience. Their support motivates me a lot. Today I'm heard more and I also listen more {XX}.

The Discoveries

*I'm not afraid to fight for my objectives anymore. I feel secure in what I want and what I can do {X}. With **Largada 2000**, I gained a lot of willpower. Besides being president of an association, I also taught chess and tutored 6th and 7th-grade students. I saw myself on the other side of the desk, when it's the teacher criticizing students that are misbehaving. This change in roles was nice. I had to come up with strategies to calm students down {XX}.*

*In February 2002, I was invited to be a trainee with the Program and supervise 21 schools, help solve problems and work with the **Game**, the projects and the difficulties that were encountered {X}. That made me the happiest I've ever been in my life.*

The Program helped me make the right decisions and know what I want for the future: to work a lot with youths in the area of communication or education {🧑}. My thing is pedagogy, philosophy, sociology, communication...

I also recognize that I wasn't a good friend. I didn't accept my friends' ideas and they didn't accept mine. If I didn't like myself, how could other people like me? Now, I do my best to cultivate my friendships {🧑🧑}.

I like the word "respect" a lot. In order to have friends, you have to love them and show that this love is sincere, spontaneous and transparent. I learned how to work in a group, I learned the meaning of the word "we" and I worked on my pride {🧑🧑}.

I learned to know my potentials {🧑}, to see myself in the future, to respect my space and the space of others {🧑🧑}. I always try to do the best I can {👉} and I always question what my mission is and why I exist {🧑}.

*I got out of school last year, and because of my performance I became a junior consultant for **Largada 2000**. I am a paid trainee and, with the experience I got solving problems at my school, I can help other people who have lots of difficulties as well {📖} {👉}.*

CHAPTER 3

MAP AND COMPASS: FROM POTENTIALS TO THE FOUR BASIC COMPETENCIES

To operationalize the idea of the four pillars as territories for the development of potentials in educational processes, a second stage is necessary: progress in terms of understanding that the four types of learning have to be experienced, identified and incorporated by learners as competencies for life.

In our view, the idea of competency that better suits the demands of the Human Development Paradigm is the one that adds knowledge to values, attitudes and abilities to realize actions. It thus recognizes the potential of children and adolescents to carry themselves with increasing autonomy in their personal, social, cognitive and productive lives.

Each basic competency becomes a source of attitudes and abilities for learners to face the challenges of the times and society in which they live.

We define **ability** as the learners' capacity not only to apply acquired knowledge to their experiences but also to take charge of the process of creation and management of these abilities as tools to transform themselves and the world.

We define **attitudes** (action sources) as the basic stance learners take in relation to the several concrete situations, dimensions and circumstances in their lives. This attitude depends on the way in which learners understand and give meaning to the context of which they are part.

The formation of a basic attitude in the face of life is the result of the educational process through which potentials are developed, and this involves not only a changing isolated factor but also the fundamental posture taken by individuals in relation to themselves, others, the world around

them and that which gives meaning to their existence. This fundamental stance is the capacity on the part of each learner to express his or her way of seeing things, thinking, feeling, deciding and acting in the world.

Before we continue this explanation and talk about our view on the set of competencies, abilities and attitudes that resulted from the educational process for the development of potentials, we would like to point out that:

In our view, the idea of competency that better suits the demands of the Human Development Paradigm is the one that adds knowledge to values, attitudes and abilities to realize actions. Each basic competency becomes a source of attitudes and abilities for learners to face the challenges of the times and society in which they live.

– The Ayrton Senna Institute defined and outlined a concept of competencies, attitudes and abilities based on the broad view engendered by the notion of Human Development as well as the view on education that resulted from the Jomtien Conference¹² and from UNESCO's Report coordinated by Jacques Delors. Antonio Carlos Gomes da Costa and Bernardo Toro are the two authors on whom we based ourselves for the creation of this concept. This process is dynamic and continuous, not only because of the

magnitude of the task but also because we recognize that human experience can not be reduced to one specific thought or form;

- The definition of personal, social, cognitive and productive competencies is part of the answer to the following questions: what kind of person do we want to train? In which society are they going to act? As we get answers, we obviously do not intend to deplete an individual's treasure chest of potentials – what we want to do is set up a pre-defined but flexible set of abilities to be developed in the educational process;
- Our effort was to work with each competency or ability as "the section of an orange". Even when it is seen on its own, it reminds us of the whole. That said, the competencies, attitudes and abilities detailed below do not occur in an isolated fashion in the lives of learners, not should they be worked with separately. This is an interdependent, synergic set;
- These competencies, attitudes and abilities, even when developed within a certain realm, may and should be put into practice not only in the original field

¹² The Jomtien Conference on Education for All was held in Thailand in 1990.

to which it belongs but also to other spheres of human existence. This is due to the fact that, as we said before, the objective of the development of competencies is the creation of stances and capacities in the face of life;

- The detailed description of these competencies, attitudes and abilities established by IAS is not merely an exercise in didactics. It is an effort toward providing educational processes for children and youths with clarity and pedagogical purpose. Learning and its competencies, abilities and attitudes should be used as references to guide the work of decision makers, educators, learners and their families for the planning, development, evaluation and appropriation of the results of their actions.

LEARNING TO BE – PERSONAL COMPETENCIES

A Compass with Which to Find Oneself

Learning to be is to get to know oneself and, based on this knowledge, create a unique, singular identity and a life project based on this cornerstone.

Personal competencies engender in each individual the capacity to create a singular path to make a difference in the world. They can become unique beings at the same time connected to the challenges of the times in which they live.

Learning to be{X} is a potential whose development requires lifelong learning and a constant capacity to transform. It means getting to know oneself, which happens as people open up and recognize themselves in their relationships with others and in their actions in the world.

In order for individuals to get to know themselves, they need to learn to cultivate a self-development attitude and control their competencies and abilities in order to face the two biggest challenges of an existential path: constructing and reconstructing a unique **identity** and constructing and reconstructing a **life project** based on this unique identity as its cornerstone.

Within the sphere of this competency {X}, an important result of the educational process is reached: the construction of a set of **values** that guide people's capacity to make choices and make decisions in the face of themselves, others and issues that are related to their lives. Education for values has to be especially present at this moment, but it should also be there for each of the other types of learning.

Identity and Getting to Know Oneself

In order for human beings to find their **identity**, it is fundamental for them to experience a meaningful encounter with themselves. Thus, the discovery of an identity requires:

- **Self-Awareness.** Learning begins with the construction of an identity, with self-awareness. Identity is that which makes a person unique – it is an individual's awareness of him or herself. In order for people to have this awareness, it is necessary for them to **know** themselves – knowing their emotions, their abilities, their limitations, their desires, their fantasies, and, by doing this, realizing their full potential. Self-awareness is a basic tool for life; it is a condition for knowing oneself and others.
- **Self-Esteem.** This is the ability to establish a loving relationship with oneself based on the self-awareness process in order to know one's limitations, possibilities and qualities. Self-esteem is proportional to one's capacity to understand and accept oneself and others. Without self-esteem, it is impossible to have a wholesome relationship with oneself and with others. Valuing oneself means not being indifferent and valuing what a person is, valuing his or her origins and seeing oneself based on one's potentials. Valuing oneself also implies self-care, that is, caring for the body, the mind, sexuality and physical and psychological well-being. Taking care of oneself is to avoid offending others and being offended. It means having ethics to live with oneself and with others according to which life is the most valuable asset.
- **Self-Confidence.** People who understand and accept themselves and know their best characteristics are self-confident because they know their strengths and use them for support. Those who have self-confidence believe in themselves and go after what they want and where they want to get.

The construction of an identity depends on constantly exercising self-awareness, self-esteem and self confidence and having a confident view of the future. A well-constructed identity can guarantee a successful life project.

Trusting oneself is also a condition for being flexible with oneself and others, realizing that certain truths are not set in stone and being able to open up to situations of ambiguity and uncertainty, thus learning from mistakes.

- **Self-Concept.** This is the idea and the image a person has of him or herself. In order to have a positive self-concept,

it is necessary to know oneself (seeking one's own identity), having self-esteem (liking oneself) and being aware of one's capabilities. Developing a positive self-concept means learning to deal with one's own potentials and limitations in a positive way.

- **A Confident View of the Future.** When people who are self-confident think about their future, they talk about what they aren't but believe they will be. They are able to leave the immediate realm and look at the future in a wishful way to think up new realities and dare to take risks. Trusting oneself now and in the future requires living with uncertainty, with that which we do not know about, because that way one can mobilize what's best in him or her in order to confront the unknown.

The Life Project and the Discovery of Oneself

By knowing and constructing one's identity, the life project moves forward toward the construction of a Life Project. In order to do this, it is necessary to proceed on the development of personal competencies.

- **Wanting to Be.** This is the motivation of each individual, the strength of the dream about the desired future. Trusting oneself and the future makes it possible to dream about oneself in the future. Imagination is one of the doors that are opened by **wanting to be**, but it is not an escape from reality. In fact, it is one of the most important ways of rethinking what is possible.
- **Self-Proposition.** A dream without a project is a fantasy. Having a life project means having a dream, outlining stages to achieve it and knowing how to lead the process in order to make it true. The existence of an objective and the establishment of a way, a timeframe and stages to achieve it transform **wanting to be** into a life project. Outlining a life-project means being self-proposed to make dreams into reality.
- **Meaning of Life.** When there is a project, life has meaning. That which contributes to **wanting to be** makes sense. The meaning of life is the dotted line between being and wanting to be. It is the path between the present and the desired future. Being able to give meaning and sense to life is an important source of fulfillment in the current world, marked by a hunger for sense and an intense search for new sources of meaning to one's being and his or her actions in the world.
- **Self-Determination.** The life project and the meaning of life give us self-

determination. Being self-determined means being able to choose the path you want to follow and not letting others choose for you. Self-determination is necessary so people can make informed decisions – that is, decisions based on beliefs and values that give meaning to what a person is and seeks. Choosing personal dreams, selecting among them those that one wants to realize and making them happen is the capacity that results from self-determination.

- **Resilience.** Self-determination gives people resilience, that is, the capacity to resist adversity and not let hard times destroy them. Resilient people function according to the challenge model – they grow in adversity, while people with little or no resilience function according to the damage model – they are defeated by adversity.
- **Self-Realization.** It occurs in every step taken toward the outlined life project. People become fulfilled when they know that they are on the right path and that they are not stagnant. The three sources of realization are love, work and citizenship. Self-realization occurs when people know they are fulfilling their potential as individuals, professionals and citizens.


The construction of the life project depends on an intense experience in wanting to be, on self-proposition, on resilience, on self-realization and on special moments of plenitude.

– **Plenitude.** This is the moment when the **being** meets the **wanting to be** and the two become one and embrace each other – the being overflows its limits. This is a moment of great personal and social realization, when situations that had been dreamed about are finally reached. The

structuring effects of these experiences are intense and hard to evaluate as a whole. Living moments of plenitude allows people to overcome the limits that hinder the full development of potentials.



LEARNING TO LIVE TOGETHER – RELATIONAL COMPETENCIES

A Compass with Which to Find Others


To live together is to relate. Relational competencies {} are the ones that make it possible for children and adolescents to develop their intrinsic human potential to relate to others and to society.

The development of competencies with which to relate to people takes

place at two levels. The first is the **interpersonal** level, which is related to the relationships with family members, friends and boyfriends or girlfriends. The second is the **social** level, the one that encompasses collective projects, the relationship with the city, the country, the environment and culture.

Living together with others {} is the foundation for learning to be and learning to be with oneself {}. It is a simple equation: we learn how to be individuals by becoming individuals through those with whom we relate. They are our interpersonal source of growth and help us get to know ourselves. For instance, when someone mirrors us and gives us the certainty that we are understood and accepted, we become better prepared to understand and accept others.

Being incomplete is part of our essence. In every human being there is a desire for **presence**, that is, to be able to affect and be affected by others. Presence is the foundation of living together: motherhood, fatherhood, friendship, affection, eroticism, sociability and a profound feeling of humanity.

The competencies engendered by *Learning to Live Together* {} are also the ones that make it possible for learners to establish a commitment to the development of others. They help them develop the abilities required to live together with autonomy and solidarity at the broader social level, as citizens who are capable of understanding society and having an effect on it. Experiencing citizenship, according to this view, means seeking relationships where there are **exchanges in solidarity** involving others and where there is **co-responsibility** in issues related to the common good in the community, the country and the planet¹³.

The notion of youth protagonism translates this idea of experiencing citizenship as a way to develop oneself as a citizen and also as a person and future professional. Youth protagonism is citizenship as a concrete experience. Within this concept, youths are called to actively participate in the solution of concrete issues in their daily lives and their communities together with other youths and adults. This changes the negative expectations of the world

Learning to live together means developing competencies for a positive relationship with the people around you (family, friends, etc.) and your environment (the community, the city, the country, etc.).

¹³ The publications "*Protagonismo Juvenil*" (Youth Protagonism) published by the Odebrecht Foundation, and "*Tempo de Crescer*" (Time to Grow Up), published by IAS, author Antonio Carlos Gomes da Costa talks to youths about their protagonist stance.

according to which youths should limit themselves to not causing damage to themselves and others. Therefore, this is a new view in which youths go from being the problem to playing a part in the solution. In order for this to occur, they should act as a source of initiative (action), freedom (option) and commitment (responsibility).

Once again, we point out the fact that interpersonal and social competencies {XX} have to be experienced actively and concretely by learners in the educational process in order to solidify within their universe of values.

Interpersonal Relationships and the Key to Living Together

Interaction with friends, with a boyfriend/girlfriend and with family is what develops interpersonal competencies {XX}. The following types of knowledge are thus important:

- **Acknowledging Others.** Knowing and acknowledging others begins by identifying an equal in them. Exercising this ability involves, above all, the capacity to see others beyond appearances, to recognize them as autonomous, free individuals who, as such, have the same right to life and to personal and social development. This is the ability to put oneself in another person's shoes to understand them and accept them as a condition to relate to them.
- **Living with Differences.** In order to learn to live together, the development of the ability to respect differences (ideas, values, habits and customs) is also necessary, that is, the right to be free and, based on one's autonomy, to think, evaluate, decide and act in an appropriate fashion, differently from others, as long as one's actions do not violate the rights of those around him/her. Living together is being able to grow based on differences.
- **Interaction.** In order to grow with others, it is necessary to recognize that we need them in order to truly exist. Interacting means being attentive to others. It means acknowledging others and being open to their universe. It means acting as a facilitator of their intentions so they will become actions and, based on this, being able to making these actions the sum of one's own intentions and the intentions of others in order to grow together.
- **Communication.** In order to interact, it is necessary to know how to communicate. This means expressing oneself, translating oneself and others and mediating relationships through language, gestures and words. Knowing how to talk and knowing how to listen. Through conversation it

is possible to express oneself, comprehend, clarify, agree, disagree and compromise. By talking, we learn how to resolve conflicts peacefully and find alternatives to live better. Relating to family members and friends in order to be understood and to understand. Knowing how to talk, knowing how to listen, teaching by talking, learning by listening.


In order to live together with others, we need to acknowledge them and learn from their differences; we need to interact and communicate; we need to develop emotional relationships with responsibility and make ourselves part of the group, sharing ideas.

– **Emotions and Sexuality.** The emotional-sexual dimension of interaction with people, that is, love, is one of the deepest, most radical human experiences. During adolescence, experiencing love and sexuality requires all of the ethical knowledge necessary for finding out about oneself and about others, like respect, responsibility, commitment and solidarity. And it goes beyond that: it

requires learning how to experience intimacy, learning how to court and love and respecting one's own feelings as well as those of the other person. More than information, limitations or the free emotional-sexual conduct of adolescents, adults are responsible for passing on the information that will make it possible for youths to make decisions regarding love and sex in an informed manner that is coherent with their fundamental principles.

- **Living in a Group.** Belonging to a group means being able to create and share lifestyles, dreams and projects. This requires the ability to negotiate differences, opinions and interests considering everyone's expectations. It also requires the ability to agree and disagree without interrupting group life. Living in a group leads to decisions that often do not mean getting to where the individual wants to get. In a group, one can go much further.

Social Relations and the Ability of Being Co-Responsible for the Situation as a Whole

Relating also means developing competencies  that make it possible for us to participate in decisions that affect the human collective and to act in a concrete manner for social, environmental and cultural development. All of this requires:

- **A commitment to the group.** This means being able to go beyond the personal and family sphere, being co-responsible for a common fate in the collective sphere. This requires solidarity and different levels of participation. Demonstrating solidarity means being able to act in a concrete manner for other people so that they can, if they haven't already, become autonomous, free, responsible and productive. Participating in solutions means being a source of initiative, freedom and commitment in relation to the common good. It means being able to imagine new realities in the collective sphere and acting to make the desired transformations a reality. In order for this to occur, it is necessary to know how to identify the issues that affect community life and propose solutions acting in cooperation with peers and adults.
- **A commitment to the environment.** Awareness of the interdependence with the physical world and with other living beings that make up the networks that sustain life. The commitment to the environment increasingly occurs at a global level. Little by little, youths become aware that the physical survival of our species is not the only area threatened by the destruction and degradation of nature. Our mental world and our spiritual life are also mutilated with the devastation. Environmental co-responsibility is expressed in showing everyday that we care for the place where we live and in taking concrete actions to foster, protect and defend the environment and life.

In order to create effective social relations, it is necessary to be attentive to the commitment with the group, with the environment and with cultural diversity, thus becoming co-responsible for the situation as a whole.

– **A commitment to cultural diversity.**

The capacity to know and recognize one's origins can be translated into belonging to a culture. It is knowing the meaning, the origin and the reason behind the traditions and customs of a group and recognizing oneself as part of it. In the current globalized world, this requires the capacity to valorize

other cultures and interact with them in order to enrich one's own universe. This is the cultural facet of global interdependence, which requires people to creatively overcome tensions between the local and the global sphere, be it within a community, a country or in the world. A clear expression of this capacity is valorizing and recreating the culture

one is a part of – its artistic manifestations, parties, customs, the knowledge of older people, children's games, youth cultures, etc., based on new knowledge and other cultures.

LEARNING TO KNOW – COGNITIVE COMPETENCIES

A Compass to Sail the Sea of Knowledge

Learning to know {📖} in this everchanging world is essential for a person to be able to move within it as an individual, a citizen and a future professional. It is not a coincidence that the society of the 21st century is also referred to as the knowledge society. A society in which the acquisition of knowledge is no longer restricted to a certain time in an individual's life, to the school or to a predetermined set of areas of knowledge.

In the knowledge society, the rule is **lifelong learning** in all of the spaces where we live. In fact, more than just learning, one should know all there is to know about the processes of **production** and **knowledge management**.




Cognitive competencies generate the **valorization of intellectual development** and of the realm of metacognitive competencies and abilities. They can be summarized into three fundamental tools for increasing self-awareness and awareness of the world: *learning how to learn*, *teaching how to teach* and *knowing how to know*.

Nonetheless, a few competencies and abilities are the minimum conditions for children and adolescents to sail the sea of knowledge. These include the ability to read and write, to do basic math operations and to solve problems.

The Minimum Competencies to Sail the Sea of Knowledge

According to the Seven Codes for Modernity, by Colombian educator Bernardo Toro, children and adolescents must be ensured the following minimum competencies in order to interact with knowledge {📖}:

- **Reading and writing.** In order to live and work in a highly technological society, an increasingly greater amount of knowledge in the areas of reading and writing is necessary. Children and adolescents must have access to knowledge and know how to communicate using words, numbers and images. Reading and writing abilities have to be constantly improved at every educational opportunity.
- **Mathematical operations and problem resolution.** In daily life and at

work, it is fundamental to know basic mathematical operations. It is also fundamental to know how to solve problems. Doing mathematical operations means knowing how to calculate and use math adequately to solve a myriad of daily-life situations. The thought-process that allows an individual to solve problems encompasses abilities that go beyond cognitive knowledge since they require the use of competencies {} {} {} for making informed decisions based on one's daily life.


- **Analysis and interpretation of data, facts and situations.** In today's society, the ability to describe, analyze and summarize when narrating and expressing one's own thoughts, both orally and in writing, is fundamental.
- **Access to accumulated information.** Today, knowledge is not limited to books, and it is more important to be able to access accumulated knowledge than to actually accumulate it. This is not possible if an individual does not know how to locate data, people and experiences. In order to acquire this ability, it is necessary to frequently research libraries, newspaper collections, video libraries, information and documentation centers, museums, specialized publications and electronic networks. On the other hand, in order to deal with the overload of information that characterizes current times, it is also necessary to develop the ability to select and systematize information to use it in the solution of problems.

It is fundamental to ensure that new generations will have access to: reading, writing, mathematical operations, analysis and interpretation of facts and situations, information and critical interaction with means of communication.

– **Critical interaction with means of communication.** A critical receiver of information from means of communication (cinema, television, radio, newspapers, magazines, internet) is a person who does not let him or herself be manipulated as an individual, as a consumer or as a citizen. He/she learns to use these means as sources of knowledge. Interacting with means of

communication makes it possible to manage them for distance communication. This provides access to basic and professional education, makes it possible for people to interact at the global level and offers the possibility for individuals to get to know other models of interaction and productivity.

Learning to Learn, to Teach and to Know

In order for lifelong  learning to occur in all spheres, it is essential that children and adolescents develop metacognitive competencies, that is:

- **Self-teaching.** This is learning how to learn. In the new society and the new economy, man goes back to being a hunter, but a lifelong hunter of knowledge. Learning how to learn results in behaviors such as curiosity and a love for having contact with new things at all spheres – at school, during one's free time, during leisure activities and in relationships. Learning to know and learning to increase the potential of one's own learning process are also abilities.


Learning to know is learning to go about in the world as a person, citizen and future professional, knowing all there is to know about learning to learn, teaching to teach and knowing to know.

– **Didacticism.** Teaching how to teach. The knowledge age increasingly requires people to be able to construct knowledge and abilities with others and pass what they know on to others, fostering them to enrich their vital horizons and stimulating them to continuously develop their potentials over the course of their lives. After all, the best way to learn is to teach.

- **Constructivism.** It's knowing knowledge. The third metacognitive competency is to be able to walk the path of the construction of knowledge instead of simply incorporating it when it's ready, already constructed. This is about preparing individuals to produce and create knowledge rather than just accept it and use it.

LEARNING TO DO – PRODUCTIVE COMPETENCIES

A Compass to Be Entrepreneurial in the World

Learning to do  is related to the development of competencies to be productive in the world. It makes it possible for transformations to be created and to occur in any sphere – in the economic, environmental, social, political and social arenas. More specifically, productive competencies become fundamental for entering the world of work, returning to it and being successful in it.

In the 21st century, these competencies are divided into three areas: **self-management**, **co-management** and **group management**. They express

themselves in the lives of learners in the following abilities: directing, managing, coordinating, controlling and evaluating one's own production (self-management), production within a team (co-management) or the production of others (group management). These competencies, attitudes and abilities make space for **entrepreneurism**, be it economic, social, cultural or environmental. The basic attitude formed as a result of this competency is turning to the **development of one's own circumstance** – that is, to take the world around as an invitation to act productively.




One of the most sensitive changes in our society has taken place in the world of work. The knowledge age and new technologies are causing a revolution not only in regards to production forms but also in regards to wealth and valuables. Creation and knowledge are the currencies of the 21st century. Several professions are disappearing, and the number of jobs goes down as a result. On the other hand, new professions are being created in this century, and a new type of professional attitude has become a requirement for the market. This is the reason why we defend the promotion of the **workability culture**, which trains adolescents both to face changes in the world of work and to create their professional path in an efficient manner.

Professions increasingly demand flexibility, creativity and the possession of several abilities. Youths can no longer limit themselves to preparing for one single job. They have to be prepared to enter a world where the job is no longer the only path – it now shares space with entrepreneurship. This means starting your own business or developing cooperative or even associative work. It also encompasses self-employment and professional actuation in the area of social responsibility.

In order for youths to be entrepreneurial in their productive lives, it is necessary to guarantee that they will have access to ten to twelve years of quality basic education so they will be able to develop **basic abilities**: reading,

writing, arithmetics, making informed decisions, analyzing, summarizing, interpreting and working in group.

Learning to do is to create and foster transformations in all spheres: economic, environmental, political and cultural. It means entering and remaining in the job market.

In the current world of work, the cultivation of lasting abilities necessary for other competencies {} {} {} is also a matter of survival. Basic or lasting abilities are permanent, like the

foundation of a house. An individual cannot actively participate in the society without these abilities because without this knowledge, he/she won't be able to understand symbols, data, codes and other forms of communication.

The world of work also requires the development of competencies that make it possible for the future professional to acquire **the specific abilities** that will enable him/her to produce goods or services. They are characterized by specialization and flexibility because they need to stay current with technological innovations and new market needs.

BASIC ABILITIES FOR LEARNING TO DO

In order to be productive in the world {👉}, human beings have to develop the following basic abilities:

- **Creativity.** An ability whose value tends to increase in the post-industrial society in all production sectors and at all professional levels. Creativity – as entrepreneurship and the valorization of the search for and the production of knowledge – is more than ability; it should become a basic attitude in the production world. A creative individual is the one who provides a transformational solution to improve his/her performance and contributes to solving a problem by imagining and finding viable ways to implement the solution. Personal creativity is not enough – it is necessary for the individual to be able to allow the development of the creativity of the group. In sum, creativity is the personal and/or group capacity to imagine new ways to produce and work and, more than anything, to put ideas into practice.

For this type of learning, basic abilities that involve creativity and the acquisition, management and production of knowledge are fundamental. Self-teaching, didacticism and constructivism are abilities which can not be dissociated from the world of work.

- **Knowledge acquisition, management and production.** Self-teaching (seeking permanent training), didacticism (passing knowledge on to others) and constructivism (producing knowledge) cannot be dissociated from the world of work. These capabilities are also expressed in stances such as: understanding school and all spheres of life, including free time, as spaces for the improvement of

basic abilities; valuing basic education as the first step towards the productive life, making the best possible use of what school has to offer

and seeking concrete solutions to improve it; understanding information technologies and knowing how to deal with technological innovations in order to stay current with the ways to use computer science in communication, in the production of knowledge and even in the creation of new forms of group production.

SPECIFIC ABILITIES FOR BEING ENTREPRENEURIAL

Being productive in the world also requires diving deeper into one or more spheres of action {🔧} and being able to reinvent one's professional path:

In order to be entrepreneurial, an individual needs specialization, but he/she also needs versatility and several abilities to adapt to different production contexts if necessary.

– **Specialization.** Being able to produce, with a higher or lower degree of knowledge and dexterity, goods or services. In order to do this, it is necessary to grasp specific knowledge in the area and the finite number of steps that have to be taken in order to reach the desired result. Some types of specialization

create rigidity and others create flexibility. What makes a difference is the capacity to reflect upon the practice instead of simply applying and repeating a task.

- **Versatility and the possession of several abilities.** Capacities that make it possible to deal with specialization and flexibility, characteristics of the acquisition of specific abilities for the professional life. Diving deeper into more than one field of knowledge and being interested in related areas are as important as getting training in a specific area. This leads to the flexibility that is necessary for adaptation to different production contexts.

MANAGEMENT ABILITIES TO BE A SUCCESSFUL ENTREPRENEUR

Workability, that is, the capacity to join, stay and grow in the world of work (icon), requires, more than anything else, management abilities:

- **Self-management.** Knowing how to manage oneself: time, career, activities and the acquisition of abilities. Other competencies that make us act in an autonomous, self-proposed manner are also part of the ability to self-manage {🧑}. For instance, abilities and attitudes that make it possible for us to see challenges (not difficulties), seek solutions (not problems), look and act ahead (be proactive), have initiative, be daring, take calculated risks, take responsibility for our mistakes and start over.

- **Co-management.** More and more, the world of work is set up in teams and groups with common objectives. Collectively managing group work has therefore become a decisive ability that makes it possible for individuals to create, think, plan, decide, do and evaluate as a team. For co-management, the ability to lead is not enough. It is important to understand that leadership is a position to be taken by the individual who, at a certain moment, is better prepared to reach the objectives of the group. It means knowing how to lead when holding this position and knowing how to be led when this isn't the case. In this case, another group of competencies {KK} is also a basis for productivity.

A successful entrepreneur has abilities in the areas of self-management, co-management and group management – management abilities that have a relation with other fundamental competencies

- **Group management.** The ability to manage the work of others when leading a group. Motivating, knowing how to pass on knowledge, valorizing and fostering creativity, delegating responsibility and committing to the development of the potentials of collaborators are some of the attitudes and abilities group management involves.

Next, we will present the successful experience with the four competencies involving children and adolescents participating in the program Education through Sport, developed by the IAS/Audi alliance, through the testimonies of educators from *Projeto Córrego Bandeira* (Project Bandeira Stream), developed in the Federal University of Mato Grosso do Sul.

CASE 2

Education through Sport for the Development of Competencies


Within the sphere of its work for the creation of educational opportunities for children and adolescents at risk, IAS uses several **paths for the development of potentials**. One of these paths is sport, and its dynamics and pedagogy become reality through the program Education through Sport, created in 1995 and developed by the **IAS/Audi** alliance.


This group, made up of children and youths aged 7 to 17, educators, college students and the IAS technical team, has already become a winning team. Activities are held for the gang on the campuses of partner universities. Students who attend school in the morning have activities in the afternoon, and activities are held in the morning for students who attend school in the afternoon.



Sports are the axis of the program, which also includes activities in the areas of health, art and tutoring. The project is usually developed in an interdisciplinary fashion, joining and unifying the work developed in the different areas. The educational action is complemented through work with parents and teachers. Each project also outlines and implements strategies that involve teachers' and participants' families as well as the schools the kids attend.

LEARNING WITH BRAZILIANS: A COORDINATED, INTEGRATED EXPERIENCE WITH COMPETENCIES

Living together with people and groups is an intrinsic part of sports activities. All of the interaction is based on rules and agreements expressed implicitly or explicitly. In educational sports, differently from performance sports, rules can be adapted and created collectively so they will be adequate to the conditions of the group and of the point in time.

This joint construction takes place through discussions and through the group's capacity to negotiate and defend their values. In this process, sports act as a venue for the development of competencies for interpersonal and social interaction {} – knowing how to listen, waiting for one's turn to speak, expressing a point of view, counterclaim, etc. – in addition to important ethical values such as respect, responsibility and cooperation, among others.

It is worth noting that sports activities also cause tension, competition and power struggles, which can be expressed through aggressiveness and discontentment at several levels. These situations do not represent the denial of the educational value of sports; on the contrary, they may offer important elements to promote moments of reflection that foster self-awareness {}, favor the establishment of paths for self-control and lead to the overcoming of negative behavioral patterns, with educators acting as mediators.

By proposing this reflection, education through sports is, first of all, creating opportunities for children and adolescents to develop knowledge about themselves as well as important personal competencies {}. When they become aware of themselves as individuals, learners are ready to then become aware of others, their space and their rights, the rules for living together and so on {}.

It is true that we learn to live together in all situations in which social interaction takes place. However, we are sometimes able to create

opportunities whose primary focus is learning relational competencies, as was the case with the interdisciplinary educational project entitled *O Brasileiro* (The Brazilian). Proposed by the team that developed *Projeto Córrego Bandeira*, it exemplifies how a relational problem seen as a challenge can be the starting point for the development of important values and social attitudes which are indispensable for interaction based on ethics and respect for human rights.

The project was developed during one school year, and its results were so encouraging that it was developed in the two following years in the form of projects *Eu, um Ser Social* (I, a Social Being) and *Brasileiro, um Ser Social* (The Brazilian, a Social Being). Each new project incorporated the lessons learned in the previous experience and was improved both in terms of form and in terms of content.

LEARNING TO BE AND LIVE WITH THAT WHICH IS DIFFERENT

The interdisciplinary educational project entitled *O Brasileiro*, about which we are about to talk, demonstrates how to develop some of the types of learning that are part of the four competencies in an integrated fashion.

Since 1995, Education through Sport has served 25,000 children and youths aged 7 to 17. By 2003, it counted on the participation of 440 educators working with 10,130 children and youths from fifteen municipalities in twelve states¹⁴. The program counts on partnerships with fourteen universities: UFPA, UFMG, UFMS, UPE, UFMA, UFRN, UERJ, UNEMAT, UFRGS, UFPR, UEL, UFSC, Unisinos and USP.

It appeared as an answer to a specific need, to a concrete problem identified by educators: the recent inclusion in the project of children and youths from a native-Brazilian tribe in the city.

It was necessary to promote activities to foster their integration with other children, acceptance on both sides and the valorization of differences. The group that had just arrived ended up isolated into a group of shy children and youths who felt different because they were seen as different. This was the challenge to educators and university students: to transform this difficulty into moments of learning.

¹⁴ 2003 data.

The year was 2000, the 500th anniversary of the country. After a great deal of discussion, educators concluded that it was fundamental to work on self-awareness, self-esteem and cultural identity, among other values {X}. Once they had these abilities, learners would be able to see differences as a value, as wealth for their relations. Learning this would develop the capacity of children and youths to relate to others {XX}, that is, to get to know them, recognize them and see them as equals – beyond initial appearances, which may call one's attention to differences. Being able to do this entails, above all, the capability to see others as autonomous, free individuals who have the same right to life and to personal and social development. This is the capability to put oneself in someone else's shoes and accept him/her {XX}.

"I am a new Brazilian. I know my history, my people and my nation better. Now it's action!"

Dionísio Nogueira, 16, Projeto córrego Bandeira, Mato Grosso do Sul, Program Education through Sport

Still in this area of knowledge, we sought to develop the learners' capacity to respect differences in ideas, values, habits and customs. This means embracing other people's freedom and autonomy to think, evaluate, decide and act in their own way, as long as their actions do not violate the rights of others {XX}.

The background of this scenario was the discovery of Brazil: the reflection on the arrival of the Portuguese in Brazil, the view of native Brazilians and the arrival of black people and immigrants – that is, the formation of the Brazilian population.

The proposal of the educators was to seek the authentic valorization of the native Brazilian population in a contextualized manner through the study of other peoples, avoiding putting the children and adolescents who were participating in the project on the spot. This could negatively accentuate the feelings of difference that were already there.

Everyone agreed. The next step was to develop the project, think about themes and activities, outline the participation of each area and prioritize the areas of learning to be dealt with within the competencies {X}, that is, to consider all of the aspects of an educational action.

O Brasileiro was created based on sub-themes represented by the peoples that helped form the Brazilian nation. Within this proposal, the kids were encouraged to acknowledge others, recognizing them as equals, to respect others

and see wealth and value in differences. They were encouraged to grow with others, to communicate and, consequently, to interact with others {👤👤}.

Interacting with other children who had different views and feelings helped each learner to become more aware of his/her own way of thinking and acting {👤}, get to know different ideas and possibilities and broaden his/her values, attitudes and knowledge repertoire {📖}. By getting to know others better, they finally had the opportunity to get to know themselves (self-awareness), develop a respectful attitude towards themselves and value themselves. They were able to establish their social and cultural identity as a foundation for interacting with others and with the world {👤}.

Learning to Know and Do in the Face of Differences

O Brasileiro contributed to the development of another competency {📖}, fostering kids to research about the culture and contributions made by native Brazilians, black people and Europeans in the formation of the Brazilian population. By getting to know the several different cultures, children and youths began to value social knowledge. They accessed information from several sources, collecting, recording and using it to learn. They read, wrote and developed their oral skills, learning to structure their speech and their thoughts.

In addition, by dividing what they had to do into tasks, organizing themselves into groups to collect and interpret data, solving problems and challenges and creating common results, the teams had more contact with social abilities that are important and fundamental for a successful professional performance. These abilities include the capacity to organize oneself and to organize one's own work (self-management), learning to propose ideas, have initiative, develop activities and reach results, learning to create, plan, decide, develop and evaluate as a team (co-management) {👤👤}.

It is worth noting that we have already dealt with management abilities (self-management, co-management and group management). To recall them, go back to page 90.

The Four Competencies on the Stage

O Brasileiro made it possible to create the conditions and opportunities for the wholesome development of children and adolescents involved.

However, no educational project reaches the desired success if it doesn't spark the interest and respect the wishes of its target-public.

In order to involve and motivate this public, these interests were prioritized. One of the actions that enabled the development of this educational proposal was the elaboration and presentation of a play. After all, who doesn't like reading and listening to stories, participating in role-play activities, parties and competitions?

The initiative made it possible to integrate all of the children's classes and all of the project staff. Each person had his/her own responsibility in the performance of tasks. The idea was to develop a screenplay that depicted Brazil after the arrival of the Portuguese, their encounter with native Brazilians and the arrival of other peoples.

In the reading room, children read stories related to the theme and gathered and systematized data to be used in the elaboration of the play {📖}. *A Oficina do Saber* (The Knowledge Workshop), a special "corner" of the Program Education through Sport, was responsible for the study of the different cultures (uses, customs, clothing, etc.). Thus, clothing and settings for the characters (native Brazilians, the Portuguese, black people, Europeans, Asians, etc.) were made. Invitations were prepared, strategies were elaborated and tasks were distributed for the reception of guests {👏}.

The sport team was responsible for rehearsing the play, the dances, *capoeira*¹⁵ and songs. The University helped by providing the theater and covering labor costs for a professor with a background in visual arts to provide all of the necessary support.

The big day finally arrived. Guests filled the theater. The play was a hit. It was the cornerstone of a great challenge and the beginning of a path filled with discoveries: the learning began with the creation of a collective text and was prolonged throughout the process of planning, developing and integrating the areas.

This was only the kickoff, and its continuity encompassed several other activities. The class also studied the several populations (native Brazilians, the Portuguese, black people, Europeans and Asians). All of the information was recorded in texts, posters, songs and poems {📖}. When studying the sub-theme "native Brazilians", students made a Terena¹⁶ – Portuguese dictionary

¹⁵ A Brazilian martial art disguised as dancing created by slaves.

¹⁶ Native-Brazilian dialect.

{🧑} {🧑} {📖}. There were also several visits to museums, parks and industries in the city {🧑} {📖}.

In the field of sports, the class felt motivated to research the physical activities, dances, games and sports that are part of the culture of each population and to experience and explore these discoveries. A native-Brazilian child, for instance, learned a tribe dance from his grandfather and taught it to all of his classmates. It was a big hit! He certainly felt proud and valued by sharing some of his culture and getting the appreciation of his new friends {🧑} {🧑} {📖}.

They also studied the Olympic Games and discussed the participation of black people in sports, dealing with themes like prejudice and the lives of Pelé and Garrincha, about whom they researched on the Internet, in books and in documentaries {📖} {🧑}.

The children found out that June parties, a typical festivity in the Northeast, are a Portuguese heritage, and that the game bocce was brought by the Italians, as were spaghetti and pizza {📖} {🧑}.

The results? There were many! Children, youths, educators and family members got to know themselves and others better {🧑} {🧑}. They began to understand their own history and the history of their colleagues and to comprehend and value the wealth each person brings with him or herself to share with others {🧑}. They learned to express themselves in writing and to interpret what they read with pleasure to find out, get to know and learn more and more {📖}. They learned how to seek and access information, establish common goals and accomplish them, and create and develop actions, activities and products according to a pre-determined schedule {📅}.

Some of the results attained with this project can be measured, but others are only recorded in the memories and hearts of students and, of course, in the good memories of all who participated in this wonderful pedagogic adventure.

🧑≡ *"I want to be the president of Brazil! My first action would be to get each Brazilian to find out about his country and his people, making Brazil a more beautiful nation respected by all!" Luciano Rodrigues, 15, Projeto Córrego Bandeira, Mato Grosso do Sul, Education through Sport.*

🧑≡ *"The knowledge acquired through O Brasileiro fostered the development of valuable social behaviors, prioritizing knowledge, social knowledge*

and the world around us even more, and this opportunity was provided by the possibilities offered by the themes used." Aletéia Batistela Feitosa, Sport Workshop monitor, Projeto Córrego Bandeira, Mato Grosso do Sul, Education through Sport.

CHAPTER 4

PLANNING IN FOUR DIRECTIONS: BEING, LIVING TOGETHER, KNOWING AND DOING IN ORGANIZATIONS

The thought behind IAS' intervention strategies is the development of the potentials of new generations. The Four Pillars of Education for the 21st Century were understood within this view. They became a support to the concept of an educational proposal capable of meeting the demands of the Human Development Paradigm and guiding IAS' pedagogical proposal as a conduit for educational actions for the transformation of human potentials into competencies.

Based on our experience, we will now propose a third stage to answer the following question: how can the thought behind our strategies be used for planning social and educational interventions developed by other organizations committed to human development?

This planning is what gives form to actions, and in it the four pillars of education play the role of **structuring elements** in the design of interventions. Below are the four directions to be used to guide strategic thinking and also to plan social and educational actions developed specifically for children and adolescents.

WHAT TO KEEP IN MIND WHEN PLANNING ACTIONS IN THE SOCIAL FIELD

One of the beliefs underlying our strategic thought is that organizations, like people, need to know their values, their cause and their mission when structuring their social and educational actions – that is, they need to know their **identity** and their **institutional project**. Without the proper identification of these values, people and organizations run the risk of making choices which are not authentic and developing actions which have no sense or meaning. This will immediately be reflected in their relationship with the target public.

The beliefs, the cause and the mission of an organization cannot be dissociated from the manner in which it educates. This is the organizational being, which determines its other competencies in the social field {📖}{👤}{👤}{👤}.

As the *first direction* to conceive and plan social and educational interventions, organizations must outline them according to their mission, thinking, with each action, about the cause that drives them {👤}.

Likewise, human development provides IAS with a form to **live together** in the social field: the ethics of social co-responsibility. People, governments, corporations and NGOs can and should take on their share of co-responsibility because of the unacceptable social issues that affect our country and the world. Joining governmental, non-governmental and personal efforts for a greater cause – the development of the potentials of new generations – is the way to strengthen our capacity to create a project for humanity.

Social actions, however, are at serious risk for becoming fragmented, isolated, corporate-based and limited to a microenvironment. Even though they have merit (they are technically well designed), they lose in terms of social relevance and in terms of the actual impact they have on people's lives.

Thus, the *second direction* for designing social and educational interventions is to structure the organization so it will truly provide answers to the social, political and economic challenges faced by its target public and by our society. Partnerships and discussions with schools, the community, families, learners, businesses, governments, NGOs and social agents should always be sought out {👤}.

Another decisive facet toward which action planning should direct efforts is the production of knowledge. **Knowing** is imperative for human development. There are different types of social intervention: those that can produce knowledge for the social field, those whose purpose is to receive or apply knowledge limited to their experience and those that will not be part of the production of knowledge and will therefore be kept from qualifying.

As an example of qualified production we can cite knowledge organizations. In these organizations, everyone is an educator and a learner at the same time, and in their daily lives they all seek not only to receive and apply knowledge but also to participate in its production and distribution.

The *third direction* for planning is to take into account the establishment of conditions and venues so the actions of people and organizations will not

stop at activism but go on to become a source of knowledge to all involved in the educational process {📖}.

The organization needs to advance in these four directions: 1st – to design actions based on its mission; 2nd – to structure them so they can respond to the challenges of the target public and of society, seeking to establish partnerships with other institutions and individuals; 3rd – to create the conditions and venues for doing to go beyond activism and be a source of learning; 4th – to ensure that they reach children and adolescents at the large scale.

Human development requires that we prepare for a new type of **doing**. Actions in which people are seen as means, tools or pieces of the production process should no longer be developed. Neither should actions whose purpose is to make up for needs, which consider people passive beneficiaries of development processes. Actions for human development should encompass the aforementioned concerns, but they should go beyond them, broadening and developing people's potentials and capacity to have an effect on issues that affect their lives. This new **doing** also requires that actions for large groups be

conceived, planned and implemented – that is, children and youths should be reached at a large scale.

Finally, the *fourth direction* for planning social and educational actions can be summarized into guaranteeing that these actions have the potential to reach children and youths at a large scale and that they can, in fact, develop learners' potentials, transforming them into competencies to live, live together, know and produce {👏}.

WHAT TO KEEP IN MIND WHEN PLANNING EDUCATIONAL ACTIONS FOR CHILDREN AND ADOLESCENTS

The full development of the potentials of children and adolescents is the cause, the **primary and final objective** of educational actions. Actions developed for other audiences should be understood as means to reach this greater objective. The full development of potentials requires that actions be structured to empower youths in all areas of their lives.

The four types of learning {🧠} have to be understood as territories, as **realms of the human experience**. The outline of these actions should therefore have, as its **general objective**, the development of children and adolescents

in all spheres of their existence. This requires forethought in regards to educational activities that will prepare them to be, live together, know and do in the society in which they live. If this area is not worked on, if it is not included in this outline, we can say that the design is incomplete and incapable to foster the full development of the potentials of new generations.

It is not enough to simply understand the concept of the structuring role played by learning. It is necessary to understand how learning occurs in the lives of learners and to seek ways for them to experience, identify and incorporate learning into their daily lives in each educational action.

Thus, the outline of educational actions should detail their greater objective – creating opportunities that will foster the four types of learning – into **specific objectives** that involve transforming these types of learning into a set of competencies {⌘}. Based on these specific objectives, educational actions are outlines so each one of them can be reached.

Finally, the competencies generated through the four types of learning are acquired by the learner, and they are concretely expressed in the form of **attitudes** related to oneself and one's circumstances and in the form of **abilities** to deal with oneself and with the world.

The four types of learning and the four competencies that result from them should be seen based on how they manifest themselves in the way the learner sees, understands, feels, decided and acts. In other words, the stance they take in their lives and their knowledge of processes involved in transforming themselves and the world.

The full development of potentials requires that actions be structured to empower youths in all areas of their lives.


Therefore, the outline of educational actions should foresee the expected **results** in terms of competencies, abilities and attitudes acquired by children and youths and the ways to measure the actual **impact** of educational actions on these kids and teenagers.

CHAPTER 5

DEVELOPMENT PATHS: ACTIONS THAT LEAD TO THE DEVELOPMENT OF POTENTIALS

The four types of learning proposed by UNESCO's report should also serve as parameters for the establishment of goals to be reached through the development of each action and for the results – competencies, attitudes and abilities – obtained with children and adolescents. In this chapter, we will deal with the joint application of the four types of learning and the paths for the development of potentials and for the creation of formative itineraries.

The next stage involves the joint application of the four types of learning and the paths for the development of potentials in formal education and/or in informal education – sport, art, communication, technology, citizenship and sustainable development. Each of these paths brings specific qualities to the basic competencies in the four areas.

In addition, it is at this stage that the hardest step in the whole process takes place: joining theory and practice, thereby turning concepts into concrete pedagogical actions that match the conceptual proposal. This is the time to create, together with educational communities, the itineraries that make the map outlined by IAS for the development of potentials .

Paths to the Development of Potentials

The Ayrton Senna Institute has fostered and encouraged the existence of a new generation of social programs that bring about a renewed message regarding what it means to be a child and a youth. These are programs in which arts, sports, communication, technology, sustainable development and citizenship take on a **central** role, gaining importance over aid-based components of the service. These aid-based components begin to function as support to superior educational activities.

The social and educational actions for children and youths gain a new sense and meaning when they are structured as innovative paths in which educators and learners move forward on their knowledge about themselves {X}, about their relationships with others and with society {XX}, about the world of work {X} and about their own knowledge {X}.

This is a totally innovative way to understand and work with art, communication, protagonism, sustainable development, sport, technology and formal schooling. The objective is to make these areas into **actual paths for the development of potentials**, turning them into basic competencies for life.

The correct comprehension of the role of these paths for the development of potentials makes it possible for us to make progress in two historical tasks in the field of attention to childhood and adolescence: favoring the **definitive transition** of social actions for children and adolescents from the aid and prevention fields to the education field and offering new generations a **rich education**, whole and renewed, burying once and for all the idea that massification and oversimplification are necessary in order to make access to education universal among the poor.

Thus, sport, art, technology and other paths stop being treated as aid-based paths to salvation for "low-income children" or prevention-based ways out of possible risks to which these children may be subjected. A demand is then created based on a **truly educational potential** and on the capacity to contribute so children and adolescents – especially those in the 65th country in the world in terms of human development – can develop themselves as individuals, citizens and future professionals.

Each of these paths must be understood and dealt with as a necessary condition for human development, that is, for the full development of people and of their transformational role in the communities where they live.

Learning from the uniqueness of each path for the development of potentials brings about yet another form of progress that should be mentioned. Bringing knowledge from the artistic, communicational, technologic and sports fields to the area of education does not mean it should be made into didactic or pedagogic tools. It is not necessary to make this knowledge instrumental in order to achieve educational objectives. **These paths, in and of themselves, are educational.**

This concept ends the false idea that the paths, in order to be educational, have to leave the knowledge and values that characterize them aside. The more art, technology, communication, citizenship and sustainable development incorporate their values and knowledge into the field of education, the greater the extent to which they will be playing their role in the development of human potentials.

Thus, the unique knowledge and values from each area bring **specific qualities** to the four competencies in which human potentials unravel. How children and adolescents develop through art, sport and technology? And for what kind of world do these paths prepare them?

The answer can be summarized in the following manner: we want to train individuals that are capable of fully developing their potentials – individuals that can seek their fulfillment as they get to know themselves {X}, others {XX}, the world in which they live {X} {X} and the greater sense behind their existence.

How does a unique path favor this training of individuals? By making a **rich field of knowledge and practices** available so it can be explored, experienced and reinvented by the educational communities that venture, through innovative paths, into the training of 21st-century citizens.

Several activities – sport, music, dance, theater, visual arts, information technology, video, newspaper, television, entrepreneurship and citizenship – are part of a multitude of types of knowledge used for acting, and when they are seen as venues for education, they may become privileged formative itineraries for the development of potentials (spaces for the development of learners' competencies, attitudes and abilities).

When dealt with based on their unique knowledge and values, these paths create a **basic attitude for life** within children and adolescents. It is this attitude – renewed through sport, art, technology, citizenship, sustainable development and formal schooling – that will reflect on the personal, social, cognitive and productive lives of new generations.

We want to train individuals that are capable of fully developing their potentials – individuals that can seek their fulfillment as they get to know themselves, others, the world in which they live and the greater sense behind their existence.

Art, for instance, provides learners with opportunities to get involved in artistic performances and in the

appreciation of forms of art, thus developing their aesthetic sense and their creativity in this and in other areas of human activity. Having a well-developed aesthetic sense makes it possible for learners to increase their capacity and their internal resources and to "recreate" themselves and the world around them. This occurs because a broad, deeply developed aesthetic sense provides the conditions for **creativity** to be given a new meaning, going from being an **ability** to being a **basic attitude for life**.

Next, we present practices from Program Education through Art. The path in this case is art; the target public, children and adolescents; and the central objective is the integral training of these learners so they can be part of the world in their own manner, different and full.



CASE 3

Training 21st-Century Citizens is a Work of Art!

Based on the certainty that art is a privileged path for the development of potentials, the Ayrton Senna Institute created and implemented Education through Art in 1999. The program is developed through partnerships with 22 NGOs acting in the area of childhood and adolescence that work with art and education.

How can this path, together with education, generate human development? How does art change the lives of children and adolescents and prepare them for the society in which we live? The most common answers usually revolve around an aid-based perspective ("art redeems the self-esteem of socially underprivileged children) or an instrumental perspective ("art makes learning other subjects easier"). At times, the perspective is even salvation-based ("art is a way to get children off the streets"). For Education through Art, these answers are biased and do not consider the most potent characteristics of art's educational strength as a path for the development of potentials.

Our answer is the following: more than a source of pleasure or a tool for the construction of self-esteem, being artistic or appreciating art in all of its diversity brings forth people's potentials and makes it possible for them to create a renewed attitude in their lives – an attitude that enables them to give a new form to themselves and to the world. In order to reach this result with the target public, the program proposes the following paths:

- developing the sensitivity and creativity of children and youths so they will be able to give themselves and the world a new form ;

- making art central as a pedagogical method within the set of educational opportunities within and outside the school;
- creating a sensitive, creative attitude within learners for their personal {👤}, social {👤👤} and productive {👤👤} life;
- valuing art as a tool capable to educate by itself, without being instrumentalized by education;
- fostering creative freedom among children and youths so they will create new ways to think and act as individuals, citizens and future professionals;
- recognizing art's transformational power over people, allowing them to create and recreate themselves and the world {👤}{👤};
- understanding that art and education have a decisive role in human development, acknowledging the fact that this development depends on people that are increasingly capable to attribute new forms to being, living together, knowing and producing in the society where they live {👤}.

Education through Art's successful proposal had results, and currently

***Program Education through Art** develops the personal, relational, cognitive and productive potentials of **10,600** children and adolescents served in sixteen municipalities in **eleven** states with the help of **363** educators¹⁷.*

the program is undergoing an intense stage of dissemination of the social technology that was developed and implemented in eleven states. One of the most significant experiences of the Program was Edisca (School of Dance and Social Integration for Children and Adolescents), in Fortaleza, CE, a reference center for art and education.

EDISCA AND THE AYRTON SENNA INSTITUTE: PARTNERS AND LEARNERS

There are few social and educational programs in Brazil that are capable of faithfully translating the concept of art and education into their practices. Part of the objective of the Ayrton Senna Institute is to build, together with its partners, the underlying concepts for a work that sees art as an actual path for the development of potentials.

The history of NGO Edisca within the program shows the true process of a creative and constructive partnership. This NGO was Education through Art's first partner to see eye to eye in regards to the dare of working

¹⁷ Data from 2003.

with art to generate human development, seeking conceptual answers together with IAS to face this great challenge.

Answers came over the years during which the partnership was maintained and contributed so Edisca would comprehend two fundamental aspects: its true role with learners and the manner in which the message it distributes through its artistic and social work can have an impact on awareness in our times.

When the NGO began this partnership with IAS, in 1996, "it was about to close its doors", says Dora Andrade, Edisca's creator and president. Today, the situation is different, and this organization has become the equivalent of artistic and educational excellence in services to children and adolescents in Brazil.

The creation of a new view of artistic and educational practices, one which is shared with IAS, has enabled Edisca to act not only as a center of excellence in regards to the provision of services to children and adolescents but also as an organization accredited by the Ayrton Senna Institute to distribute the knowledge and social technology acquired through the development of this work. The first step taken in order for this to occur was the creation of the Social Residency in Art and Education – a program to train educators formulated by IAS and developed in partnership with Edisca – which, in 2001, trained three public schools, two municipalities and three social projects, thus radically changing the way the people and institutions in Ceará see, feel, think and act in relation to education through art.



*"We want Edisca to serve as a venue for the improvement of social actions. In a few years, maybe the focus won't be direct services but what is generated here, and that may inspire a significant number of people to exercise co-responsibility."*¹⁸ Dora Andrade, Edisca President.

In order to become a learning venue for other organizations and to be accredited as a center for the distribution of social technologies¹⁹, Edisca underwent intensive training with its staff. The training was provided by the Ayrton Senna Institute through the program Education through Art.


Firstly, they took over the concepts by applying them to their actions. Then, these practices began to be used based on the pedagogical method of

¹⁸ Edisca's Work Plan, presented to the Ayrton Senna Institute for the year 2002.

¹⁹ One of the steps proposed by IAS for the generation and distribution of social technologies for human development is the training and accreditation of partners as Centers of Excellence and, after that, as Centers for the Distribution of Social Technology to social agents and organizations that wish to receive training or improve their knowledge on education for human development.

work with art in order to develop potentials. Finally, the organization prepared itself to train managers and educators from other organizations.

Part of this training was under the responsibility of Antônio Carlos Gomes da Costa, pedagogue and Ayrton Senna Institute consultant. This section involved shedding a new light on the NGO's practices focusing on the development of potentials, seeking to provide educational actions in the field of art with a purpose in order to lead to the development of personal {👤}, social {👥}, cognitive {📖} and productive {👉} competencies in the lives of children and youths.

 *"The great paradigm Dora exposes with her work is the old national custom of wanting to confront poverty through poor education for the poorest among the poor. She proposes an education which is rich in regards to dignity, beauty, creativity, technique, refinement of spirit, hope, trust, faith, quality, excellence and emotion in order for all to see the riches that can be found in the poor – that is, life as a universal value, the certainty that no life is worth more than another, the knowledge that every human being is born with potential and has the right to develop it, the belief that in order to develop their potential people need opportunities, the assurance that what an individual becomes over the course of his or her life depends on the opportunities he/she had and the choices he/she made. (...) Edisca's peak in regards to its experience is undoubtedly the focus on the potential of the learners. The School of Dance deals with what the learner is, what she knows, what she can do and the positive balance she brings with herself." Antônio Carlos Gomes da Costa.*

Taking control over the elements that constitute one's action, under the view and ethics of the development of potentials, allowed Edisca to improve and accept the challenge proposed by IAS – to move forward on the formative process in order to become a reference in terms of learning to people and organizations.

Translating concepts and practices into a pedagogical method and preparing to train individuals and organizations to work with art for the development of potentials were, in sum, the second and the third phases in the training of the Edisca team by Education through Art, based on the Program's ideals and underlying concepts .

20 This process is recorded in the Art and Education Brochures 1 and 2, which are part of the pedagogical material used by the Social Residency in Art and Education.

EDUCATION THROUGH ART AND EDISCA: DISSEMINATING IN ORDER TO BUILD THE FUTURE

Since 2001, Education through Art has developed strategies for the distribution of the pedagogy that was created.

One of these strategies is the **Social Residency in Art and Education**, an initiative in which Edisca is an entrepreneurial partner. The basic idea is to offer other organizations the concepts and principles of the Program as **guiding parameters** for educational work through art. In addition to understanding these parameters, participants can put them into practice through their educators in order to contribute to the training of more sensitive and creative children and youths.

The Social Residency in Art and Education currently counts on the participation of non-governmental organizations, public primary and secondary schools and municipalities.

Edisca's role is essential in this process because resident managers and educators have the unique opportunity to witness art within the perspective of education for human development in the practices of this organization.

Thus, the training methodology used in the Social Residency provides the necessary elements for people and organizations to develop renewed actions instead of offering ready-made formulas to be reapplied. Autonomy, creativity and the peculiarities of each participating organization are valuable assets that should be preserved, cultivated and nourished.

In addition, the Social Residency is dynamic. It is not a completed action, but rather an action built and rebuilt by all of those that join in an effort for the same cause.



"With the Residency, the Secretary of Education, school principals and pedagogical coordinators, the Secretariat of Culture and other participants got together. There was integration involving these areas. The Resident Group was also consolidated. The Social Residency is going to mark a transition (...). At first, we accomplished an alignment in relation to people, an interest in studying. Teachers are using the texts and exercises, people are anxious to change their practices. The Residency is not only ours, it also belongs to others in our city." Ivanilde, Secretary of Culture of the Municipality of Guaramiranga, CE.

Just as it made it possible for Edisca to grow as it never had in regards to the reach and depth of its educational actions, the joint creation of the Social Residency in Art and Education made it possible for IAS to systematize and distribute social technology in order to increase the program's scope of action.

In the end of 2001, a *contest* was launched in the South, Southeast and Northeast of Brazil to select new partners for the program. Over 300 NGOs registered, and seventeen new ones were chosen to join the other five organizations that were already partners.

The 22 NGOs that are part of the community of purpose formed by the Program are already involved in the Continuous Training in Art, Education and Youth held by IAS. In July 2003, approximately 600 educators were affected by this initiative, bringing direct benefits to over 10,6 thousand children and adolescents in 11 states in Brazil. The technical agency responsible for this continuous training is the Maria Livia de Castro Cultural Center, in Belo Horizonte, Minas Gerais, an institution accredited by IAS to train trainers for Education through Art at the national level.

FORMATIVE ITINERARIES TO DEVELOP PEOPLE

The formative itinerary to be built for the execution of a social action consists of the opportunities created by the team of educators and educational community managers. These opportunities have to be **organized** and **coordinated** as a set of intentionally planned actions to transform the potential of learners into competencies ^{96} which are expressed and realized in the itinerary.

Several educational organizations or organizations that complement school establish missions and objectives that are apparently linked to human development. However, when seen from the standpoint of the curriculum offered to learners, they do not truly correspond to this development.

In order to outline, execute and evaluate a formative itinerary, and in order for this itinerary to play its role, we propose a few reference points. The first is that it should be based on a **path for the development of potentials**. At this stage, it is necessary to observe whether the uniqueness and wealth of each path are the core of the educational process as a pedagogical method to transform potentials into competencies or whether, on the contrary, they are a mere sidebar without value or knowledge.

The **cause** must be the support that provides meaning to the educational opportunities. Managers, educators and learners in educational communities need to be involved with the mission to create a concept of education that can meet the complex ethical-political demands of human development. It is essential that the formative itinerary reflect this commitment in the realms of reason, emotion and action.

Education through projects is an essential base both in actions developed jointly with the educational network and in those developed with the programs dedicated to activities to complement schoolwork.

Educators and learners must act as **co-creators of structuring occurrences** that can have a constructive influence on the way learners see, understand, feel, decide and act. When they go through these occurrences, learners will be able to work on the wholesome construction of their beings {⌘}.

The educator provides support for children and youths through the **pedagogy of presence**. Educators must relate to learners openly, with reciprocity and commitment in order to have a constructive influence in their lives. It is this condition – harmony – that will turn educators into social producers of opportunities. Instead of educating only through speech, they should educate through the course of occurrences, creating venues for practices and experiences.

Educational actions should focus on the potential of learners and have them as **spokespeople** (that discuss, analyze situations and make decisions together with the educator) and **partners** – that is, individuals that plan actions, lead their development, participate in the evaluation and take responsibility for the results of what they do with their peers (colleagues) and with their educators. Here, they are a source of initiative (action), freedom (option) and commitment (responsibility).

An educational project is an integrated work plan based on interests and needs shared by educators and learners in an organized, intentional fashion. Its objective is the resolution of real problems.

Educators and learners should have pedagogical intent in the course of educational actions, **making the competencies their own** {⌘}. This appropriation *empowers* them to generate increasing levels of autonomy as they, in addition to experiencing transformations, are able to identify them as competencies and incorporate them into their daily lives.

The formative itinerary must have a **positive impact on the school year** for learners. All of the actions developed within and outside the school should seek to act in a convergent, complementary form with the school in order to reach two objectives: the revitalization of formal education and the entrance, return, permanence and success of all in school.

PRACTICING THE ITINERARIES

The construction of a formative itinerary has a clear objective: articulating, sequencing and integrating different educational opportunities to transform the potential of children and adolescents into personal, relational, cognitive and productive competencies. The itinerary has a defined path to reach this objective: teaching art, sport, technology, communication, etc.

Each of Ayrton Senna Institute's partners has created its pedagogical practice based on this, and the experiences have been very successful. We cannot present the diversity of these itineraries in detail because of the level of complexity each one reaches in order to lead to the development of competencies. Nonetheless, we will point out the importance of systematic planning and evaluation for educational practices.

The staff at Maria Livia de Castro Cultural Center, a partner in the program Education through Art in Belo Horizonte, Minas Gerais, states that "it is a responsibility of the educator to turn knowledge into didactic situations that spark learners' will to internalize, interpret, clarify and improve themselves. In order for these didactic situations to be successful, it is necessary to plan, introduce, cheer, coordinate and lead to closure. All actions are guided by a set of values. When we are clear on the values behind our decisions, we can direct our efforts in a more productive way."

In order to lead learners to the deep development of their potentials, it is essential that the formative itinerary (the way to teach) should have a conduit and not be a fragmentized, random series of activities apparently grouped together by a label. In the teaching of art, for instance, "working with chalk one day, watercolor the next, and black ink the following day makes it difficult to internalize the experiences. The same happens with concepts.

Discussing baroque art, Greek art and then romanticism – without a guiding conduit on which to base the ideas studied – is like constantly starting over. The absence of continuity makes it so students don't need to use their previously acquired knowledge," says the Cultural Center staff.

The teaching of sport follows the same logic. It is necessary for educators to plan and evaluate the structuring occurrences they create for learners taking into account the specific objectives of each activity in regards to the development of competencies. They should also consider the manner in which a specific educational opportunity is linked to the formative itinerary as a whole.

Below is an example of a technical chart for one of the educational opportunities created by a project within the program Education through Sport, developed by the Ayrton Senna Institute, Audi and UNESCO alliance. The proposal is the preparation of a book, and this chart will show this process step by step.

TECHNICAL CHART FOR THE EDUCATIONAL PROJECT BOOK... READING... WORLD, UFMG, BELO HORIZONTE AND BETIM

General objective: preparation of a book

Program Education through Sport Duration: 3 months

Justification

Learners need to be sensitized in regards to the importance of books, linking them to the pleasure of reading and knowing.

Objectives

- To get learners involved with the world of books {📖};
- To learn about the process of elaborating books {👉};
- To redeem street and popular games. To experience these games {👯};
- To sensitize learners in regards to a perception of the world that is connected to their inner world and to their environment; developing self-esteem; creating objects that make it possible to see the world pleausurably and creatively {👤}.

Content

- Different types of books;
- How a library works;
- Popular games;
- The history of capoeira, a Brazilian martial art, and that of the Olympic Games;
- Use of the senses;
- Healthcare when playing;

- Personal and social competencies;
- Human values.

Methodology

- Discussion of the project proposal presented for support to schooling;
- Definition of the involvement and integration of work in the different areas;
- Experiencing and recording programmed activities;
- Concomitant elaboration of the book;
- Book exhibit.

Areas involved

- Support to schooling
 - Selection of different types of publications;
 - Workshops to analyze and explore books;
 - Visits to libraries;
 - Discussion of the content of books to be produced by learners;
 - Preparation of the book.
- Sport
 - Research on popular games;
 - Selection and experiencing of games;
 - Production of records on the games experienced;
 - Study of capoeira;
 - Organization of the circuit of the senses.
- Art
 - Workshop to create a cover for the book;
 - Workshop of the senses;
 - Visualization and recording of physical movements made while experiencing games.
- Health
 - Preparation of a brochure on care while playing.

Evaluation

- Evaluation of the process: part of project supervision, done through a general meeting and through the filling out of a specific chart presented by the evaluation team (what has been done so far,

what still needs to be done, how long will it take and what will the result be). This procedure was carried out by the different areas and later discussed by the group as a whole.

- Final evaluation: part of the control chart given out for the evaluation of projects. Discussions by area, summarization of areas by the evaluation team and discussion at a general meeting. Evaluation of the project by the children.

Socialization of knowledge

- Presentation of the book by the learner to his/her family;
- Exhibit of work to the school community.

EDUCATION THROUGH PROJECTS: AN ESSENTIAL BASE FOR EDUCATIONAL ACTIONS

The Ayrton Senna Institute views education through projects as a fruitful way to deal with curricular components both at school and in actions to complement formal schooling. This practice has significant advantages over other methods – it reaches high levels of motivation, participation and co-production in regards to experiences with occurrences that are rich in structuring practices. In addition, this educational proposal acts as a bridge that links the learner, his or her situation and the pedagogical project of the school or social project.

From the learner's point of view, this form of organizing and leading the educational process means the opportunity to participate broadly and deeply in all stages of development of an action: analyzing a situation, deciding whether or not to intervene, planning the action, developing it, evaluating it and taking responsibility over its results. This is a task that is conceived and developed for a concrete purpose, and this purpose becomes a source of meaning and a base for the significance of one's performance.

What are the most significant forms of impact education through projects has on adolescents? We can answer this question based on the experience and knowledge acquired by IAS in this field of action.

Education through projects **enriches the adolescent's vital horizon**, sparking new motivations, interests and perspectives; it **structures their inner world** through hands-on experience and through the identification and incorporation

of positive values; it **provides useful elements** for the construction of a life project; it **develops abilities** such as the capacity to understand and act in the surroundings, analyze, systematize and interpret data, facts and situations, read, think, calculate, imagine and solve problems in concrete situations.

A BRIEF HISTORY OF EDUCATION THROUGH PROJECTS

Educational projects are part of the great tradition of the active school, created in the 19th century. This school experienced significant progress in the 20th century and, through youth protagonism and other actions of this nature, is getting ready to enter the 21st century with great vigor and entrepreneurial strength in regards to pedagogy.

The great pioneers in this area of pedagogical thinking, the Active School, are Rousseau and Pestalozzi. There are also Decroly, with his interest centers, Maria Montessori, John Dewey, Celestin Freinet, Anton Makarenko and, in Brazil, Anísio Teixeira.

The members of the Active School movement share the following principles: the learner possesses great potential, and this potential must be considered, valued and developed. The potential of each learner is different from that of others in regards to its depth and characteristics. The learner has the capacity to act, and if this capacity is used well, it may lead to the achievement of important educational objectives. It is a responsibility of the educator to create venues and conditions (educational opportunities) that lead the learner to transform potential into competencies, abilities and capacities. The proposed educational opportunities must provide the conditions to deal with the inner and outer aspects of the learner: body, mind, feeling and action, overcoming reductionist biases and calling upon the learner in all his wholeness and complexity.

The members of this school also defend the idea that the educator is a leader, organizer, co-creator of occurrences, stimulator, moderator, supporter and guide. However, it is necessary to know how to tell the difference between these roles and to know which one to play at each stage of the educational process. The student is a source of initiative (action), freedom (option) and commitment (responsibility). The educational action must make an effort to overcome the practice of external discipline and replace it with inner discipline (autonomy, self-determination, self-discipline). The planning of the teaching-learning process must take into account the integration of subjects and curricular areas. This results in two things: time is saved and

there is a gain for learners in terms of experiencing reality, and this leads him/her to establish a new kind of relation with his time and his situation.

Among Active School concepts, those that have a closer relation with the practice of education through projects are related to the center of interest (Decroly) and to the concept of activity (John Dewey) – the former due to its potential to motivate and bring the group together and to maintain the focus of group activities, and the latter because it puts performance at the service of learning, developing and growing, overcoming intellectualistic practices that replicate models and are not connected to the personal and social reality of the learner.

In the methodology of educational projects, in regards to contents to be dealt with, two aspects are extremely valued by the School: the interest centers and the previous knowledge of learners, that is, that which the adolescent already knows.

These are truly the two bases that support the construction of an educational project. When the teacher plans, either alone or with the help of a supervisor, he/she feels more secure in regards to what and how to teach. The steps are sequenced and the stages are pre-established. This security, however, limits the committed participation of learners, hindering the mobilization and the interest of adolescents.

Education through projects means the opportunity to participate broadly and deeply in all stages of development of an action: analyzing a situation, deciding whether or not to intervene, planning the action, developing it, evaluating it and taking responsibility over its results.

The third base of the pedagogy of projects is the concept of activity. Dewey summarizes its importance in the classic expression "learning to do by doing". This short statement, genius in its simplicity, needed a psychological basis. And this basis was provided by Jean Piaget, when he elaborated the thesis of the operational nature of thought. He states that effective action, operating with objects

in all situations, is in fact what generates thought and allows the construction of mental structures which, in turn, make it possible for learning to occur.

This is not about dealing randomly with objects and situations. This is about deliberately experimenting, establishing relations that facts either

corroborate or do not corroborate. Activity is, without a doubt, the great organizing principle of the Active School's proposal, and it is the one after which this school of thought and pedagogical practice was named²¹.

Next, we present the experience reported by *Sua Escola a 2000 por Hora* (Your School at 2000 per Hour), created in 1999 through a strategic alliance between IAS and Microsoft. Education through projects is a concrete occurrence in the Program's daily experiences.

CASE 4

Sua Escola a 2000 por Hora: Technology Fostering a Revolution in Brazilian Education

In the current globalized world scenario, access to information and knowledge is increasingly greater and faster, and it demands complex competencies. For this reason, it is no longer possible to treat education in a limited manner that restricts youths in terms of their technical training and the acquisition of specific abilities. Within this context, technology must be available for the wholesome training of the learner.

This is the objective of the program, which, in partnership with primary and secondary schools, has provided an answer to the following question: how can technology help develop the personal, social, productive and cognitive {96} competencies of children and adolescents at these schools? In other words, how can technology be used within education for human development in basic education?

By generating educational opportunities for the innovative use of technology, it is possible to prepare our youths to make informed choices and contribute for the decrease in the gap between the country we want and the country we have.

THE PRINCIPLES OF THE PROGRAM

The contribution made by *Sua Escola a 2000 por Hora* to the cause of human development for new generations is evident when we present, in detail, the pedagogical principles underlying the program:

- a new type of education, focused on the full development of human beings, that helps children and adolescents to have their own dreams and make them come true;

21 The items "Education through Projects: An Essential Base for Educational Actions and "A Brief History of Education through Projects" were adapted from texts by Antonio Carlos Gomes da Costa.

- a new school that uses a curriculum based on the Four Pillars of Education for the 21st century, which focuses on the development of the competencies and abilities youths need to succeed in the information society;
- a work methodology at school that focuses on the search for new ways to teach and learn in which teachers create an environment and learning opportunities in the form of projects of a multidisciplinary nature and develop their role as a supporter, facilitator and encourager so that students, through the decisions they make, will take on their share of responsibility in the construction of their own lives;
- a new type of student that learns through experiences and becomes the lead in the process of his/her own development;
- new partners within the local community for the creation of a new type of education, whose integration with the school brings nothing but benefits to both parties and, through technology, to the global community;
- new learning tools found in the creative, innovative use of a form of technology that contributes to the concrete expression of these principles, thus leading to a new pedagogical practice.

Sua Escola a 2000 por Hora also believes that the mere introduction of technology into the school community is not enough to generate change. The great contribution made by the program is the fact that it shows, in practice, that the introduction of technology will only make a decisive contribution to the improvement of education if the ends and means are revised. A new type of school management is both urgent and necessary.

*The integration of school communities, the exchange of daily experiences at the projects, communication tools and the website **www.escola2000.org.br** make up the learning community of Sua Escola a 2000 por Hora.*

The school needs to revise its objectives and renew the manner in which its curriculum is set up, its work methods, the way it views the work of teachers and students, partnerships and the type of management used. Within this process of renewal, the school must use technology creatively and innovatively for the public school network.

THE SOUL OF SUA ESCOLA A 2000 POR HORA

The success of the program is due to those who roll up their sleeves and, through their competencies, contribute for this differentiated use of technology to become concrete within the educational community. These people make a difference because they truly get involved with the objectives of the program, planting the seed of fundamental changes in the education and human development of new generations of Brazilians.

*The program **Sua Escola a 2000 por Hora** counts on the participation of **560** teachers and reaches **28 thousand** youths living in **44** municipalities in **9** states²².*

Below, we will present case studies conducted with basic and secondary education classes and the program's partner schools. This is a concrete example of the contribution made by education through projects to the improvement of the quality of education. It provides the

conditions for youths to live, live together and work in the globalized society in which they live.



CASE 5

Education Plugged into the Network

How can we educate in the Knowledge Society? How do the processes for the construction of knowledge unfold with the participation of computers? Which practices generate instigating, cooperative interactions between teachers and students from different communities? Which talents, attitudes and abilities should be developed for individuals to live with the new and complex systems of today's society?

Seeking answers to these and to other questions was one of the challenges of Projeto Amora (Project Mulberry), which began in 1996 at Colégio Aplicação, an institution linked to the Federal University of Rio Grande do Sul in Porto Alegre, RS.

This proposal involves 5th and 6th-grade students and deals with the utilization of new technologies in the classroom through the integration of the several subjects. It is a new curriculum, and technological resources are available to it. Teachers and students get involved in the task of outlining new ways to learn using the pedagogy of projects. As is the case with the

²² Data from 2003.

fruit, the sum of small parts is what this project counts on to reach a result that will be appreciated {XX}.

At *Colégio Aplicação*, activities stem primarily from students' interests, and they are put into practice through investigation projects. In order for this purpose to be attained, the schedule is flexible and defined weekly, and several activities are developed without division by class or grade {X}.

The flexibility and restructuring of activities are best exemplified through the workshops and investigative projects. Both are selected by students. The consultations, preparations and publication of Internet websites by students make it possible for them to organize the knowledge they produce and interact with other groups of students, which makes the development of other research projects viable {X} {X}.

The curriculum is prepared based on concepts that stem from the projects and workshops. These concepts are discussed by teachers as a group and developed within single subjects as well as in a multidisciplinary fashion. There is no sequence, therefore, in regards to traditional prerequisites for each grade. The curriculum is viewed in the construction of conceptual maps that reflect the concepts and notions that are developed.

Since there is no set schedule, it is possible for a lot more to be done in the area of natural sciences than in the field of human sciences during a given week. During another week, the opposite may occur. In addition, because students develop different projects, there are groups working in different locations (computer labs, laboratories, the schoolyard, outside the school, in the library, etc.) during the same period of time, depending on the activity they are developing.

The methodological proposal focuses on "theme platforms", broad and instigating propositions that stem from doubts and certainties on the part of students regarding interests linked to their daily lives. This platform is the launching base for research issues that generate projects. Each project gathers a group of interested students and a teacher-guide who is equally motivated by the theme.

The dynamic nature of the projects is different in each case. For instance, in the thematic platform "Earth", ten projects were developed with studies on winds, volcanoes, water cycles, the relationship between temperature and the position of the sun, light reflection and refraction, social movements, the growth of vegetables, etc.

Groups of children and teachers produce, at the same time, different knowledge that gives substance and solidity to the platforms when it is discussed during general assemblies, meetings and virtual exchanges with other schools {📖} {👥} {🤝}.

BREAKING OLD PARADIGMS

This methodology breaks the old tradition of separate subjects taught under the idea that everyone should learn the same thing based on a hierarchy of pre-established contents and programs. This is the passage from mass teaching to individualized learning, a production in which the student is both the director and the lead.

It is interesting to observe that the fact that students define projects results in an original way of asking questions and seeking answers. This is clearly seen, for instance, in the questions that generate investigations. "Why doesn't the land sink in regions where there are volcanoes?" "Why does the sky change colors?" "Why isn't rainwater salty at the beach?" It is also seen in the selection and organization of the sequences of actions developed by the group – interviews, field trips, Internet searches, e-mail exchanges, practical experiments, data control and artistic productions.

The importance of teachers is significant in this process. They take on the role of specialists, guides and coordinators. The teacher, in a continuous process of reflection, is responsible for establishing new levels of challenge, suggesting paths, proposing actions and, especially, supervising and helping with the construction and reorganization of individual and collective structures for action and signification {👤} {🤝}. In this task, new technologies appear as a doorway to perspectives for interactions among people and between people and knowledge tools {👥}.

In *Projeto Amora*, computers have been used together with traditional classroom resources (the blackboard, books, videos, CDs, lab materials, field outings, etc.). In addition to being a source of information, interaction and presentation of work, the computer is an environment in which groups develop actions that could not be developed without it. As examples, we can cite texts written jointly with students from other schools, the creation of geographic landscapes using interactive programs, activities involving changes to the work of artists exhibited in virtual galleries and the creation of web pages.

Because of its innovative characteristics, the possibilities it has created for the school where it is being developed and the partnerships that have been established, the project offers alternatives that challenge components which have historically hindered change in public schools such as routine, lack of interest in learning, lack of discipline and aggressiveness in classroom relations, among others.

When it became part of the *Sua Escola* program, the project enabled the establishment of closer relations between teachers in virtual forums and on discussion lists, the inclusion of students on these lists and their participation in the virtual newspaper and in the publication of materials on the web. It also made it possible for meetings and planning, exchange and study events to be held to share and distribute information on the research, and it enabled the development of *Projeto Amora* extension projects for self-promotion and for the distribution of information on the partnership with IAS {☞}.

At times when they are not working on projects, students take part in single-subject or multidisciplinary activities that are planned yearly based on the demand for knowledge. "The bright look in their eyes is proof that *Projeto Amora* is on the right path," says Fernanda Bedin Camargo, one of the coordinators of the project.



CASE 6

Made in Brazil!

A polluted river whose life expectancy was only one decade was the catalyst for a school, private businesses, the community and the public authority. The story began when Colégio Estadual Dom Otaviano de Albuquerque, located in the outskirts of the city of Campos dos Goitacazes, in Rio de Janeiro, joined *Sua Escola a 2000 por Hora*. In order to start working with the pedagogy of projects for learning, the team of teachers and students coordinated by History teacher Neusa Maria Pupe chose the environmental field.

The first strategy in the selection of a theme for the activity was to invite the Brazilian Institute for the Environment and Renewable Natural Resources (IBAMA) to visit the school, hear the proposal and help with the development of the project. "At that time, we noticed that we were isolated from our reality. The Ururaí river, which runs right by the school, was dying and we hadn't realized it," says Neusa. Once they were aware of the problem, a mobilization process was started within and outside the school and resulted in the project *Rio Ururaí na Palma da Mão* (Ururaí River in the Palm of Our Hands).

A meeting held in the sports court at the school was the beginning of the planning of actions to be developed by the group of volunteers, made up of students and teachers. "We called the IBAMA technician back and discovered the power of partnerships. He introduced us to two agriculture engineers with the Rural University of Rio de Janeiro who were also keeping an eye on the river. This step opened up new paths for our action," recalls principal Eliane Rangel Machado.

They learned more about the river from UFRJ professors, and they checked the level of pollution in the water, the causes of the damage to the environment and, more than anything, they understood how important it is to be tuned in to the problems of the community {🗨️}. "We taught our students everything about Brazilian rivers, but we forgot to talk about one that ran right beside us, and this one had the power to change the lives of thousands of people," says the coordinator of the project.

CITIZENSHIP SEEDS

The first measure of the school team was to work on the reestablishment of riverbank vegetation, which had been degraded by clearcutting. This was the main cause for the decrease in the depth of the riverbed and for the absence of fish and birds in the region. Children, adolescents and adults joined forces to learn to plant seedlings of native species. Seedbeds were built in the school {👉}. "Our involvement in saving the river taught us the importance of joint work within the school. The teachers that were involved in the project were excited to see this collective production and made a commitment to moving forward on the experience with students and partners," {👥} explained principal Eliane.

The myriad of activities developed as a result of the project brought the school to the Usina Cupim, located at the riverbank and pointed out as one of its main polluters. In order to make sugar, the factory cut down trees on the bank and planted sugarcane instead. "We went together to see the director of the factory, and they realized our movement was strong and legitimate. They made a commitment to participate in the campaign to clean the river not only by reforesting the area with native species but also by raising awareness," says the director.

The factory became a partner and provided a bus to take the school team to the pilot area by the river used for replanting native seedlings. One more

link was added to the chain. The owner of the piece of land selected for the planting of seedlings was an Atlantic Forest lover and had deep knowledge on the local flora and fauna. He allowed students and teachers to gather seeds and also aided in the identification of species.

With all of these partners, the school grew not only in regards to the relationship between the educational community and the local community but also in terms of new knowledge on the environment {🧑} {🧑🧑}. Students went into themes such as germination periods and the power of herbs and learned how to identify seeds, creating a new venue for learning {📖}. This effort resulted in the planting of two thousand seedlings {🌱}.

The community joined the project when it was time to plant the grown seedlings at the riverbank. In order to mobilize everyone, youths and teachers presented a play about the history of the river at neighboring schools.

During all stages, the use of technology either created or supported new activities. In addition to planting seedlings, teachers and students felt the need to tackle the issue of pollution. "We studied the garbage and presented our work on the Internet. Students conducted a survey with the population in order to find out what happened with their household trash. We looked at the results of 150 questionnaires they gave out and interpreted the data as a group, in the classroom {📖} {🧑}." Eighty percent of interviewees said they would begin to separate their trash.

When the initiative was advertised on the Internet, the school immediately began to receive e-mail from individuals and organizations that were interested in getting to know the project. The University of Michigan, in the United States, is now a partner of the school through a researcher that passes on information on reforestation, in a true electronic journey in search of knowledge {📖}.

In addition to creating a cooperation environment, the practical results of the project are dazzling. Currently, new seedlings are being grown in two nurseries that can produce 10 thousand seedlings every five months. Once a week, students plant and replant seedlings, watch educational videos and go to the soil and water analysis laboratory under the supervision of a teacher and an agricultural engineer.

The school community is integrated into its surroundings, creating fundamental changes for sustainable development {🌍}.

CASE 7

Redeeming Space, Education and Self-Esteem

How can an abandoned location become an environment that can foster students and teachers to work together as a group, promoting communication among the several pedagogical contents?

The experience of Colégio Municipal Theóphilo Sauer, located in the small municipality of Taquara, 72 km northeast of Porto Alegre, RS, is the answer to this question. The recipe for success comes in the form of a community garden. Planting lettuce, tomatoes, chives, basil and several other vegetables was a valuable experience in the area of interdisciplinary projects and, at the same time, made students feel responsible for the school.

The idea came up as a way to strengthen an experience that already existed in the school. During ecology lessons, a subject taught in science class, teachers used the small garden at the school to encourage students to make a habit out of planting vegetables. "We live in a city in the country, where most kids live in houses that have backyards. In order to use students' life experiences, we decided to invest in the garden as a new space for learning," teacher Jussara Mehlecke, project coordinator, recalls.



The first four raised beds were multiplied into several and the garden now has 14 of them, all filled with herbs, leaves for tea, vegetables and leafy greens. Everyone is invited to participate: students, educators, employees and members of the community. On several occasions, the space has been used by all primary school classes at the same time. With the arrival of *Sua Escola a 2000 por Hora*, which proposed the innovative use of technology, project *Plante Esta Idéi@* (Plant this Ide@) was initiated.


YES! THE NETWORK IS GREEN

Within the proposal for *Plante Esta Idéi@*, teachers and students created a recipe book in Portuguese and English and made it available online. The school site was put together by students and contains all of the experience of the project, news, recipes and a summary of the knowledge acquired.

New results were reached. In partnership with the University of Vale do Rio dos Sinos (Unisinos), the school decided to invest in environment preservation and in changing the habits of the community, encouraging families to have gardens in their backyards. "We visited our students'

houses and saw that they had the space to collaborate with the project as well," says Jussara.

For students, the project was a process that made them closer to their teachers {}. Francine Tomazzine's blue eyes are even brighter when she talks about the opportunity to work at all stages of the creation of the garden. "We used the Internet to gather information on planting vegetables, learned how to make organic manure and were able to help with the improvement of our garden's soil," she says {.

Outside of their school community, they visited a Native-Brazilian tribe located in Serra Gaúcha, where they learned more about the power of tea. Another new aspect is the partnership with the college in the municipality, under which pedagogy professors offered to exchange collaborative texts with students and teachers in the school {.

Even though not all answers were found on the Internet, having access to a computer proved to the students that they need to use other ways to seek information in order to solve problems. One of these problems happened during rainy season: aphids invaded the kale beds. Students ran to the computer lab to try to find a solution that did not involve the use of pesticides.

Through *Sua Escola a 2000 por Hora's* discussion list, the school was able to share its findings with the school community at Colégio Dom Otaviano Albuquerque, in Campos, RJ, where there is also a garden.

AVENUE FOR LEARNING ALL OF THE SUBJECTS

Education through projects was used for collective planning, and the contents of several subjects embraced the dynamics of Projeto Plante Esta Idéi@. In Portuguese class, the kids wrote reports and texts individually and in groups. They read up on the theme of the project and wrote e-mail. They interpreted and wrote summaries of the texts they read, and they helped elaborate the school's website, distributing information on the school and on the project.

In Math class, students used Geometry concepts to build the raised beds. They used measurement systems and monetary systems, fractions and calculations (cost, profit, percentage), spreadsheets and graphs. They hypothesized, formulated problems and sought solutions.

In History class, the group researched music, folklore, historical data and

typical dishes. They exchanged e-mail with students from other regions to collect recipes that used products from their garden and compared the data they gathered with the region where the school is located. They elaborated maps and graphs to summarize and internalize the contents they worked on. They also studied the different types of soil.

In Art class, they made drawings for the recipe book and for the school's website. They created graphs, a logo and decorations for the bulleting board with information about the project. They used natural dye, extracted from vegetables from the garden, to paint.

Science class enabled the study of the soil, highlighting its chemical composition. Students analyzed the plagues that may attack the beds and sought non-toxic solutions to fight them. They planted a certain seed in different types of soil and reported on all phases of the germination process. They extracted natural dye from food and checked the composition of the soil in a different area on school grounds, which was barren, in order to try to plant there.

In Environmental Education, students checked the conservation of soil, studied the effects of pesticides on the environment, made manure from vegetables to be used in the garden itself, visited the garbage recycling plant in the municipality and became aware of the need to separate trash.

In English class, the gang translated the recipe book from Portuguese into English, and they also translated the school's website into English.

In the methodology of educational projects, in regards to contents to be dealt with, two aspects are extremely valued by the School: the interest centers and the previous knowledge of learners, that is, that which the adolescent already knows..

This is a unique experience that uses technology as a path for the development of potentials. Education through projects brought the school community together and mobilized it to work in an integrated, organized manner. The impact of this work was visible – it transformed relations and increased the quality of education.

CHAPTER 6

EVALUATING RESULTS: THE FOUR PILLARS AND THE EVALUATION CULTURE

Just as they serve as the base for the planning and development stages of actions developed by the Ayrton Senna Institute, the Four Pillars of Education for the 21st Century guide the Institute's evaluation strategies. In this phase, the four competencies serve as the base for the construction of indicators of the actual impact of actions on its recipients.

Evaluation is understood as a systematic, continuous and participatory learning process whose objective is to improve practices and increase the transparency of actions developed. Much more than proof, what we seek is the consolidation of a culture of permanent, systematic reflection upon the concepts and practices adopted for the development of potentials. The consolidation of this culture will allow us to make decisions based on the beliefs, values and points of view expressed in the sustaining concepts of education according to the views and ethical standards of the Human Development Paradigm.

In previous chapters, we defined the potential development process as the transformation of these potentials into competencies $\{\mathfrak{K}\}$. We stated that these competencies mean, above all, the capacity to produce and use knowledge, attitudes, values and abilities in the personal, relational, cognitive and productive fields.

We will now see how to recognize the signs that make it possible to verify, over the course of our path, how we are progressing toward the directions planned and whether the steps taken to implement the formative itinerary are truly turning into concrete gains for children and adolescents.

We will not limit ourselves to the description of the basic steps of the evaluation process. We will describe in detail the defining aspects in the creation of indicators that efficiently respond to the development of competencies.

GETTING PEOPLE AND ORGANIZATIONS INVOLVED IN THE EVALUATION CULTURE

In order for an evaluation process to be effectively present throughout the implementation of a social and educational intervention, one basic condition is to ensure that people and organizations involved in this intervention will truly share the cause, the ideal, the results they wish to reach together and the actions they need to develop in order to get there. Another basic condition is the existence of indicators to help assess the actual impact of their actions.

Evaluation methods should therefore be conceived by all of those who participate in the educational process (both those that offer the conditions for this process to occur and those that develop actions directly with learners) from the beginning – from the first moments of the creation, planning and implementation of actions and also during the moments when the results reached with children and adolescents are incorporated.

HAVING CLARITY ON THE CONSISTENCY OF ACTIONS

In order to evaluate the extent to which children and adolescents are developing the previously defined competencies ^{98}, another essential condition is that programmed actions should be planned and implemented in a manner that effectively develops these competencies. At first sight, this statement might seem obvious, but experience has shown that frustrations caused by unsatisfactory results in fact reveal that actions developed by the institutions were not organized or did not have clarity and intent to enable the development of competencies, attitudes and abilities.

Reflecting on the coherence of actions is a practice that takes us back to the processes of planning and development of formative itineraries, during which the basic question that guides the process is "what intentional actions will the organization take or is the organization taking in order to develop each of the competencies?"

If the organization is still working on the consistency of development actions, there is no sense in investigating results. In this case, the work developed by the organization should be systematically monitored so the best strategies

for the development of proposed actions can be identified and adopted. Only when the organization has reached a higher level of maturity in regards to the development of its work does it make sense to assess the extent to which social and educational activities are reaching the expected results with the target public and attaining the objectives for which they were created.

It is also necessary to be especially careful not to mix up the results of the implementation of an action and the results of its impact on the lives of learners. For instance, the number of youths served and the number of schools where a given action is implemented are not impact indicators. Impact indicators should be evaluated based on the benefits they bring or changes they cause to their beneficiaries – in this case, children and youths – in relation to the acquisition of competencies and abilities and to the development of new attitudes in life.

CREATING AND SELECTING INDICATORS

An assessment process begins with the formulation of questions by the main parties interested in the social intervention to which answers are desired.

"To which extent have the developed actions contributed to the development of the competencies {88} of children and adolescents?" This is the central question posed to Programs in the area of *Doing* developed by the Ayrton Senna Institute when the time comes to evaluate the impact of actions.

The next step requires the identification of the necessary information to answer the formulated evaluative question. This is the time to select indicators (signs, evidence and variables) that should be observed so concrete conclusions can be reached. The task of formulating and selecting observable indicators requires special attention because the nature of the development of potentials is quite complex.


Each of the competencies expresses itself in the learners through attitudes and abilities, as we have seen before. These attitudes and abilities make it possible to evaluate the presence of competencies in the lives of learners. When they are expressed in the form of "observable behaviors" – such as acts, positions and stances taken in certain situations – abilities can be seen as signs (indicators) that children and adolescents are able to experience, identify and incorporate the educational content proposed in the formative itineraries.

The challenge in question in the identification and selection of indicators based on the set of abilities and attitudes that make up each competency can be divided into two parts: **selecting a sub-set of basic abilities** that, as a few sections of an orange, can represent the process of acquisition of competencies in a certain field and **translating each ability** into behaviors, stances and concrete acts that can be observed in the reality of learners.

One of the serious mistakes made by some evaluative processes is the selection of fragile indicators that, either isolated or within the set of selected indicators, do not sufficiently demonstrate the acquisition of an ability or competency.

Still in regards to the selection of indicators, it is important to consider the role played by the path selected for the development of potentials. Art, communication, sport and other paths used as structuring axes for educational actions usually increase the potential of certain abilities and competencies and cause them to have a direct effect in the number and nature of indicators selected.

During evaluative stages, attitudes and abilities for planning and implementing actions, designed to provide the pedagogical project with an intent, have to come to life, materialize and gain uniqueness and clarity in the view of each educator and learner in relation to the process they are experiencing.

One interesting exercise can be held within the evaluative process for the selection of indicators which are adequate to the results of the intervention being evaluated. Let us consider, for instance, that the team has dedicated itself to the creation of indicators for a specific competency {}. The exercise consists of motivating the individuals in the team to imagine themselves getting into a machine that can go forward in time, taking the group one year ahead.

The group is invited to reflect on the following question: what would be the situation of the children served by the project today if the actions developed with the intention of developing social competencies had been successful? Some answers can be expected, such as the following: "they use dialogue instead of verbal or physical aggression to resolve conflicts;" "they use rules for living together that they themselves created;" "they cooperate with one another in performing tasks;" "there is tolerance in regards to gender, race and social class differences;"

From these answers may come indicators such as conflict resolution, rules for living together, cooperation and tolerance. Everyone must record answers on a sheet of paper and discuss them with the other members of the team in order to reach a list of indicators that are considered adequate for a given competency.

In the following text, we present an experience with the evaluation of a baseline listing the indicators created. This document was prepared based on the program Alliance with the Adolescent for the Northeast, a partnership involving the **Ayrton Senna Institute, the Odebrecht Foundation, the National Development Bank and the W. K. Kellogg Foundation.**

CASE 8

Sustainable Development and Youth Protagonism

The main objective of the program Alliance with the Adolescent for the Northeast is to mobilize youths so they will act as partners and spokespeople for the development of their own situation. The purpose is to make them capable of developing concrete actions for the integrated and sustainable development of their economic, social, cultural, environmental and political surroundings. This objective is evidently decisive for the selection and demonstration of the set of abilities and attitudes that will better express the development of the competencies dealt with in the educational daily life of the target public.

More than just proof, evaluation processes seek the consolidation of a culture in which there is a permanent, systematic reflection upon the concepts and practices adopted for the development of potentials.

Both the path for the development of potentials dealt with by the Program (integrated and sustainable local development) and the educational objectives the Program seeks to attain define the establishment of the indicators.

Each of the next few pages will show how this Program works through the evaluation of indicators of the four pillars, itemizing the competencies and abilities to be developed. You can review each of them in *chapter 3* of this publication.

THE ADOLESCENT HAS CREATED HIS/HER IDENTITY IF HE/SHE HAS...

Self-perception

When the adolescent is capable of forming an image of him/herself and knows his/her potentials, limitations and needs.

Self-esteem

When the adolescent values him/herself and his/her origins

Self-care

When the adolescent can take care of his/her body, his/her general health (healthy habits such as not smoking, not using drugs, not drinking), his/her sexual and reproductive health and his/her personal appearance.

THE ADOLESCENT HAS CREATED HIS/HER LIFE PROJECT IF HE/SHE HAS ACQUIRED...

Wanting to be (a wishful stance)

When the adolescent can dream and wish for the future

A Vision of the Future

When the adolescent is capable of establishing goals and strategies for his/her life (at the professional, emotional and citizenship levels).

A Commitment to Changing the Local Reality

When the adolescent is capable of linking his/her life project to the transformation of the local reality.

Resilience

When the adolescent can be persistent, overcome obstacles and deal with frustrations.



THE ADOLESCENT HAS DEVELOPED SPECIFIC ABILITIES FOR LIVING TOGETHER WITH OTHERS IF HE/SHE EXERCISES...

Communication

When the adolescent clearly expresses thoughts, plans, emotions and desires; when he/she knows how to listen attentively and respectfully; when he/she values dialogue for the resolution of conflicts and when he/she can foster agreement.

THE ADOLESCENT RELATES IN A GROUP BECAUSE HE/SHE EXPERIENCES...

Interactions at school

The adolescent values the relationship with the school community and is aware of the role played by the school in his/her maturation.

Interactions with the family

The adolescent values the relationship with family members and is aware of his/her transformational role within the current family and his/her formational role in his/her future family.

Interactions with peers

The adolescent feels accepted, understood and respected by the members of the group with whom he/she has things in common and whom he/she accepts. The adolescent accepts and respects the members of this group.

Planning, work and group decisions

The adolescent participates, cooperates, exercises solidarity, is flexible, mobilizes and motivates others and knows how to live with diversity and differences (in gender, religion, politics, race, culture and sexual orientation).

THE ADOLESCENT IS COMMITTED TO THE COMMON GOOD AND TO CITIZENSHIP BECAUSE HE/SHE...

Is aware of his/her rights and duties

The adolescent knows his/her rights and acts proactively to promote and guarantee their observance.

Responsibly participates in community life

The adolescent voluntarily participates in forums, associations, organizations, cultural groups, councils and other social movements.

Acts responsibly with the natural, ethnic and cultural heritage of the region

The adolescent adopts environmentally sustainable postures, such as reusing materials and preserving natural resources. He/she also values social and cultural diversity.



THE ADOLESCENT HAS THE COGNITIVE COMPETENCY BECAUSE HE/SHE DEMONSTRATES...

General background

He/she can read, write, think logically and mathematically, calculate and solve problems. He/she is also computer-literate.

Analysis of the situation

He/she can analyze facts, situations in his/her surroundings and the messages presented by the media in a critical fashion.

Informational competency

He/she can locate data, people and experiences and access information from several sources in order to overcome difficulties

Valorization of formal education

He/she looks at school in a positive manner, recognizing it as a fundamental venue for learning. He/she is aware of his/her role in the improvement of education.

Permanent education

He/she recognizes the importance of learning continuously and in different situations

Learning to learn

He/she is self-motivated to learn important things and is capable of planning his/her learning (self-teaching).

Teaching to teach

He/she is self-motivated to teach what he/she knows to other people, aware that the more you teach, the more you learn.

Knowing how to know

He/she is capable of identifying information or situations that he/she does not yet know or understand as important for his/her future life (being aware of what is not yet known).



THE ADOLESCENT SHOWS PRODUCTIVE COMPETENCY BECAUSE HE/SHE UNDERSTANDS THE...

Valorization of work

He/she sees work as part of their personal fulfillment and as a manner to participate in the transformation of the world.

In 2002, the Program Alliance with the Adolescent for the Northeast served about 1,700 youths. Three hundred and forty educators from 18 municipalities in the states of Pernambuco, Bahia and Ceará participated.

Knowledge of corporate technology

He/she plans actions, establishes objectives and goals for his/her businesses, selects the best strategies to attain these objectives and goals and permanently evaluates the results.

Entrepreneurial capacity

He/she has the drive to transform visions into reality. He/she is flexible, available, creative, has initiative, identifies opportunities, takes risks and is capable of leading people and has a commitment to them and to the results.

FOLLOWING UP ON THE EVALUATION PROCESS

The development and the selection of indicators is an essential and strategic step in the evaluation process. Duly analyzed and interpreted information about the indicators is, in fact, an important sign that youths and children involved in the project are on the right path for the development of potentials. It points out whether or not they are progressing at the expected pace, regressing or whether they are stagnant.

Having this level of clarity in regards to the effectiveness of the work is an important tool for self-management, self-teaching, self-proposition and protagonism, especially for learners. It enables them to go forward and develop their potentials on their own in other environments and at other times in their lives.

After the elaboration and selection of the most appropriate indicators for a specific initiative, other equally important steps in the evaluation process must be taken so that the information generated will be useful for the improvement and transparency of the work developed.

As we said before, the detailed description of the other stages of an evaluation is not part of the scope of this publication. However, in order to provide a more concrete idea of how to proceed in conducting a complete evaluation, it is worth noting that the Ayrton Senna Institute uses evaluative matrixes to plan and implement all of the stages of this process using indicators of the development of competencies as a reference.

Annex 2, at the end of the book, presents an example of a matrix whose focus is the evaluation of the development of cognitive competencies.

There are different possibilities for structuring an evaluative matrix. The format that has been adopted by IAS considers eight categories, two of which are divided into subcategories. They are Evaluative Questions, Indicators, Information Sources, Methods for Data Collection, Data

Collection Procedures (sampling, strategies and schedule), Methods for Analyzing Data, Interpretation Strategies, and Procedures for the Distribution of Results (public, content, format and schedule).

Knowing what is successful and what can be broadened and/or passed on to other actions and being aware of what needs to be improved or even taken out of the program are, in sum, two of the main functions of this evaluative proposal.

Knowing what is successful and what can be broadened and/or passed on to other actions and being aware of what needs to be improved or even taken out of the program are, in sum, two of the main functions of this evaluative proposal.

Evaluation is not expected to be a sporadic event within a program but a continuous collective learning process that will become part of the culture of organizations and of their daily lives. It is therefore essential that implemented processes be evaluated so lessons can be learned and future evaluations can be even more effective.

CHAPTER 7

A BRIEF SUMMARY OF OUR CONVERSATION

Our work with the Four Pillars of Education for the 21st Century stems from the search for social technologies that can make the education necessary for our times a reality. Other steps in relation to the production, systematization and distribution of social technologies have been taken by the Ayrton Senna Institute and by its allies and partners for the construction of what we refer to as the Social Technologies Center for the development of the potentials of new generations.

The fundamental step for those who wish to adopt the pillars of education as the conduit for actions for children and adolescents is to know how to incorporate them during the four great moments of social and educational interventions – creation, planning, development and evaluation.

We invite you to revisit these moments in the summary we present below.

GENERAL OVERVIEW

Human Development Competencies as a Conduit for Educational Actions

The thought that guides IAS' intervention strategies is the development of the potential of new generations. According to this school of thought, the Four Pillars of Education in the 21st Century underlie the concept of an educational proposal that is capable of meeting the demands of the Human Development Paradigm, and they also guide our pedagogical proposal as a conduit for educational actions for the transformation of human potentials into competencies {96} to live, live together, know and do in the society of the 21st century

STAGES IN THE IMPLEMENTATION OF SOCIAL AND EDUCATIONAL INTERVENTIONS	
Creation	The four pillars should be translated into competencies, attitudes and abilities to live, live together, know and do in the society of the 21st century.
Planning	The four competencies are structuring elements for the proposed interventions, that is, the outline of the educational action formulated by IAS to develop potentials should consider these four axes.
Development	The four competencies are considered content, method and management guidelines. This means that the selection of pedagogical proposals must be made considering their capacity to materialize and express the four basic competencies in the course of educational actions.
Evaluation	The four competencies serve as a base for the creation of indicators that have an actual impact on their final recipients.

CREATION

The Pillars Translated into Personal, Relational, Cognitive and Productive Competencies

Translating the four types of learning in the lives of learners means making an organized, conscious effort to define their capacity to use what they learned in the development of their actions in certain spheres of their lives: personal, interpersonal, social, cognitive and productive.

FOUR COMPETENCIES FOR THE DEVELOPMENT OF POTENTIALS			
PERSONAL	RELATIONAL	COGNITIVE	PRODUCTIVE
Identity	Interpersonal	Minimum	Basic
Self-awareness	Acknowledging others	Literacy	Creativity
Self-esteem	Living with differences	Arithmetics and problem resolution	Management and knowledge production
Self-concept	Interaction	Analysis and interpretation of data, facts and situations	Specific
Self-confidence	Communication	Access to accumulated information	Having several abilities and being versatile
Confident view of the future	Emotions and sexuality	Critical interaction with the media	Professional training
Life Project	Living in a group	Metacognitive	Management
Wanting to be	Social	Self-teaching	Self-management
Self-proposition	Commitment to society	Didacticism	Co-management
Meaning of life	Commitment to the environment	Constructivism	Group management
Self-determination	Commitment to culture	—	—
Resilience	—	—	—
Self-realization	—	—	—
Plenitude	—	—	—

PLANNING

The Four Competencies in the Social Field and in Educational Actions

Four directions guide the strategic thought and the planning of social and educational actions.

FOUR DIRECTIONS FOR PLANNING IN THE SOCIAL FIELD			
BEING	LIVING TOGETHER	KNOWING	DOING
Actions are designed based on the missions of organizations and reflect the causes for which they fight	Organizations interact in the social field through the ethics of co-responsibility	The purpose of social and educational actions is the production of knowledge	Social and educational actions are directed for development at the large scale
PLANNING EDUCATIONAL ACTIONS FOR CHILDREN AND ADOLESCENTS			
GENERAL OBJECTIVE: TO DEVELOP THEIR POTENTIALS IN THE FOUR SPHERES OF EXISTENCE			
Objective 1	Objective 2	Objective 3	Objective 4
Developing personal competencies	Developing relational competencies	Developing cognitive competencies	Developing productive competencies
Strategies	Strategies	Strategies	Strategies
Specifying the educational opportunities created to attain objective 1	Specifying the educational opportunities created to attain objective 2	Specifying the educational opportunities created to attain objective 3	Specifying the educational opportunities created to attain objective 4
Result	Result	Result	Result
Detailed description of the set of personal competencies, attitudes and abilities we expect to develop with learners through the educational opportunities offered.	Detailed description of the set of relational competencies, attitudes and abilities we expect to develop with learners through the educational opportunities offered.	Detailed description of the set of cognitive competencies, attitudes and abilities we expect to develop with learners through the educational opportunities offered.	Detailed description of the set of productive competencies, attitudes and abilities we expect to develop with learners through the educational opportunities offered.
Indicators	Indicators	Indicators	Indicators
Pointing out, based on the selected personal competencies, attitudes and abilities, the elements that indicate to educators that the learners are developing in that sense	Pointing out, based on the selected relational competencies, attitudes and abilities, the elements that indicate to educators that the learners are developing in that sense	Pointing out, based on the selected cognitive competencies, attitudes and abilities, the elements that indicate to educators that the learners are developing in that sense	Pointing out, based on the selected productive competencies, attitudes and abilities, the elements that indicate to educators that the learners are developing in that sense

DEVELOPMENT

Competencies as Content, Method and Management Guidelines for the Formative Itinerary Created to Develop Potentials

The set of educational actions and opportunities intentionally planned and established to develop potentials is the formative itinerary to be followed by learners. We propose the following points of reference to educational communities and decision makers in the area of educational proposals for the construction of their formative itineraries:

POINTS OF REFERENCE FOR A FORMATIVE ITINERARY	
The path	The formative itinerary should have as its base a path for the development of potentials
The cause	This should be the basis for giving meaning to educational opportunities.
Education through projects	This is the base for actions developed with the school network and with programs to complement school activities.
Co-creation	Educators and learners should act as co-creators in structuring events.
The presence of the educator	The educator supports children and youths in the development of their competencies, attitudes and abilities through openness, reciprocity and commitment.
The potential of the learner	Educational actions should focus on the learner's potential, seeing him/her as a spokesperson and partner.
The four competencies	Educators and learners should have a pedagogical purpose over the course of educational actions in the sense that they should make personal, relational, cognitive and productive competencies their own.
The impact on the school year	The formative itinerary should have a positive impact on the learners' experiences over the school year.

EVALUATION

Competencies as the Base for Measuring the Actual Impact of Educational Actions on Learners

Evaluation is understood as a process of systematic, continuous and participatory learning whose purpose is to improve practices and increase the level of transparency of actions developed. The evaluative matrix proposed by the Ayrton Senna Institute is made up of eight items. In this publication, we only studied the first two more deeply: the formulation of evaluative questions and the creation and selection of indicators.

Formulation of questions	The evaluation process begins with the formulation of questions by interested parties in regards to a specific social intervention to which we wish to obtain answers. The evaluative question we have asked is "to which extent have actions contributed to the social, personal, cognitive and productive competencies of children and adolescents?"
Creation and selection of indicators	The next step requires the identification of the information necessary to answer the evaluative question posed. This is the time to select the indicators (signs, evidence, variables) that should be observed so conclusions can be reached about the question raised.
Other steps <ul style="list-style-type: none">- Information sources- Data collection methods- Data collection procedures- Methods to analyze data- Interpretation strategies- Distribution of results	Having elaborated and selected the indicators that are more appropriate for the reality of the initiative, other equally important steps in the evaluation process have to be taken so that the information generated will truly be useful and improve the development of potentials, making the work developed more transparent.

The thought that guides IAS' intervention strategies is the development of the potential of new generations. According to this school of thought, the Four Pillars of Education in the 21st Century underlie the concept of an educational proposal that is capable of meeting the demands of the Human Development Paradigm.

Annex I

Social Programs Developed by the Ayrton Senna Institute

The Ayrton Senna Institute creates, implements, systematizes and evaluates social technologies to be used by any organization whose focus is the human development of new generations. This field of work is called doing and presents five Programs developed within the school (formal education) and six Programs developed outside of it (complementary education). All of the programs are based on the development of the four competencies {⌘}.

Get to know each one of these programs, where they take place, how many children and youths take part in them and how many educators are involved (data from 2003).

Children and youths served by IAS from 1994 to 2003:
2,681,000

The technology used by some of these programs (marked with the icon {⌘}) is currently being distributed, thus reaching a greater number of children and youths.

Speaking of Formal Education

The experiences of the Programs presented below confirm that the school is a unique venue for the development of potentials.

The key type of learning that gives the initial boost to the integral development of the students involved is **learning to be**. This is due to the fact that participants discover their essence and what they are capable of, and they also find out that learning is endless and that it is everyone's right. As their self-esteem becomes structured and consistent, children and youths open up to **learning to know**, making everything they bring with them and everything they find out in their day-to-day experiences with the program their own.

Group work, discussions, debates, the joint development of projects – these and several other actions foster and perpetuate an individual's capacity to be with others respectfully and harmoniously. They learn to live together.

Finally, students acquire the necessary basis for learning to do in a conscious and critical manner, sharing experiences and creating concrete solutions to problems and challenges in their realities.

ACELERA BRASIL {❖} (STEP ON IT, BRAZIL)

This program proposes the establishment of a new culture at school – the Pedagogy of Success. Through this new culture, it corrects school flow in public elementary education (grades 1 through 4), providing students with the knowledge and competencies necessary to attend the right grade for their age and to develop as an individual, citizen and future professional.

Children served: 22,051

Educators involved: 1,057

Municipalities reached: 28 in nineteen states (AL, AM, BA, CE, MA, MG, MS, MT, PA, PB, PE, PI, PR, RJ, RN, RO, RS, SC, SP)

SE LIGA {❖} (GET WITH IT)

This program combats the high levels of illiteracy found in elementary public schools, helping students to learn how to read and write and to believe that they can move forward.

It is a public policy in Goiás and was implemented in Pernambuco in 2003 through a partnership with the Government of the State and Businesspeople for Human Development).

Children served: 19,205

Educators involved: 864

Municipalities reached: 38 in seventeen states (AL, AM, BA, CE, MA, MG, MS, MT, PA, PB, PI, RN, RS, SC, SE, SP, TO)

ACELERA GOIÁS (STEP ON IT, GOIÁS)

This program implements the Pedagogy of Success and corrects school flow in elementary public schools in municipalities in the State of Goiás, sharing the objectives of Acelera Brasil. The program was adopted as a public policy by the government of the state.

Children served: 24,994

Educators involved: 1,198

Municipalities reached: 242 in the State of Goiás

Strategic allies: Vivo and the Government of the State of Goiás

SE LIGA GOIÁS (GET WITH IT, GOIÁS)

This program combats illiteracy in public elementary schools located in municipalities within Goiás. The program was adopted as a public policy by the government of the state.

Children served: 8,120

Educators involved: 373

Municipalities reached: 242 in the State of Goiás

Strategic allies: Nokia and the Government of the State of Goiás

ESCOLA CAMPEÃ (WINNING SCHOOL)

This program defends the quality of elementary education as a strategy to ensure the human development of new generations through the strengthening of public school management.

Children served: 739,475

Educators involved: 35 thousand

Municipalities reached: 47 in twenty-four states (AC, AL, AM, BA, CE, ES, GO, MA, MG, MS, MT, PA, PB, PE, PI, PR, RJ, RN, RO, RS, SC, SE, SP, TO)

Strategic ally: Bank of Brazil Foundation

Regional allies: Vivo, CST – Companhia Siderúrgica de Tubarão and Lemann Foundation

SUA ESCOLAA 2000 POR HORA{♦} (YOUR SCHOOL AT 2000 PER HOUR)

This program acts in the areas of basic education (grades 5 through 8) and high school, using technology in an innovative and creative fashion in order to create educational opportunities to prepare children and youths to live, live together and act in the 21st century.

Youths served: 28 thousand

Educators involved: 560

Municipalities reached: 44 in nine states (BA, CE, MG, MT, PR, RJ, RS, SP, TO) and the Federal District

Strategic ally: Microsoft

Speaking of Complementary Education

Outside of the school (in the morning for students attending school in the afternoon and in the afternoon for students attending in the morning), children and youths have access to educational opportunities. These programs deal with competencies{ae} based on a specific development path: art, communication, sport and actions in the areas of protagonism, values and the workability culture developed for youths.

The flexibility and the creativity of complementary venues make them an excellent opportunity for the creation of formative itineraries that make it possible for children and youths to find out about themselves and others, to learn by doing, to revitalize school and strengthen family and community

life. They are therefore exposed to education all day even though they don't go to school full time.

LARGADA 2000 {❖} (START LINE 2000)

Joining forces for the cause "youth" at public schools, in partnership with the Athos Bulcão Foundation, in the Federal District, youths and educators get together to create and implement concrete solutions to problems in their schools and communities, developing autonomy, solidarity and competence.

Youths served: 71,821

Educators involved: 1,607

Municipalities reached: 65 in six states (BA, CE, MG, MS, RO, SC) and the Federal District

Strategic ally: SESI

Regional ally: Vivo

EDUCAÇÃO PELA ARTE {❖} (EDUCATION THROUGH ART)

This program, developed in partnership with NGOs, provides educational opportunities through several types of art, developing the personal, social, cognitive and productive potential of children and youths.

Children and youths served: 10,600

Educators involved: 363

Municipalities reached: 16 in eleven states (BA, CE, ES, MG, PB, PE, PI, RJ, RS, SC, SP)

EDUCAÇÃO PELA COMUNICAÇÃO (EDUCATION THROUGH COMMUNICATION)

This program, developed in partnership with NGOs, provides educational opportunities using means of communication to develop the abilities of competent youths to live, live together and work in the 21st century.

Children and youths served: 2,990

Educators involved: 389

Municipalities reached: 7 in seven states (BA, CE, MG, PA, PE, RJ, SP)

EDUCAÇÃO PELO ESPORTE (EDUCATION THROUGH SPORT)

Based on sports practice, this program, developed in partnership with universities, creates opportunities for the personal, social, cognitive and productive development of new generations in order to train children and youths to excel in life.

Children and youths served: 10,130

Educators involved: 510

Municipalities reached: 15 in twelve states (MA, MG, MS, MT, PA, PE, PR, RJ, RN, RS, SC, SP)

Strategic allies: Audi and UNESCO

SUPERAÇÃO JOVEM

Following the same methodology used for Largada 2000, SuperAção has been implemented at all 6,000 public schools in São Paulo, providing youths with the opportunity to, as a team, find ways out of the problems they face in their community.

Youths served: 200 thousand (by 2005)

Educators involved: 19 thousand

Strategic ally: Vivo

ALIANÇA COM O ADOLESCENTE PELO NORDESTE (ALLIANCE WITH THE ADOLESCENT FOR THE NORTHEAST)

Training youths to be critical, act and be able to write their own history and that of the economically deprived micro-regions in which they live –

this is the objective that brought together four organizations that believe in and work for the human development of new generations of Brazilians in the Northeast.

Youths served: 1,700

Educators involved: 340

Municipalities reached: 18 in three states (BA, CE, PE)

Strategic allies: Odebrecht Foundation, National Development Bank (BNDES) and W. K. Kellogg Foundation

The Ayrton Senna Institute creates, implements, systematizes and evaluates social technologies to be used by any organization whose focus is the human development of new generations.

Annex 2

IAS Evaluation Spreadsheet Model

PROCEDURES FOR DATA COLLECTION

EVALUATIVE QUESTIONS	INDICATORS	INFORMATION SOURCES	COLLECTION METHODS	
To which extent is the project able to develop the cognitive competencies of children and youths served?	<ul style="list-style-type: none"> – Level of fluency in reading; – Level of fluency in writing; – Ability to do mathematical calculations and use logical thinking to solve problems; – Capacity to critically analyze the means of communication; – Capacity to access information through different sources to solve doubts and problems; – Level of valorization of formal schooling; – Interest and disposition to teach what they know; – School performance; – School attendance. 	<p>Children and youths;</p> <p>Educators;</p> <p>Teachers;</p> <p>School reports;</p> <p>School attendance charts;</p>	<p>Testing;</p> <p>Observation;</p> <p>Interviews with focus group;</p> <p>Revision of documents;</p>	

SAMPLE	STRATEGIES	SCHEDULE
<p>Observation of fifty children that have taken part in the project for at least two months (Group 1), selected by draw, and thirty children that just joined the project (Group 2) through a structured schedule, using a five-point answer scale for behaviors, attitudes and competencies.</p> <p>Reading, writing and reasoning test given to the same groups of observed children.</p> <p>Four focus groups interviews:</p> <ul style="list-style-type: none"> a) Parents of children in Group 1; b) Parents of children in Group 2; c) Teachers of children in Group 1; d) Teachers of children in Group 2. <p>Verification of the school reports and attendance averages of children selected to take part in both of the groups studied.</p>	<p>Discussions with educators to identify, in detail, aspects to be observed; elaboration and testing of an observation schedule; training of five educators to carry out observations over a period of thirty days.</p> <p>Discussions with specialists to define aspects to be included in the test; elaboration and validation of the test; test given by two members of the evaluation team.</p> <p>Based on the results of observations, elaborating a schedule for focus group interviews with parents and with the teachers of children in Groups 1 and 2; training a member of the evaluation team to facilitate focal groups and two others to take notes during focus group discussions.</p> <p>Establishing contact with schools registrar's offices to request the school reports and attendance records of all 80 children selected for the study.</p>	<p>OBSERVATION Creating and testing the observation schedule (by February 20). Training observers (by February 28). Carrying out observations (from the 1st to the 31st of March).</p> <p>TESTING Elaborating and validating the test (by February 20). Training proctors (by February 28). Giving test (from the 1st to the 31st of March).</p> <p>FOCUS GROUPS Elaborating schedules and activities for the groups (by March 20). Training a facilitator and note-takers (by March 31). Holding focus group meetings (From the 1st to the 15th of April).</p> <p>REVISING DOCUMENTS (From the 1st to the 15th of March)</p>

PROCEDURES FOR THE DISTRIBUTION OF RESULTS

ANALYSIS –METHODS	CRITERIA FOR INTERPRETATION	PUBLIC
<p>TEST Descriptive and comparative statistics regarding the results of the test for groups 1 and 2.</p> <p>OBSERVATION Descriptive and comparative statistics regarding the pre-established items in the observation schedule and analysis of the content of open-ended items in the observation schedule. Summary of the main themes identified.</p> <p>FOCUS GROUP INTERVIEWS Analysis of the content of reports of interviews with parents and teachers of children in both groups. Summary of the main results.</p> <p>REVISION OF DOCUMENTS Descriptive and comparative statistics for both of the groups studied in regards to school performance and attendance.</p>	<p>The performance of children that had been with the project longer was at least 50% better than that of children that had just joined.</p> <p>The performance of children that had been with the project longer in regards to the indicators observed by educators was at least 50% better than that of children that had just joined.</p> <p>In regards to children's behavior, the perception of educators and parents at interviews with focus groups confirms the results of the test and of the observations.</p> <p>At least 85% of the children that have been with the project longer improved their grades at school.</p> <p>No child in the project dropped out of school over the past year.</p> <p>Children that have been with the project longer have better grades at school compared to those that just joined.</p>	<p>(1) Project coordination team and he funding partner's team.</p> <p>(2) Board of directors of the foundation funding the project.</p> <p>(3) Educators that take part in the project and principals of schools attended by children that take part in the project.</p> <p>(4) Parents and family members of children served by the project.</p> <p>(5) Other organizations that develop similar projects and institutions that fund social projects.</p>

CONTENT	FORMAT	SCHEDULE
<p>(1) All relevant information that puts the objectives of the evaluation in context, describes and explains the methodological options selected and presents the main results obtained, as well as suggestions and recommendations for the project and learning in relation to the evaluation process.</p> <p>(2) Summarized information regarding the objectives, main results, conclusions and recommendations based on the evaluation.</p> <p>(3) Summarized information regarding the objectives, data on methodology, main results attained, conclusions and recommendations.</p> <p>(4) Summarized information regarding the objectives, main results, conclusions and recommendations.</p> <p>(5) Summarized information regarding the objectives, data on methodology, main results, conclusions, recommendations and lessons learned.</p>	<p>(1) Formal written report and meetings for the discussion and adjustment of the final report.</p> <p>(2) Written executive summary and meeting to discuss conclusions and recommendations.</p> <p>(3) Written executive summary and meeting to present and discuss conclusions and recommendations; preparation of posters containing the main results to be put up at participating schools and at office.</p> <p>(4) Oral presentation using audiovisual materials.</p> <p>(5) Leaflet to distribute information on the project.</p>	<p>(1) Up to one month before the project's annual planning meeting.</p> <p>(2) Up to one week before the Board's meeting to decide on the annual use of resources.</p> <p>(3) Up to one month before the project's annual planning meeting.</p> <p>(4) By the project's annual year-end party.</p> <p>(5) By the project's annual planning meeting.</p>

CLOSING REMARKS

When we, together with the UNESCO representation in Brazil, provided this unique way to see, think and act based on the Four Pillars of Education for the 21st Century, we hoped to make a contribution. We wanted to contribute to the increase in the scope and to the enrichment of the great community of purpose which has been created around the awareness of the fact that adult generations must provide new generations with conditions and opportunities so they can build autonomous solidarity paths to go through the globalized, technological and still excluding world in the century that has just begun.

We know that what we have built so far – with the help of the hands, minds and hearts of so many partners, allies, educators, consultants and technicians – is a permanent proposal for transformation. Our daily experiences in this great laboratory formed by our Programs are filled with constant learning, sweet surprises and, especially, happy faces and bright eyes... Little citizens that find out that they are unique, great beings, capable of learning to be, learning to live together, learning to know and learning to do in their own, very truthful manner.

The Ayrton Senna Institute knows that changing the current Brazilian scenario, especially in regards to the reality of children and adolescents, is a task that demands joint efforts and actions at the larger scale. This book is part of that: a work whose objective is to cross borders and overcome the greatest challenges that hinder human development in the country. Brazil's greatest wealth is its children and youths, who are the future of this great nation.

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