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EDUCATION AND CULTURE FOR PEACE



Open School

A Step-by-Step Guide for Implementation
of the Open School Programme:
Education and Culture for Peace



United Nations
Educational, Scientific and
Cultural Organization

Brasilia
Office

Ministry
of Education



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Education and Culture for Peace

Brasilia, July 2009

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Finally, we thank UNESCO staff directly or indirectly involved in Open School, who work restlessly for the success of the programme.

Open School: Education and Culture for Peace Series

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Foreword

Replicating a Culture of Peace

In the year when *Making Room: Education and Culture for Peace* celebrates its 10th anniversary, the UNESCO Office in Brazil has the opportunity to launch the translation to Spanish and English of a series of seven publications to systematize an initiative for social inclusion and violence reduction focusing on schools, youths, and the community.

The Making Room/Open School Programme consists of making public school spaces available on weekends, offering activities in the areas of sport, leisure, culture, digital inclusion, and basic vocational training. By contributing to breaking the institutional isolation of schools and placing them at the heart of coordination with the community, the programme embodies one of the principles of a culture of peace: fostering the co-existence of different groups and favoring conflict resolution through negotiation.

UNESCO thanks the Ministry of Education for the partnership which made it possible to launch this collection, a tool to replicate a programme which has already been converted into public policy and is found at schools in all 26 Brazilian states and the Federal District.

The purpose of the publications is to share with society the knowledge and experience amassed by UNESCO through management of the Making Room Programme, whose mission includes assessing initiatives focused on building and disseminating a culture of peace.

Moreover, they seek to provide technical assistance to our partners for the development of programmes and projects that can make Brazil more just and less unequal, particularly for vulnerable populations. These population groups include thousands of youths living in the poverty-stricken outskirts of larger cities, where schools taking part in Open School develop the programme.

Becoming familiar with the publications is only the first step to be taken by those interested in identifying one more successful option in promoting a culture of peace, social inclusion, and violence reduction. UNESCO Brazil is at the service of states, municipalities, and other partners committed to strengthening their participation in programmes of this nature for continued cooperation.

Vincent Defourny

Director of UNESCO Brasilia Office

From Laboratory of Ideas to Public Policy

In 2004, taking into consideration the positive results of the *Open School: Education and Culture for Peace Programme*, within and around schools, the Ministry of Education decided to expand the experience of opening public schools on weekends and, in partnership with UNESCO, launched the *Open School: Education, Culture, Sport and Work Opportunities for Young Men and Women*. This Programme has been implemented in all Brazilian states and the Federal District.

The Ministry of Education is pleased to launch, in partnership with UNESCO, the translation of the *Open School collection to Spanish and English*, in order to provide a contribution to schools and teachers, within South-South Cooperation experiences similar to those of the Open School Programme.

The Programme has a high potential to contribute to turning schools into privileged spaces of belonging, participation and learning for young men and women and their communities. We hope that this publication will contribute with ideas and actions capable of transforming the work of many other schools, as it has already done in Brazil.

André Luiz de Figueiredo Lázaro

Secretary of Continuing Education, Literacy and Diversity

Ministry of Education of Brazil

Introduction

Open School: Social Inclusion and Education for the 21st Century

In 2000, during the celebration of the International Year for the Culture of Peace, UNESCO Brazil launched the Making Room Programme: Education and Culture for Peace.

Over the course of the past eight years, the programme, which combines social inclusion and education by opening public schools on weekends, has solidified; it is the first UNESCO Brazil action to have become public policy. The methodology proposed by Making Room is the basis for the Open School Programme, which was created in 2004 by the Ministry of Education and is now operating in all Brazilian states.

Between 2000 and 2006, in partnership with municipal and state education secretariats, the Making Room Programme opened 10 thousand schools and served approximately 10 million people in the first five states where it was implemented – Pernambuco, Rio de Janeiro, Rio Grande do Sul, Bahia and São Paulo. It should be noted that the programme has been implemented in almost all of São Paulo's state education network, reaching 5,306 out of 6,000 schools. Titled Family School in that state, the programme had 30 thousand volunteers and 35 thousand university students working directly in the schools.

The scope of Making Room over the course of its existence reveals the wealth of experience gathered by the UNESCO team and, above all, by the programme's partners and developers.

This partnership with the Ministry of Education has enabled us to translate a series of seven publications that systematize all facets of the methodology of the Making Room Programme –

conceptual grounds, practical applications and recommendations, experts' analyses, implementation costs – in addition to including two primers whose content teaches us how to experience, in practice, the creation of a culture of peace. These primers are a guide to teachers, students, supervisors, and all of those involved in running Making Room and Open School; they emphasize the need for tools to guide the work of our educators in the creation of a culture of peace.

We often say that UNESCO has many objectives but a single mission, underscored in the Organization's constitution: "Since wars begin in the minds of people, it is in the minds of people that the defenses of peace must be built."

Through the creation and implementation of the Making Room Programme, UNESCO Brazil could serve as a laboratory of ideas, assisting in the creation of methodological guidelines for a national programme based on a culture of peace. The goal was to propose a space for social inclusion and for the valorization of public schools.

Through its inclusion in UNESCO's broader field of action, the programme aids in strengthening the concept of lifelong education, as well as in combating and eradicating poverty. It focuses on building a new school for the 21st century – one which typifies "school as a function" rather than "school as a location". This means a school which truly contributes to the holistic and human development of its students and the community.

The programme works to help transform schools into welcoming spaces where there is a sense of belonging, places where exchanges and meetings take place. The goal is that schools should be able to incorporate youths' requests into the programming offered on weekends, as well as their artistic and cultural expressions, strengthening the participation of students and youths in school activities.

We also expect that opening schools on weekends will contribute to a reflection on "school during the week," with the recommendation of new practices that can intervene positively in student-teacher relationships. It is true that when students feel welcome, they develop a special relationship with the school and are less likely to drop out. Therefore, we can state that the programme helps to reduce the alarming figures that result from a comparison between the large number of students starting primary education and the smaller percentage of students who finish high school.

We should also underscore the crucial role played by education in the reduction of social inequality. There is no social transformation without investment in education. Research by the

World Bank and the Economic Commission for Latin America and the Caribbean (ECLAC) shows that one additional year of education in the life of female students results in the reduction of infant and maternal mortality, for instance. These studies also present the effect of one additional year of education on employability and wage indicators in Latin America.

The youth as a focus

The Making Room Programme was created based on a series of research studies on youth carried out by UNESCO Brazil. According to these studies, youths used to be – and still are – the group with the highest level of involvement in violence situations, both as agents and as victims. Most of these violent acts happen on weekends, in the outskirts of cities, and they mainly involve youths in lower income brackets and in vulnerable situations.

In addition, most schools, especially those in the outskirts of large cities, were involved in situations of extreme violence. Launched by UNESCO in 1999, 2000, 2002, and 2004, the Maps of Violence, by researcher Julio Jacobo Waiselfisz, were crucial in understanding the role played by youths in cases of violence in the country.

Considering this information, we can understand that behind a seemingly simple idea – opening schools on Saturdays and Sundays to offer activities in the areas of culture, sport, art, leisure, and professional training to youths and their families – is a strategy to empower youths, strengthen the community, strengthen the role of the school, and contribute to a reduction in violence rates, thus building a culture of peace.

The Making Room Programme has also brought to the school environment strategies used in community work, such as assessing local needs, valorizing talents, and strengthening actions through partnerships with non-governmental organizations and other agencies that develop actions in the area where the school is located.

By validating the experience of communities and their local knowledge, Making Room contributes to breaking down the institutional isolation of schools, truly opening their doors to residents, students' parents, and the community as a whole. The community then begins to recognize the school as its own. Students and their community feel valued as their needs are met, and youth expressions are strengthened. This allows for increased integration among all participants involved in the process and enables the discovery of new ways to relate, which can generate a feeling of belonging which is crucial to youth leadership.

The programme is also an alternative to the lack of access to cultural activities, a reality in the outskirts of Brazilian cities. Access to culture, art, sport, leisure and education allows youths to find ways other than violence to express themselves. Participation in workshops in the areas of drama, arts and crafts, music, and dance, as well as in other play-based activities, broadens horizons, strengthens self-esteem, and can help youths discover a new feeling of belonging to their school and community.

Under the dynamics of the programme, youths and the community take the lead – they are not seen as mere beneficiaries of weekend activities. Youths play a central role: they coordinate activities and mobilize the community to participate in the programme. This participation is reinforced as the programming reveals and valorizes local talent.

Another aspect to be highlighted is the programme's decentralizing nature, which provides states, municipalities, and schools with the flexibility to adjust it to local realities and needs. This is always done taking into account the same principles and ethical and methodological concepts. The programme is unified and flexible in its diversity, and creating unity amidst replication was one of its great challenges.

We believe we have found the key to this unity, embodied in a proposal that valorizes local knowledge, respects youth leadership, values and reinforces the role of the school, and involves the community in the programme, adapting the methodology developed to each reality/diversity in the different regions of the country.

With this series, we believe we are providing educators, professionals in the social area, and experts from all over Brazil with a tool that, along with many others, will surely allow them to deal with social inclusion and the values of a culture of peace in the school. This will aid in the reduction of inequality and in the training of increasingly caring citizens who respect human rights and value tolerance, underscoring the key role of education in social change.

We believe that, in addition to disseminating the successful experience of the Making Room Programme and the Open School Programme in Brazil, this series will also contribute to an increase in international cooperation – one of UNESCO's important duties.

The Ministry of Education should also be thanked for its important partnership, by means of its Secretariat of Education, Literacy and Diversity (SECAD) and its Secretary André Lázaro, an avid supporter of the programme, and for its contribution to social inclusion and the improvement of education.

I also thank all Making Room partners in the states and municipalities where it has been implemented, as well as Open School Programme partners at the Ministry of Education who, jointly with teachers, principals, students, youths, and communities, have transformed the programme into a successful experience. Finally, I thank the staff in the Social and Human Sciences Sector at UNESCO Brazil, a team of individuals committed to a better world without whom this experience would not have been possible.

The conception and implementation of the Making Room Programme began in 2000 and extended throughout 2001, a year that deeply affected my life. In 2001, Laura, my daughter, was born, rekindling in me all of the convictions I nourish that building a less violent, more just and equal world is a collective task. This task will only be accomplished if the challenge is taken on by all, concretely translating the principles of a culture of peace, human rights, and respect to diversity into the life of every single citizen.

Marlova Jovchelovitch Noieto

Social and Human Sciences Coordinator

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About the Knowing and Doing Series

This book, *Open School: A Step-by-Step Guide for Implementation of the Open School Programme: Education and Culture for Peace*, is the third volume of the *Knowing and Doing Series – Systematizing Open School: Education and Culture for Peace*.

The content of this publication supplements that of the other two books in the series: *Building Knowledge*, on the program’s conceptual framework and methodology, and *Strengthening Competencies*, on the continuing education of professionals involved in the program.

This series stems from the experience gathered over the course of ten years developing *Making Room: Education and Culture for Peace*. The content presented in the three books results from documents produced by the Social and Human Sciences Sector at UNESCO Brazil, as well as from publications which have assessed the programme at the local level at different stages of its development. These documents are cited in the bibliography and in the “Learn More” section, which offers websites and other sources to those who wish to deepen their knowledge on the themes presented in the three books. Also, interviews were conducted with the five coordinators responsible for implementing the programme in the states of Pernambuco, Rio de Janeiro, São Paulo, Bahia, and Rio Grande do Sul.

To facilitate reading and the use of information, the publications were set up as a series containing three books with complementary content. This series is part of the *Open School: Education and Culture for Peace Series*. We hope that professionals working at schools will see the series as a roadmap indicating the best ways to open schools on Saturdays and Sundays. May it serve as a source and aid all in the mission of creating a more welcoming and inclusive public school.



Drumming groups are in high demand among youths of African descent. Guadalajara State School (Rio de Janeiro).



OPEN SCHOOL: EDUCATION AND CULTURE FOR PEACE

In 2000, during the celebration of the International Year for the Culture of Peace, UNESCO Brazil launched the Making Room Programme: Education and Culture for Peace.

The programme consists of opening public schools on weekends, offering workshops and a variety of events that encompass activities in the areas of oral communication, artistic expression, physical development, academic support, learning to live together, sociability, and citizenship, among others.

Behind the idea of opening schools on the weekend – an idea which is realized by means of a seemingly simple gesture – is a strategy for social inclusion: providing communities made vulnerable by social exclusion, particularly youths and children, with activities in the areas of education for citizenship, sport, culture, vocational training, academic support, leisure, and others of an artistic/cultural nature.

The Making Room Programme: Education and Culture for Peace is part of UNESCO's broader scope of action: the daily realization of a culture of peace, the strengthening of the concept of lifelong education for all, the fight against and eradication of poverty, and the creation of a new school for the 21st century – "school as a function" rather than "school as a location". That is, a school that truly contributes to the holistic human development of its students and of the community.

In 2004, because of the positive results achieved by the programme, particularly in relation to strengthening the public school and encouraging the social inclusion of youths, the federal

government – through the Ministry of Education and in partnership with UNESCO – launched the programme Open School: Education, Culture, Sport, and Work for Youth at the national level. This programme was based on the concept of Making Room and on its methodology.

At the basis of all of these experiences lies the attempt to redeem the school as a significant institution in the lives of youths. The idea is that school should begin to incorporate youths' demands for culture, sport, citizenship, and leisure, thus becoming a more attractive place for youths and a more suitable setting for bringing together the school and the community.

The Making Room/Open School Programme: Education and Culture for Peace is a social inclusion action focused on youths, school, and the community. It works directly on the improvement of the quality of education and on the creation of a new meaning for school.

It is also an action for educational inclusion since, in the view of several stakeholders who participate in the programme, it contributes to an improvement in learning and in the student-teacher-school relationship, and it fosters the development of children, adolescents, and youths.

By combining education and social inclusion elements, the programme enhances the concept highlighted by Cecília Braslawsky. Like many others, the concept of educational quality is, at the same time, very simple and very sophisticated. In our view, "quality education is that which allows everyone to learn what they need to learn at the right time in their lives and in their societies, and to do so with gladness." We all deserve happiness, or, as the French say, *le bonheur*. In this sense, one can argue that the right to wellbeing is not a right we should postpone until adulthood. Boys and girls deserve, above anyone else, to feel good when they are at school – to be happy at school. (BRASLAVSKY, 2005).

The experience of the Making Room/Open School Programme allows youths and their families to participate in activities which are not available to most

communities in a situation of social vulnerability. The workshops developed on weekends are times when children redeem their right to childhood, participating in games, singing, putting on plays, making arts and crafts, playing soccer, playing volleyball, and taking part in so many other activities.

Particularly in low income communities, children should have the right to play since play is an essential condition for a happy childhood. As youths and their families – mothers, fathers, and grandparents – take part in a variety of workshops, they come face-to-face with a new cultural universe: dance and yoga classes, movies and plays, and music workshops. The testimonies of several programme participants verify the programme's inclusive nature and its role in redeeming these important conditions of human life: wellbeing and happiness.

Making Room/Open School is also an important tool to prevent violence and to promote a culture of peace, fostering significant changes in terms of the high levels of violence which generally affect vulnerable communities and the very schools that participate in the programme.

UNESCO research demonstrates that youth victimization rates are significantly higher on weekends, mainly because of a lack of cultural, sports, and leisure options for low-income youths. On the one hand, the lack of access to these benefits favors the involvement of youths in violence situations; on the other, access to culture, art, sport, and education allows them to find other forms of expression.

Another factor is the importance youths and their community take on in the dynamic of the programme, as it values the community's talents, respects local needs, and makes room for youths to express themselves. This makes it possible to integrate the school, the youth, and the community. This process makes it possible for youths to discover new ways to see themselves and relate to others and to themselves, engendering a feeling of belonging, strengthening self-esteem, and fostering respect to diversity and better co-existence.

Another aspect to be highlighted in the programme's strategy is its decentralized nature. This gives each state, municipality, and school the flexibility to adapt the programme to fit the local reality and needs, always guided by unique ethical and methodological principles and concepts.

Diversity, flexibility, and local control are key components of the Making Room Programme. They are present in the mobilization of the school and of the community, in the planning and promotion of workshops, in the establishment of partnerships, in the training of local teams, and in several other aspects of the programme.

Youth, school, and the community: the focus of the programme

In the Making Room/Open School Programme, school is recognized as a potentially privileged space for investing in a process to change the attitude and behavior of youths actively or passively exposed to violence (ABRAMOVAY et al., 2001). Schools are considered to have a mandate and to have the respect of youths and communities: a) because they can be a reference and a place where people belong, considering the social position they occupy as a legitimate organized center; b) because they can be accessed by all community members, whether or not they have formal ties to these institutions; c) because of their potential to become a more informal path to bring together the youth, the family, and the community.

The programme makes use of more than just school facilities: its development depends on the participation of human resources and of the institution as a whole – principals, teachers, cooks, and aides. Programme activities are incorporated into educational practices and other initiatives already in progress, utilizing their equipment and materials. Therefore, Making Room uses the school's human and material resources, and its proposal must be fully integrated into the political-pedagogical project at the school and in the community, with an emphasis on youths (NOLETO, 2001, p. 18).

The participation of youths requires the acknowledgement of their particular ways to communicate, make requests, and express themselves, as well as their subjectivity. To this end, it is crucial that stereotypes and stigmas be disregarded since, among other effects, they currently lead to an association between youth and violence. It is also necessary to include youths or give them a voice and a role in programme activities, and to support them in terms of allowing them to combine leadership and learning.

By being open to the community and to youths of all ages on weekends – encouraging them to participate in the creation and development of activities – the school promotes interactions across generations, which enables exchange, coexistence, and comprehension.

The experience of the Making Room/Open School Programme demonstrates the possibility to broaden the cultural universe of youths and teachers; to bring together the school and the family; to recognize the school as a space to care for youths and shelter them from situations of violence; to develop new options for youths from different groups to interact, within or outside of the school; and to establish closer relationships and solidarity among youths, teachers, and communities, creating spaces for coming together, dialogue, and affection.

The programme has different strategies to make schools more attractive to youths and to the community. These strategies, in simplified terms, are: the valorization of the role of the principal; the valorization of students, teachers, and the school; exercising dialogue; working together; the participation of the family and the community; the creation of new significance for the school's physical space; and increasing sociability and creating a sense of belonging. Together, these strategies contribute to the creation of a good "school environment," an important factor in the reduction of violence.

Elements that make up the identity of the Making Room/Open School Programme

The elements that make up the identity of the Making Room Programme have, since the programme's creation in 2000 by UNESCO Brazil, contributed to the establishment of Open School as a public policy for social and educational inclusion in different states.

The main elements that make up the programme's identity are based on principles, values, and concepts recommended by UNESCO, and they are highlighted below:

- 1) Respect to and valorization of education and of the role of educators – teachers, principals and other members of the school community – in the form of constant and regular continuing education, the creation of publications specifically for these groups, and other actions.*
- 2) The importance of integrating the school's regular activities (and its pedagogical project) to the activities developed on weekends.*
- 3) The importance of integrating the school's pedagogical administration – those who define pedagogical guidelines and put them into practice – to the planning of weekend actions jointly with the coordination of the programme.*
- 4) A dialogue-based, democratic relationship with partners and with the entire school community.*
- 5) The collective creation and establishment of programme stages and activities jointly with local partners.*
- 6) Valorization and promotion of local culture, and an interest in the creation of positive relationships with the local community.*
- 7) Identification and valorization of local talents.*

8) *Valorization and promotion of community-based non-governmental organizations.*

9) *Permanent communication and a consistent flow of information among the professionals involved in the programme.*

10) *Constant elaboration of publications on themes related to the programme, as an important tool for the production and distribution of knowledge.*

11) *Establishment of the criteria “social risk and vulnerability” as crucial in the selection of schools to participate in the programme.*

In addition to the elements that make up the identity of the Making Room Programme, we should underscore that, as a result of its high degree of replicability, the programme also contains elements that can be adapted depending on local characteristics and distinctive traits. Among these, we highlight the following:

- *autonomy in defining the make-up of local coordination teams or management teams;*
- *flexibility in determining schools’ hours of operation on weekends (although UNESCO recommends that schools should preferably open on Saturdays, also on Sundays if possible, and they should offer programming during school vacations);*
- *definition of a menu of activities to be developed on weekends;*
- *autonomy in deciding whether volunteers should participate in the project;*
- *autonomy in deciding whether or not food should be provided to programme participants.*

UNESCO and technical cooperation in the Making Room/Open School Programme

With the belief that there is no learning without human development and that the school must be strengthened to meet basic learning needs, and advocating for this belief, UNESCO Brazil has provided technical cooperation to partners that decide to implement the Making Room Programme.

Among the programme's main conceptual references are the four pillars of education (box on page 33) proposed by Jacques Delors¹ et alii, which contribute to the inseparability of learning and human development². The programme also has great transformative potential.

During these ten years of work, the Organization has created and solidified a significant amount of experience in the development, supervision, and replication of initiatives based on the methodology and concepts of the Making Room.

In addition to assisting states and municipalities in the management of the programme, UNESCO built significant human capital and solidified an extensive network of collaborators capable of, jointly with the programme's national coordination, providing quality input to structure Making Room as a public policy focused on youth, highlighting the role of the school in social inclusion and in the creation of a culture of peace.

In this sense, the technical cooperation provided by UNESCO within the scope of the Making Room Programme includes:

1) conversations on the methodological and conceptual bases of the programme, essential to understanding and implementing the programme;

2) the provision of training and continuing education processes on different topics related to the programme, including: general concepts and methodology

1. DELORS, J. *et al.* (Org.). *Learning: The Treasure Within*. 8 ed. São Paulo: UNESCO, Cortez, 2003.

2. Learning to Know; Learning to Do; Learning to Live Together; and Learning to Be.

of the programme; youth; culture of peace; violence prevention; youth leadership; work with communities; volunteers; and assessment, monitoring and evaluation;

3) the production of publications – either new or republished – to support programme actions and reflections on the programme (such as primers, conference results, international declarations, etc.) and the systematization of experiences;

4) evaluation of experiences developed, so as to contribute to programme continuity and replication regardless of changes in government leadership.

Creating a culture of peace

Sixty years after the foundation of the United Nations and of UNESCO, the world is once again in a position to transform the prevailing culture of violence into a culture of peace. Currently, the challenge is to find the means to change attitudes, values, and behaviors permanently, seeking to promote peace, social justice, safety, and non-violent conflict resolution. This multidimensional movement requires active support and ongoing participation from a sound network of individuals and organizations that work for peace and conciliation.

Non-governmental organizations play an essential role in this movement; therefore, they should always be involved and called to action at the regional, national, and international level.

The Cold War ended, but there are still armed conflicts and civil wars that sacrifice human lives in many countries. Other sources of tension are the destruction of the environment, desertification, excess population, competition over scarce fresh water resources, malnutrition, flagrant economic inequality between wealthy countries and poor countries, and social inequality within countries – a result of income concentration and non-inclusive economic models.

Replacing the worldly culture of war with a culture of peace requires a long-term educational effort to change reactions to adversity and create sustainable development to suppress the causes of conflict.

The culture of peace does not focus only on preventing wars, as people can perceive wars as being far removed from their daily lives. We are talking about anonymous wars fought in violence. We are talking about preventing and combating all kinds of violence, exploitation, cruelty, inequality, and oppression.

In the field of economic development, it is necessary to go from competitive market economies and non-inclusive models that create concentrations of wealth to mutual, sustainable development, without which it is impossible to reach lasting peace.

It is necessary to revise the concept of adopting development models from other countries so as to respect each country, its traditions, and its diversity, incorporating human and social dimensions and the dimension of participation.

How can we strengthen awareness regarding the importance and urgency of the vital task of promoting a transition from a culture of war into a culture of peace? How can we find the ways and means to change current values, attitudes, beliefs and behaviors?

The challenge has currently expanded beyond the situation of declared wars between two or more nations or even between population groups within the same country, as is the case in civil wars. The proposal of peace discussed at the global level consists of finding ways to change individual and collective attitudes, values, and behaviors permanently to ensure the non-violent resolution of all types of conflict found in different environments, including the school.

Most existing programs for a culture of peace seek to work on conflicts found in the everyday lives of practically all of the world's societies. These are confrontations marked by racial, religious, cultural, and socio-economic intolerance, as well as by a prejudice against minorities. The very understanding of violence, within this context, should be broader. It is necessary to understand violence not only as an expression of ill treatment and physical aggression but also as the perpetuation of undignified situations involving vulnerable populations, deprived

of access to basic healthcare, education, and social assistance services, among so many others.

There is no culture of peace without democracy, participation, equality, respect to human rights, respect to cultural diversity, justice, liberty, tolerance, dialogue, reconciliation, solidarity, and social justice.

The culture of peace is also understood as a technology for co-existence based on tolerance, solidarity, sharing, and respect to individual rights. In the case of groups which, for different reasons, defend different interests and advocate for different causes – placing themselves on opposite sides, often as adversaries – these are the bases that should guide their relationships.

The concepts of citizenship, human rights, and a culture of peace are also part of Making Room/Open School's pedagogical proposal. These concepts, coupled with methodological tools, promote social inclusion, quality education, and the right to be a child and a youth, and they help prevent violence.

The development of the Making Room/Open School Programme: Education and Culture for Peace is based on these arguments.

The implementation of the Making Room Programme in schools, as seen in books one and two of this series, has proven to be a successful strategy to create a culture of peace, engaging students, teachers, and the community. It also positively influences school activities developed from Monday to Friday. One of the main tools for the success of the programme is the encouragement of interactions between the different groups that exist at the school and in its surroundings.

Based on learning to live together – one of the principles proposed by Delors and one of the main values of the Making Room Programme – the foundations for a culture of peace, solidarity, respect for others, and tolerance are built.

Summary of the four pillars

.....**Learning to know:**

fosters the pleasure of understanding, knowing, discovering, and building knowledge.

.....**Learning to do:**

is related to investing in personal competencies, so that people will have the necessary skills to keep up with the evolution of societies marked by advances in knowledge.

.....**Learning to live together:**

this is one of the main challenges to education, since most of humanity's history has been marked by wars and conflicts that result from a tradition of dealing with conflict through violence.

.....**Learning to be:**

refers to the concept of lifelong education in its broadest sense, seeking human development at both the personal and the professional level.





Martial arts workshops broaden students' cultural universe. Governador Roberto Silveira Education Institute, Rio de Janeiro (RJ).



STEPS FOR THE IMPLEMENTATION OF THE PROGRAMME

This book is a step-by-step guide for implementation of the Making Room/Open School Programme: Education and Culture for Peace. It seeks to help those who wish to begin a similar experience.

It is not a single, finished formula or recipe, but rather a reference that, while guiding the implementation of the programme, is flexible enough to adapt to local and regional characteristics.

We highlighted above the programme's elements of identity, which must always be present in its implementation. We also underscored the fact that its potential for replication makes it possible to adapt it to each reality, respecting the specific characteristics of the location where it will be implemented.

The name by which the programme will go can also be selected; what matters is that this name should reflect the literal and metaphorical senses behind opening schools. In the literal sense, schools must open themselves up to the entire community – students, youths, and residents. The metaphorical sense refers to the need for schools to be welcoming, inclusive, receptive, and truly committed to that which is new, to the suggestions, needs and desires of the school community. This translates into a new pedagogical practice, with higher quality and a greater commitment to train democratic, tolerant citizens who can contribute to the creation of a culture of peace.

The procedures recommended here might take on different shapes – or take place simultaneously – depending on the needs of states, municipalities, and schools, but, in general, they should favor

critical and creative intervention on the part of coordination teams implementing the programme, as well as on the part of professionals who work directly in the schools.

Even with this flexibility, the programme should maintain its unity, having a single guiding light, and it should preserve its core objectives: social inclusion, the transformation and opening of the school, quality education, the valorization of the role of teachers, and the creation of a culture of peace.

Next, we will detail the suggested steps for implementation of the programme. From step 3 on, actions are divided into three stages to facilitate comprehension: what needs to be done, how to do it, and who is responsible for the action.

Step 1

Making the decision

This step represents the political will on the part of a city or state to open all or some schools in the public education system to youths and the community. This means that administrators propose to transform schools into more welcoming places for the community and youths, at the same time strengthening the school as an institution.

The first actual step for the implementation of the programme consists of negotiations between the State (or Municipal) Secretariat of Education and UNESCO, if technical cooperation is desired for the programme to open schools.

During negotiations between the government agency and UNESCO, the conditions related to the governability of the programme, such as funding, technical support, and infrastructure, are defined and later documented in the cooperation agreement between the partners.

Step 2

Creating a structure for the programme and discussing its format

Based on broad discussion among public administrators (in the areas of education, social development, and culture), the initial design of the programme is structured. During this stage, the recommendation is to plan who will be part of the central coordination, who will be invited to take part in the network of partnerships, and what the criteria will be for the selection of participating schools, among other elements.

During this stage, it is customary to hold a meeting with the school's team (principal, teachers, school board, other staff members, parents, and students) and the local community to talk – discuss the goals, principles, structure, methodology, and expected results of the programme, fostering everyone's participation. In addition, there's generally an initial survey on the interests and needs of the community in relation to activities to be developed on weekends, identifying partners that might support the programme and contribute to the definition of its structure.

Also defined are the days when the school will be open (all weekend, only on Saturday, or only on Sunday), the hours of operation, the goals of the activities, and how to implement them.

Step 3

Assembling the central coordination team

It is necessary to form the programme's central coordination team, preferably made up of representatives from the Secretariat of Education – they are essential since this is an action based in the school –, from other participating secretariats, and, if applicable, from UNESCO.

Through its Representation in Brazil, UNESCO may or may not be part of the central team, contributing anyway, regardless of its day-to-day participation in the work, and seeking to provide support so the implementation of the programme will follow the expected methodological lines.

Central coordination teams can have different formats. In Rio de Janeiro, for instance, the group was made up of specialists from the State Secretariat of Education and from UNESCO, as was the case in São Paulo and Bahia. In Pernambuco, however, a metropolitan committee was formed, made up of representatives from the State Secretariat of Education and its regional offices, in addition to municipal secretariats.

What does the central team do?

The central coordination, made up of a team from a partner public agency (or agencies) and of a representative from UNESCO (if applicable), answers for the administrative and pedagogical management of the programme. It supervises and evaluates, documents progress, discusses actions, and plans activities that can improve the quality of professional training and of the programme as a whole.

Who are the local managers of the programme?

In most cases, the technical team from the Secretariat of Education is responsible for local management, but a different municipal or state secretariat may also play this role.

How is a central team assembled?

1st – By bringing together the technical team from the secretariat to define the profile of individuals who should be part of the central coordination, according to the format the programme will take.

2nd – By creating a staff flowchart with required duties and the profiles of individuals who will make up the central team. (Depending on the duties established and the number of schools involved, we recommend that a map be created with the intended operational logistics.)

3rd – By selecting team members, who should preferably dedicate themselves full time to the management of the programme to ensure celerity and quality in its development.

Step 4

Defining criteria to select participating schools and mobilizing them to participate in the programme

The time has come to select the schools that will participate in the programme, setting criteria to guide this selection. Generally speaking, selected schools:

- are located in violent areas which house populations in situations of social vulnerability;
- are located in areas with little or no available public space and few or no cultural, sport, leisure and entertainment alternatives;
- present high levels of violence in the school, in its surroundings, or in both;
- have good infrastructure – physical space, a library, a computer lab, a sports court;
- have administrators who are receptive to the implementation of the programme.

Once criteria have been defined to select the schools that will participate in the programme – which may involve factors other than those suggested above – pre-selected schools should be visited in order to ensure they have the minimum infrastructure to hold activities – a sports court, a schoolyard, available rooms, etc.

Once this has been done, we move on to the stage in which schools join the programme. This can be done by inviting the school's pedagogical team for a meeting to introduce the programme, whose purpose would include verifying the principal's interest in joining. The invitation is the first step to start the process of joining.

In this stage, sensitization meetings should take place with principals. Depending on the school, coordinators, teachers and PTA representatives should also be invited to participate. The format of these meetings should allow all parties involved to clarify doubts and express opinions.

In many places, meetings to introduce the programme can be the first actual conversation between principals and the community if parents and other community members are invited to participate. This broader invitation is more productive at schools that already have open channels of communication with the community.

The format of the meeting (how long, where, dynamics, and content), with materials used to introduce the programme – videos, photographs, texts – is defined beforehand and may be revised jointly by school representatives and the coordination team, responsible for the content. Each school will have the autonomy to design this first meeting between the pedagogical team, parents, and the community according to its context, needs, experiences, expectations, and availability.

It is crucial that schools be willing to participate in the programme and that principals agree to planning and developing activities. The success of the action starts with the choice to join the programme, the result of an interest in participating rather than the result of an imposition.

One should keep in mind that, generally speaking, the programme attracts a larger audience, particularly youths, when it is first implemented due to the lack of opportunities for access to culture, sport, and leisure. However, the discovery of a new world – of participation, skill development, and personal growth – made possible by the programme expands this audience beyond youths and consolidates the programme through community participation.

What should be done to promote the programme at schools?

- Invite selected schools according to the criteria above.
- Hold a meeting (introduction and training) with principals and other school community members to introduce the programme.
- Make the participation of principals official; participation can be formalized through a form signed by the principal.

Who invites the schools?

The technical team from the Secretariat of Education, technical teams from the other secretariats involved, or both.

How can we attract schools to the Programme?

1st – By inviting selected schools and acknowledging the importance of the principal as an agent of social transformation.

2nd – By arranging a meeting at which actions, dynamics, and general organization are aligned with the programme's principles and objectives. (That is: if the agenda is about ways to make the school a more welcoming place, welcome principals with words and actions; if the subject is an open and participatory school, the meeting must be set up based on dynamics that ensure mutual respect and dialogue. At this time, the first conflicts might emerge, a natural occurrence in democratic, participatory initiatives. The first challenge is to know how to listen to and welcome the opinions of others even if they go against what is intended. It is important to underscore the fact that innovative actions remove people from their "comfort zone," bring forth fear and defensiveness, and may generate insecurity. It is important not to lose sight of the fact that the programme is based on a culture of peace, and this presumes joint decision-making for conflict resolution.)

3rd – By getting principals to sign the registration form. In order to make this act official, it is important that the state or municipality have a means to distribute the information, such as the Official Gazette, where the names of participating schools can be listed and, later, solicitations or informational ads can be published. A website should be created for the programme as a channel of communication and distribution of important information to those developing the action and those served by it.

4th – By providing the community with information on the programme. For this purpose, one may utilize radio stations, newspapers, public hearings, and other media that reach students at the school which will be opened.

5th – By monitoring registered schools from this moment on (when they join the programme) so they will feel supported and confident about the choice they made;

What should be done to promote the programme in the community?

A launching event should be held for the school community and the local community (principal, school board, parents, students, teachers, staff, other employees, and representatives from the location, especially youths that live in the surroundings).

Who invites?

The school principal, preferably with the participation of the central coordination team.

How should the meeting be set?

1st – Send out an invitation, not a summons. It is important to create positive expectations and value the meeting as a democratic space open to the exercise of citizenship. One or more meetings may be held to welcome the entire school and local community.

2nd – Carefully select the materials that will be used to promote the programme. We suggest that a meeting be set up at which the actions, dynamics, and general organization are aligned with the principles and objectives presented. It is important to create an environment in which people feel at ease to participate and express their ideas. In some cases, it is possible to create opportunities for people to get, at the meeting, a taste of the activities that will be offered on weekends.

3rd – Introduce the programme, explaining its objectives, principles, structure, methodology, and expected results, fostering everyone's participation; outline general lines of action with the school and the local community.

4th – Carry out an initial survey on the interests and needs expressed by the community and on their expectations about weekend activities, identifying partners: NGOs, companies, and universities that may be able to support the school;

5th – Have a registration process for volunteers, making room and fostering opportunities for them to show their talents.

6th – Document participation and proposals on forms or minutes as a way to value this moment of joint creation. This record is also a starting point, a reference to plan the activities that will be developed and the possible network of partners that may support them;

7th – Engage all participants so they will feel as though they are key elements and co-responsible for the development of the programme. The feeling of belonging and the valorization of each person's involvement are the first steps towards the establishment of a commitment;

Step 5

Assembling local teams and beginning the process of continuing education

This is the time to select professionals for local teams, also known as development teams, and to begin the process of training these educators. Regardless of nomenclature, this group works directly at schools on the weekend. Teams can have different configurations according to the reality of each state or municipality. The important thing is that the criteria to form the group be defined in a way that meets local needs, and that teams be elected in a participatory process that includes school and community representatives. Youths must be involved in this process so they can contribute to the local design of the programme according to their perspective.

The role of teams is crucial for the success of the Making Room/Open School Programme. They will discuss the preparation of the schedule of activities for schools on weekends, and they will be in contact with paid and volunteer educators, teachers, artists, athletes, and other guests that who will implement the activities.

The selection of local teams needs to be tied to the formation of this group of educators. The process should favor the programme's management characteristics and, above all, the specific duties of these professionals. Local or development teams may be trained at the school itself or at events that bring together teams from several schools.

In addition to local teams, we also have, in some cases, intermediary parties. These professionals serve as liaisons between the schools and the central coordination. They supervise, monitor, and coordinate the work of schools, offering feedback, through the information they provide, on the process of

One important party in local teams is the community teacher, who bridges the gap between school during the week and school on the weekend – a teacher in the education network who knows the local reality and is committed to the community and its needs.

training local teams (which act directly on the weekend) and contributing to the continuous improvement of the programme.

In regions where the number of schools that open on weekends is large – and the distance between them is significant – these educators are crucial. There is not a definitive title for their job, but they play the role of regional coordinators or supervisors.

In light of the relevance of their work to the development of the programme, it is necessary that the central coordination carefully select educators with the right characteristics for this role and ensure that they also undergo continuing education processes.

The initial training of these professionals should take place immediately after their selection, emphasizing the methodology of the programme and its management characteristics: working with youths, opening the school to the community, listening to local demands, and so on. Continuing education must also highlight the importance of supporting schools' local teams as a fundamental condition for the development of activities. The topics proposed must strengthen the concepts of a culture of peace, participation, youth leadership, community mobilization, volunteering, and other specific subjects that meet local needs, demands, and characteristics.

The definition of the role of these professionals and of the composition of teams, we repeat, is subject to the design of the programme in the state or municipality where it is implemented.

It is important to emphasize that continuing education must be a constant process in the Making Room/Open School Programme, and it has to involve local teams – from educators to cooks to security guards, including all of those who do direct work on the weekend, in addition to the central coordination team. Trainings are generally held with support from specialists from participating State and/or Municipal Secretariats of Education, in addition to specialists from UNESCO, partner universities, NGOs, and other educational institutions.

Continuing education contributes to the formation of a critical, thoughtful, conceptually aligned team that can achieve the established goals and objectives. This is an exercise that strengthens concepts and improves educational methods, strategies, and practices. It is characterized by continuous, dialectical, and diversified movement.

What should be done to keep teams motivated and aligned with the concepts of the programme?

Invest in continuing education for all stakeholders in the Making Room/Open School Programme.

Who is responsible for the content and for developing trainings?

Generally, UNESCO and the central coordination design the training and its content.

The central coordination team is responsible for holding the training.

The team of regional coordinators or intermediaries mobilizes local teams to participate in the training and contributes by suggesting topics to be presented.

How should trainings be organized?

1st – The central team needs to establish a timetable for systematic, ongoing trainings that encompass all of the programme's spheres of action, throughout its development.

2nd – All participants must discuss and raise topics related to the emerging needs of each of the groups.

3rd – It is the responsibility of the central coordination to design the pedagogical material that will support the training, taking into account the different groups and their needs.

4th – The central team must organize dynamics and strategies that meet the proposed objectives;

5th – It is important to document everything. Use evaluation mechanisms to support further meetings.

What must be done to select local teams?

Select the professionals jointly with the community and with youths, and immediately begin the process of training these educators.

Who selects the professionals who will make up the local teams?

The central coordination team, jointly with principals, regional coordinators (also known as supervisors), with community participation.

How is this selection process run?

1st – The central coordination and professionals from intermediary teams establish criteria for the selection of local teams. These criteria have to be aligned with the needs and expectations of principals and must consider the region's specific characteristics and programme implementation principles. Ideally, the community should also be involved in setting these criteria.

General criteria:

- Candidate's profile
- Number of individuals in charge
- Duties

2nd – The selection process has to be widely advertised, making it possible for all who are interested to apply. This process must include the analysis of curricula and interviews. Once candidates have been judiciously selected, the central team and the intermediary team need to create a training programme that can prepare these professionals to work in the schools with youths, the community, partners, and volunteers.

3rd – Representatives of the intermediary team or of the central coordination need to create a record of the profile of developers, including job responsibilities and required skills.

4th – Tools need to be created, jointly with the local team, and the appropriate methodology must be defined to conduct a socio-cultural assessment of the location of the school: the community's inclinations, expectations, and longings.

5th – Strategies must be created, jointly with the team, to start promoting the programme at and around the school. Come up with creative, specialized actions.

6th – Propose the systematic creation of a tool to document and evaluate activities – a tool which allows local team professionals to express themselves and offer genuine opinions on the progress of the programme.

What needs to be done to support the schools' work?

Foster the selection and training of intermediary participants: regional coordinators or supervisors.

Who selects intermediary participants?

The central coordination.

How is this selection process run?

1st – The central coordination must describe the duties of coordinators/ supervisors, bearing in mind that their main job is to ensure that actions developed at the schools are in accordance with programme principles and values. Once this is done, the central coordination must outline the profile of these professionals, determining what types of skills they must have to perform their duties.

2nd – It is necessary that the central coordination create a training programme that meets specific demands on the part of these professionals, with a focus on monitoring activities developed at school and on supervising local teams.

3rd – It is necessary to prepare a reference document which describes the duties of intermediary professionals, a schedule of school visits describing the process of monitoring schools, and proposals for intervention.

4th – The central coordination must establish a schedule of regular meetings with the intermediary team to make necessary adjustments, exchange experiences, raise expectations and difficulties, guide the trainings, and establish strategies for referral as a result of the evaluation performed.

Step 6

Mobilizing the community and carrying out assessments

This step refers to mobilizing the school and the community to participate in Making Room/Open School activities, at the same time seeking to get to know more deeply the reality of the community where the school is located

We suggest that the socio-cultural assessment and the creation of activities jointly with the community and youths be used as the first step to promote weekend activities and mobilization. Engaging youths, parents, and teachers in setting up activities creates a commitment on their part, making them responsible for the programme's success.

Local teams should assess the socio-cultural universe around the school, as well as youths' needs. The creation of this "X-ray" makes it possible for teams to obtain the necessary information to design the programme according the needs of the community, particularly those of youths, and to develop strategies to deal with a school's particular issues. Depending on the region, the survey can be done by pools or groups of schools.

The assessment involves mapping the resources and talents that exist at schools and in communities to foster their participation in the programme. At this stage, the team must contact school staff and the community in order to get to know local leaders. It is necessary to identify existing options for leisure, sports, and culture, as well as the types of artistic expression that are particular to a community and exist there. The idea is to mobilize potential and resources to add value to weekend activities.

In other words, this is the time to locate and contact artists, athletes, teachers, and other professionals and talented individuals in the community itself to work, either as volunteers or for a small stipend. This will be a local decision – the options are not mutually exclusive. The programme may use volunteers and pay professionals who take part in it. Regardless of the option selected, it is crucial that there be participation from youths and the community at all of these stages, offering suggestions, making proposals, monitoring the coordination, and contributing to the selection of programme activities.

The possibility to participate, to create collectively, engenders a feeling of belonging, of strengthening self-esteem, and of seeking the wellbeing of all. These are requirements for effectively exercising citizenship in everyday life.

Getting to know the reality of the community where the school is located, as well as recognizing its talents and the multiple possibilities for youth and resident participation as workshop leaders and activity promoters, will contribute greatly to the success of the programme.

In addition to the participation of community residents and students at the school in the assessment, it is recommended that, in order to mobilize the school and the community, materials be produced to promote and visually represent schools involved in the action, particularly banners letting people know about weekend activities. We also suggest that posters, flyers, T-shirts, caps, etc. be used.

It is necessary to publicize the fact that the school will open on the weekend and that the community is invited to come, and to let people know which activities and workshops will be offered and at what time.

It is ideal to find creative ways to make meeting at school on weekends the “in” thing for youths to do.

What is necessary to attract the community and youths to school?

Mobilize school staff, the community and youths to participate in weekend activities. We suggest that mobilization should begin at the socio-cultural assessment and activity-planning stage, when programme staff first makes contact with the community.

Who is in charge of mobilization?

Local teams, also called development teams.

How can we mobilize the community and promote workshops?

1st – During the socio-cultural assessment stage, identify people in the school and in the community and create a network of partners (collaborators) – youths, parents, teachers, volunteers, community leaders, partners – who show an interest in participating in the programme.

2nd – Create support groups involving these individuals. They can work as counselors, raise funds and material resources, or promote the project in the community and at the school.

3rd – Share and welcome proposals and suggestions made by this group.

4th – Work in synch with the school and the community, especially in partnership with this group.

Advertise weekend activities:

- in classrooms, during the week, to students enrolled at the school;
- through community radios and newspapers;
- in churches, associations and groups;
- door-to-door and in places where youths gather;
- using loudspeaker cars;
- posting posters and banners in strategic places such as bus stops, health centers, drugstores, grocery stores, etc.

5th – Jointly establish and formalize the commitments and responsibilities of each group – workshop leaders, volunteers, and partners.

Don't forget to:

- document and record the projects of each volunteer or paid workshop leader;
- formalize the participation of volunteers – youths or community members;
- create partnership agreements and register partners;
- create agreements to preserve spaces through, for example, a joint community effort, to get the school ready for weekday activities;
- set days and times for support groups meetings – invite parents, youths, teachers, etc. Put together an agenda and enter all proposals, suggestions, and questions in the minutes.

What should be done to get to know the community?

Carry out a socio-cultural assessment at and around the school to map resources and reveal talents.

Who carries out the cultural assessment?

The intermediary coordination team or local teams, also known as development teams.

How should a cultural assessment be conducted?

1st – When local teams were undergoing their specific training (step 5), the document was created containing the necessary elements to be collected by the socio-cultural assessment. It is time to use it again.

2nd –Identify suitable situations to conduct the assessment, which should happen within and outside of the school.

3rd – We suggest that groups of youths, parents, teachers, and other collaborators be set up to develop this action.

4th – Gather all collected data: the expectations of children, youths, parents, and neighbors; available resources (potential partners) and skilled and talented individuals who want to participate, considering all possibilities: computer and language teachers, women who embroider and paint kitchen towels, youth bands, and dance groups; that is, all expressions of local culture.

5th – Based on the information, start creating the schedule of activities. It is important to share this process with youths in the school, prioritizing activities which are of interest to them.

Step 7

Selecting activities and publicizing workshops

With support and under supervision by intermediary teams, and based on the result of the socio-cultural assessment, local teams define weekend activities and workshops, combining youth and community needs and available human resources and materials – workshop presenters, organized groups within the school itself, volunteers, local talent. They also prepare school spaces to host scheduled activities.

We suggest that development teams utilize the following protocol in the adaptation of school spaces to host workshops:

- Create a detailed list of all required preparations and materials.
- Prepare the school to be a welcoming space, facilitating people's access to activities and workshops.
- Put up a poster at the entrance to the school, publicizing the list of activities and workshops to be offered on that day.
- Put up posters indicating the way to the location where each activity and workshop will be offered.

We recommend that activities and workshops be grouped by area so the teams can organize themselves better. Later on, this will facilitate the training of educators and workshop presenters in specific fields, if such training is necessary. This is the proposed division: sport, leisure, and recreation; culture and arts; and income generation and further education.

After planning the activities, it is time to publicize the workshops. At this stage, it is important to count on the support of young workshop presenters and

talented people in the community who will participate in school activities on weekends. The presence of community members will foster greater participation on the part of the community itself.

We also suggest that a planning process be conducted at the end of activities and workshops in order to improve them for the following weekend.

At the end of the activities and workshops, the development team meets to conduct an assessment whose goal is to learn from experiences, thus improving the team's performance and the quality of the programme. Once the assessment is done, the development team plans and prepares the activities and workshops for the following weekend.

The team of intermediary professionals must hold weekly assessment meetings, monitoring and planning together with the development teams and workshop presenters.

The central coordination must systematically plan trainings and awareness-raising sessions to meet the needs of intermediary teams, development teams, workshop presenters, teachers, youths, and the community.

What should be done before workshops begin?

Prepare a detailed plan of activities, list the materials necessary to run them, and prepare the school to host the activities.

Who plans the activities?

Intermediary and development teams, in partnership with the community.

How should the activities be planned?

1st – Based on the information collected through the socio-cultural assessment, create the schedule of activities for the weekend, with workshops and actions that meet local needs and are in synch with the programme's principles:

youth leadership, social inclusion, family participation, intergenerational interactions, quality of life, personal and social wellbeing, and family-school/school-community integration.

2nd – Give the schedule a title: Weekly Proposal, Menu of Activities, or any other name that fits with regional characteristics.

3rd – Have systematic meetings with workshop leaders to present detailed information about the programme and to assess the needs in terms of materials, partners, physical space, etc.

4th – Prepare physical spaces and the school, making it warm and welcoming.

5th – Facilitate access with signs, putting up posters indicating the location of each workshop.

6th – As workshops are being presented, the team should:

- walk around the school, monitoring the work of workshop presenters to identify needs and, later, make adjustments;
- select one youth or collaborator to welcome people at the gate and sign them in. Presence may also be recorded directly in workshops by workshop presenters;
- plan the beginning and the end of the day with a group opening/closing ceremony, an act of integration that involves all participants and workshop presenters in the same space, in order to bring together members of the community who do not know one another or who are not close;
- plan a time at the end only for presenters so they can express themselves, clarify doubts, and present their difficulties and uncertainties. This is a good time to think as a group about how to face challenges.

Note: The training of local and intermediary teams should comprise these three stages: planning, execution, and assessment of the activities.

Step 8

Opening the gates: integrating school and community

After following the steps described so far, it is time to open the gates to youths and the community on the weekend. The school's physical space is ready, the equipment and other materials for workshops have been prepared, and the development team has gone through the initial training. The school community and the outside community are involved, some of the youths have been engaged, and weekend actions have been promoted.

The school is ready to start welcoming people of all ages, all races, all places, with widely different needs and backgrounds. This is the time to bring together the different groups from the community, some for the first time, in an environment that is free from the rules of violence that often reign in the school's surroundings.

The opening of schools happens in different ways, according, once again, to the different realities served by the programme. There are schools that open on Saturdays and Sundays; some choose to open only on Saturdays or on Sundays; others open every two weeks. Likewise, the number of workshops offered varies widely – some schools offer a great number of workshops; others, not so many. In many schools, there are also parties and concerts.

For this first weekend, as for all others, some procedures are suggested:

An engaged youth should welcome the community at the gate and, depending on the number of people, have them sign in. This procedure can be followed by workshop presenters themselves before the start of activities. Evidently, the manner in which participants register will depend on the number of participants. There are cases when, due to the large number of people, it is impossible to document information on participation.

The development team should walk around the school, monitoring the work of workshop presenters to identify positive aspects and needs so adjustments can be made later.

All events may start or finish with “Open Space,” a gathering of participants from all workshops for a group activity, a time of integration and interaction, as a way to introduce the school to the community and the community to the school.

What does it mean to open the gates to the school?

It means welcoming the community – people of all ages, youths from all “tribes” .

Who coordinates school activities?

Local teams.

How can we open the gates on weekends?

1st – Check on the completion of all prior steps. Pay attention to the following:

- comply with the schedule that was advertised;
- ensure the presence of those responsible for the workshops that were advertised – workshop presenters;
- ensure the existence of a support team to welcome participants and to be responsible for general organization during the activities;
- put up signs indicating the location of workshops within the school;
- document the number of participants in each workshop;
- provide a suggestion box for participants’ suggestions, proposals, criticism, and praise.

2nd – Establish and follow the schedule of activities. It is important to begin and end activities on time. This determination might come from the programme's management team (central coordination), depending on the local reality.

3rd – Hold an activity that involves integration and interaction to mark the beginning and the closing of activities. This ritual strengthens ties and fosters personal and group wellbeing by strengthening the feeling of collectivity, of communion.

4th – Keep in mind that the person in charge of managing weekend activities must monitor all activities and be aware and open to dialogue when conflict arises.

Step 9

Monitoring and evaluating the programme

From the moment of its inception, the programme should be monitored, and its evaluation should be anticipated. Monitoring and evaluation are crucial stages to provide feedback and improve the programme.

To UNESCO, these actions are fundamental strategic elements that can ensure the expansion and continuity of actions. They also make it possible to adjust the course when necessary. Evaluation also plays a fundamental role because it makes it possible to verify what went right and what went wrong, as well as the programme's success, efficiency, and impact.

The evaluation process should monitor the entire development of the programme, generally through quantitative and qualitative surveys. These surveys are conducted in the form of focus groups and interviews involving parents,

youths, community representatives, members of the pedagogical team, members of the intermediary and development teams, workshop presenters, volunteers, and so many others. The evaluation may be conducted by UNESCO, by a university that has been monitoring the development of the programme, or by a specialized research center hired for this purpose.

There are also monitoring processes that should be conducted regularly by the development team. For instance: documenting the number of participants in workshops and other activities offered; documenting instances of violence against the individual (threats, fights, and assaults) or against property (theft, destruction, and defacement).

What should be done to monitor the programme?

Daily records should be kept of indicators established by the central team, such as participation in workshops, number of participants, reduction in the number of fights and assaults, and decrease in school property defacement and damage, among others.

Who monitors the programme?

- Members of the central team and of the development team
- Teams created and trained specifically for this purpose
- UNESCO and university specialists and researchers, if applicable

HOW should the programme be evaluated?

1st – Define who will conduct the evaluation – UNESCO, a university, or a center or institute hired for this purpose. Then, quantitative and qualitative tools will be created to evaluate results and local and regional impact in a systematic, regular and ongoing fashion.

2nd – Monitor and provide guidance to each school so it will develop mechanisms to monitor developed actions regularly. This will enable them to make necessary adjustments quickly. Also consider the minutes of team meetings and records of trainings.

3rd – Monitor and provide guidance to each member of the intermediary team so he/she will have a roadmap with a current evaluation of his/her area of action. This evaluation should include results achieved, positive aspects, and negative aspects, which need to be dealt with in a special manner. These maps help make up a general evaluation of the programme, so as to support the actions of the central coordination.

4th – Set up a periodic evaluation process through the central coordination, involving outside specialists and researchers. This resource gives credibility and visibility to the programme.

Step 10

Documenting the experience

The last step brings us to the need to document the programme's experience. Documenting actions values the social participants involved in opening schools, and it creates a record of the programme's trajectory – its different stages, its maturation, and solutions shared by other schools, municipalities, and states.

Records are also an important source of materials to revise the programme, and they can be used to support the activities developed and to promote discussions with the community and other partners.

It must be taken into account that the result of this documentation process – videos, books, primers, brochures, photos, and websites – can later be used as pedagogical materials to support the work developed by the teams in the schools, with communities, and with youths. In addition, records can be used by schools in other states and municipalities that wish to implement the programme.

What should be done to document the programme's trajectory?

Document experiences in the form of videos, photos, books, leaflets, brochures, and websites.

Who records the experiences?

Local teams document the experience in their schools, but this can be done by intermediary teams or even by the central coordination. It can also be done by youths participating in the programme, depending on the action and on the scope of what needs to be documented.

HOW should the experiences be documented?

1st – Recommend documentation tools to schools.

2nd – Create, with the development team, a model to record activities developed at school in a systematic fashion. Suggestions:

- Document participation according to workshop or activity offered at the school;
- Always maintain a space (it can be a box or a computer) to receive suggestions and criticism. It is important to read and file this feedback, and observe changes that have happened over time.
- Maintain a current photo file folder, as well as a file containing reports on activities from the point of view of participants, workshop presenters, and teachers.
- Maintain a file with what is produced at the workshops: drawings, paintings, arts and crafts, etc.



Schools became a space for leisure on weekends (Amazonas).



OPEN SCHOOL: THREE PIONEERING EXPERIENCES

Fulfilling its purpose to contribute to the design and development of public policies focused on social inclusion, violence prevention and reduction, and the commitment to help revise the role of the school, the Making Room Programme solidified partnerships in the federal, state, and municipal spheres and engaged several civil society and private sector organizations, in order to create alternatives for the improvement of the living conditions of Brazilian youths.

The experience in the three states where the programme was first developed – Rio de Janeiro, Pernambuco, and Bahia – was crucial to consolidate the programme's innovative proposal and to design its methodology, as well as to strengthen its conceptual foundations.

After these three states, where the programme first began, São Paulo, Rio Grande do Sul, Sergipe, Mato Grosso, Minas Gerais, and Piauí also joined. In addition to these states, many municipalities adopted the strategy of opening schools on weekends, inspired by the methodology of Making Room.

In 2004, UNESCO's partnership with the federal government in the Open School Programme, through the Ministry of Education, allowed the initiative to open public schools to be extended to the entire country and consolidated the programme as national public policy.

With the goal of enabling the dissemination of the programme, we will present a summary of the initial experiences that concretely translate the steps outlined for its implementation. Making Room served as a laboratory, and its culmination was the creation of the Open School Programme: Education, Culture, Sport, and Work for Youth, a federal public policy.

The Making Room Programme began in Rio de Janeiro in 2000, during the launching of actions related to the International Year for a Culture of Peace. It was titled Schools of Peace Programme, a partnership between UNESCO and the government of the state.

At the time of its implementation, education centers located in regions with higher levels of violence, with few alternatives for culture and leisure, were selected. These schools had adequate equipment to hold activities, allowing for the creative use of available space. These activities were developed by a team of paid (frequently teachers and other school staff) and also by unpaid volunteers. These participants received, from the beginning, training on core themes such as the culture of peace, cultural activities, citizenship, and youth, among others.

The first stage lasted from August to December 2000 and had 111 participating schools all over the state. For the most part, they were located in the metropolitan region of Rio de Janeiro. Its development was monitored and evaluated by a team of researchers from the University of Rio de Janeiro (UNIRIO) and from UNESCO. The results were published in the book *Schools of Peace* (ABRAMOVAY et al., 2001).

This research indicated the need for changes, and these changes were incorporated during the second stage of the programme, which took place from June 2001 to July 2002. During the second stage, the scope of Schools of Peace was expanded to 232 schools in the state education network, located in nearly the entire state. The selection process prioritized schools in violent areas, with a low Human Development Index, and lacking an infrastructure for culture, education, and leisure. In addition, because of previously gathered experience, the process favored schools that had participated in the programme before.

During this stage, an advisory board was created, made up of specialists and tasked with proposing, coordinating, and publicizing initiatives for the programme.

In addition, a Program Management Unit was created, with representatives from UNESCO and from the state government, in charge of planning and developing strategic actions such as creating training plans, monitoring activities in the schools, and establishing partnerships.

The creation of a “local team” – a group made up of representatives from the school and from the community, preferably youths – was also instituted at this time. This team was tasked with managing the programme at each school, planning, setting up, and developing activities on weekends. Most of these activities were offered in workshop format, and workshops were presented by people from the school or its surrounding community. These individuals were identified based on a mapping of local talent conducted by the school's own students. Capoeira, arts and crafts, dance, theater, music, hip-hop and different sports are examples of some of the most popular workshops. The average number of beneficiaries was an estimated 300 per school each weekend. Special workshops were also held, developed by community-based and cultural NGOs.

The third stage of Schools of Peace started in June 2003. At first, it involved 70 schools in the metropolitan region of Rio de Janeiro, and it was gradually expanded to the interior until it reached the goal of 300 schools.

The systematic evaluation of the programme pointed to the need to make changes that would meet the needs and desires of the target audience. These changes would also fulfill the purpose of promoting greater inclusion of at-risk youths and greater involvement on the part of the school, as a training center that radiates the principles which guide the work. Thus, the programme intensified actions in the areas of participatory management, training, communications, and mobilization which were more sophisticated and appropriate for beneficiaries. The Schools of Peace Programme also sought to consolidate the role of schools as promoters of ethics and citizenship training processes, fostering youths' access to cultural and athletic goods and services and broadening the set of alternatives offered to communities by strengthening the ties between the school structure and social networks.

At the time of implementation of the Making Room Programme in Rio de Janeiro, pioneering activities related to opening schools on weekends began in Pernambuco, where the programme was titled Open School Project.

Pernambuco is among the states with the lowest Human Development Index. The metropolitan region of Recife is one of the most violent regions in the country, particularly to a large share of youths, who lack alternatives in the areas of culture, art, sport, and leisure. Thus, the adoption of the programme brought forth the possibility to respond to the problems created by this situation, achieving one of the programme's most important objectives: transforming the "school in the community" into the "school of the community".

Proposed by UNESCO, the Open School Project was launched by the Pernambuco State Forum for the Culture of Peace, established in July 2000, with the participation of representatives of the Executive, Legislative, and Judiciary branches, in addition to a great number of NGOs. In August, 30 schools in the metropolitan region of Recife (20 in the state education network and 10 in the municipal education network in Recife) began opening their doors on weekends, offering different cultural, sport, recreational, and leisure activities to youths. Each weekend, 300 people, on average, were reached at each school, for a total contingent of approximately 9,000 people.

In 2001, the goal of reaching 300 schools was set. It is estimated that 90,000 people were served each weekend. Several activities were developed: identification of youth groups, training, mobilization, and support to their needs. In addition, the Open School Project Metropolitan Committee was established. This was an advisory committee made up of representatives from 14 municipal secretariats of education, from the State Secretariat of Education, and from UNESCO.

The programme also had a management committee at the schools, made up of school staff, teachers, parents, community leaders, school administration,

and students. There was no fixed model for the activities. Each school organized the activities according to its needs, what was available locally, and its community's expectations, offering a wide variety of workshops, games, and courses. The work was developed in partnership with governmental and non-governmental organizations, in addition to volunteers from the community itself.

In addition to Metropolitan Committee meetings, the programme held organizing and training meetings for all school coordinators and municipal, regional, and central teams. Each of the schools received a stipend every month for basic costs related to opening the school on weekends. Schools could also submit low-cost projects for the development of recreational, cultural, and educational activities, among others. Projects were evaluated by the programme's Central Coordination Team and resources were transferred to schools, which would later present a financial report on the use of resources. Open School also had a paid coordinator, appointed by the administration of the school, and a large number of paid facilitators who led workshops.

In 2003, Open School restructured its organizational model so as to meet a variety of expectations, serve the interests of participants and beneficiaries, and strengthen the quality of actions. Its structure included a Technical Team (executive coordination, administrative-financial department, area coordinators, pedagogical supervisors, press office), a Support Team (Metropolitan Committee and partners), and School Teams (coordinators, facilitators, and volunteers). A total of 355 schools in the metropolitan region of Recife participated, 178 belonging to the state network and 177 to the municipal education network.

Redeeming popular culture was one of the mottos in the development of activities. In the area of sport, the goal was to invest in street games and foster cooperative games. As a result of the activities, the Cultural Street Circuit was held – an opportunity for Open School to take several school groups to a day of cultural and athletic experiences in the communities, facilitating the creation of a large athletic-cultural network to present the groups: the Interschool Circuit.

We should also highlight the fact that the Open School Programme in Pernambuco promoted an innovative experience in the area of digital inclusion in 100 schools in the state network, providing access to computers and the Internet to about 6,000 participants.

Bahia

The Making Room Programme

Titled Making Room, the programme in Bahia began with 5 schools in December 2001. By the end of April 2002, 13 more schools had joined, for a total of 18 schools opening on weekends. Gradually, more schools joined, and the programme reached 60 participating public schools opening their doors to students and neighboring communities.

These schools joined the Making Room Programme by invitation of the State Secretariat of Education, based on criteria such as: being located in socially vulnerable areas; having high violence rates; being located in neighborhoods lacking public spaces for leisure; having had previous experience in developing activities with the community; and receptiveness on the part of the administration to the implementation of the programme.

An agreement between UNESCO and the Secretariat of Education secured resources to sustain the programme financially, technically, and in terms of the infrastructure necessary for the development of activities. The programme encompassed 43 neighborhoods in Salvador, offering workshops in the areas of culture, art, sport, and leisure whose development contributed to the reduction of local violence rates.

Participating schools were transformed into safer spaces for a population of more than 43,000 individuals who took part in the Programme on weekends, divided into more than 2,000 workshops created with community participation

and with technical support from the coordination. The programme counted on a central coordination team, with representatives from the State Secretariat of Education and UNESCO's satellite office in Bahia, always with the help of stakeholders from the school and the community. At each school, a development team was implemented, having a supervisor (from the school itself, responsible for the school equipment available for activities), a coordinator representing the community (whose job was to mobilize the community itself and contribute to the process of assessing and identifying local talent), and two youths – generally one from the school and one from the community, in addition to one school staff member, responsible for ensuring material infrastructure conditions to develop activities on weekends and restart classes on Monday.

Coordination and development teams planned the activities during the week and monitored their development on weekends. Workshop presenters, volunteers, and contractors participated in the process of planning and developing workshops.

All who were involved in the development of the programme participated in different continuing education activities.

As a strategy to strengthen the workshops, partnerships were established with NGOs, universities, and different institutions. In addition, partnerships with local businesses enabled the donation of basic materials for the development of workshops; a partnership with media outlets contributed to spreading the word about the programme and its needs.

The Making Room Programme also became a reference for volunteer university students to develop their artistic and educational practices. At the same time, the programme mobilized approximately 800 volunteer workshop presenters who, among other things, held itinerant and exchange workshops that publicized the programme. This showcased local artists, promoting events in privileged locations in the city, parks, and malls. Sports workshops were always the most popular, particularly in capoeira, which reiterates the importance of preserving and valorizing local culture. Workshops in the areas

of dance and hip hop, which included graffiti, skateboarding, breakdancing, and street dancing, always attracted a large audience.

The Programme underwent a permanent process of monitoring and evaluation whose results were published in the book *Avaliação do Programa Abrindo Espaços na Bahia* (Evaluation of the Making Room Programme in Bahia, ABRAMOVAY et al, 2003).

The programs developed in Rio de Janeiro, Pernambuco, Bahia, and Rio Grande do Sul were assessed in qualitative and quantitative terms in the following publications:

Escolas de Paz – ABRAMOVAY et al, 2001;

Revertendo violências, semeando futuros: avaliação de impacto do Programa Abrindo Espaços no Rio de Janeiro e em Pernambuco – WAISELFISZ y MACIEL, 2003;


Abrindo Espaços Bahia: avaliação do programa – ABRAMOVAY et al, 2003;

Fazendo a diferença: Projeto Escola Aberta para a Cidadania no Estado do Rio Grande do Sul – ABRAMOVAY et al, 2006.





Talleres enseñan técnicas de dibujo a lápiz. Escuela Comisario Francisco Barbosa (Ceará).



INFLUENCING THE CREATION OF PUBLIC POLICIES: THE OPEN SCHOOL PROGRAMME IS BORN

In 2004, the federal government launched the Open School Programme: Education, Culture, Sport and Work for Youth in partnership with UNESCO, the ministries of Education, Labor, Sport, and Culture, and state and municipal governments. The Ministry of Education is the main party responsible for the implementation of the programme, in partnership with UNESCO.

Inspired and influenced by the Making Room experience, Open School is a programme that proposes the opening of public schools on weekends to youths and their communities, offering activities in the areas of education, culture, sport, leisure, and basic vocational training. This is a programme to improve the quality of education and social inclusion, seeking to integrate youths, the school, and the community.

Open School

Although the school is open to the entire community, the Open School Programme was conceived and is developed for low-income youths in particular. It is known that these youths rarely have the option to take part in sport, culture, and leisure activities, and the lack of these opportunities, coupled with a broader process of social and educational exclusion, contributes to their involvement in violence, especially on weekends.

The actions and activities developed on weekends seek to help the school play a more active role in the process of including youths – making it more attractive and able to hear their needs – and valorize youths' own forms of artistic, cultural, and other kinds of expression. We also hope that the development of the programme will question and suggest new practices to regular schools.

The Open School is guided by values and principles similar to those of the Making Room Programme, such as respect to and valorization of local culture; a dialogue-based, democratic relationship with the different parties involved in the programme; the collective creation of training processes with partners; and the valorization of school principals.

Establishing the partnership with the federal government was a hallmark and a challenge to the Making Room Programme – the transformation of a local project into a national project, representing an increase in scale.

The national plan to open schools started in the states of Espírito Santo, Minas Gerais and Pernambuco, with a total of 154 open schools. The initial experience of the Making Room Programme in Pernambuco, in partnership with UNESCO, was a determining factor in the creation of the federal programme and strongly influenced it. Initially, the pilot experience was expected to last for four months; however, it took ten months to adjust the management of the programme so it could support this expansion. Currently, the programme is developed in all Brazilian states and in the Federal District, with 2,064 open schools. It is expected to be expanded in the second half of 2008.

The main criteria to select participating schools were: schools located in areas of "social risk," with high violence rates, in areas where communities have little access to culture and leisure options, in addition to the school's voluntary participation.

Schools set up weekend activities considering the needs of the school and neighboring communities, as well as local, material, and human resources. They count on a team that includes a community coordinator, in charge of opening schools and organizing the activities developed by paid and volunteer workshop presenters. A new party was integrated into the team – the community teacher, responsible for bringing together the programme and the regular school. In order to develop activities, schools receive resources to purchase consumer goods for the workshops.

The schools are supported by a team of specialists from the Secretariat of Education in their state or municipality; they are in charge of pedagogical planning and of articulating the work of schools participating in the programme.

In six states, the programme also has state coordination teams made up of representatives from the Ministry of Education and UNESCO, responsible for planning continuing education, establishing a network of partners, and articulating the work of different secretariats. State coordination units are responsible for enforcing the general guidelines established by the central coordination in Brasilia, which is also made up of representatives from the Ministry of Education and UNESCO.

During the four years during which the programme has been developed, the main results reported by the parties involved have to do with significant improvements in the environment at the school and in its surroundings, the reduction of violence against school property, broad community participation in activities, greater involvement of students' parents in the school, a decrease in instances of interpersonal violence in the school, greater care on the part of the community in relation to the school, and the creation of a culture of volunteerism in some places.



Integration with other government programs such as *Escola que Protege*, *Programa de Coletivos Jovens de Meio Ambiente*, and *Conexões de Saberes* optimized the participation of youths in the different programs and the synergy between the different federal programs.

With the launch of the *Mais Educação Programme*, in April 2007, it is expected that the Open School Programme will continue to help rethink the role of the school, improve the quality of education, and bring to fruition a full-time school that is in tune with the multiple challenges of our time.

3. Inter-ministerial Directive # 17, of April 24, 2007.



What works

What works, according to Making Room Programme coordinators in Pernambuco, Rio de Janeiro, Bahia, São Paulo, and Rio Grande do Sul.

- Prepare the weekend schedule in partnership with the community, listening to students, particularly youths. This implies the creation of institutional, systematic mechanisms for participation and dialogue between local teams (acting in the schools) and other parties.
- Promote continuing education to all professionals involved in the programme – central coordination, intermediary teams, and local teams.
- Schedule specific professional training events for the parties responsible for workshops, so as to improve the quality of activities offered at the school.
- Invite parents to participate in setting up weekend activities, giving them specific roles and letting them participate in the management.
- Ensure minimum quality standards for equipment and materials used in weekend activities.
- Establish partnerships between the Secretariat of Education, the Ministry of Education, and a local university or college to offer a graduate course in the area of projects for the school.
- Create a broad network of partnerships at two levels: central and local. The former is established by the central coordination, including a large number of schools or even the entire network. The latter is established directly by the school with partners in the neighborhood (individuals or corporations) or in the region. It is important that schools and partners sign a partnership agreement to avoid charges for services provided or goods donated.

- Share local management issues with the community whenever necessary.
- Group the activities provided by the programme according to area of work: sport, leisure, and recreation; culture and art; income generation and further education. This organizes the teams and facilitates the training of educators and workshop presenters in specific areas, if necessary.
- Allow development teams (which do direct work at schools on weekends) to have a say in correcting the course of the programme when necessary.
- Regularly monitor the result of activities offered at schools: document the number of participants by area of activity and per workshop; collect participants' criticism and suggestions; document instances of aggression (fights and threats), robbery, theft, and break-ins, in addition to damage or defacement of school property. The data should be shared with all parties involved in the programme to adjust the course or celebrate good results.



- Publicize youths' participation, including that of those who were considered "problematic" and started helping with workshops and other activities, thus contributing to the improvement of their self-esteem.
- Truly allow schools to select the activities offered on weekends, utilizing community talents – parents willing to teach embroidery, dance, how to make musical instruments, etc.
- Foster collective reflection on the part of all teams participating in the programme jointly with the school and the school community, thus contributing to improve the quality of education.

Learn More

Making Room

2006 - Fazendo a diferença: Projeto Escola Aberta para a Cidadania no Estado do Rio Grande do Sul
<http://unesdoc.unesco.org/images/0014/001455/145551por.pdf>

2006 - Dias de paz: a abertura das escolas paulistas para a comunidade
<http://unesdoc.unesco.org/images/0014/001472/147233por.pdf>

2004 - Abrindo espaços: educação e cultura para a paz. 3ª ed. revisada.
<http://unesdoc.unesco.org/images/0013/001318/131816por.pdf>

2003 - Abrindo espaços Bahia: avaliação do programa
<http://unesdoc.unesco.org/images/0013/001313/131368por.pdf>

2003 - Revertendo violências, semeando futuros: avaliação de impacto do Programa Abrindo Espaços no Rio de Janeiro e em Pernambuco <http://unesdoc.unesco.org/images/0012/001297/129708por.pdf>

2001 - Escolas de paz <http://unesdoc.unesco.org/images/0014/001403/140380porb.pdf>

Thinkers

Anisio Teixeira

<www.centrorefeducacional.com.br/anisioiteixer.htm>

<<http://www.sec.ba.gov.br/iat/>>

<<http://www.prossiga.br/anisioiteixeira/>>

Edgar Faure

<<http://unesdoc.unesco.org/images/0000/000018/001801s.pdf>>

(Known as the Faure Report, this text is available at the link above in Spanish, but it has also been published in Portuguese with the title "Learning to Be". It can be purchased at several secondhand book stores in Brazil.)

John Dewey

<<http://www.centrorefeducacional.com.br/dewey.html>>

<<http://afilosofia.no.sapo.pt/DEWEY.htm>>

<<http://www.curriculosemfronteiras.org/classicos/teiapple.pdf>>

Paulo Freire

<<http://www.paulofreire.ufpb.br/paulofreire/principal.jsp>>

<<http://www.projetomemoria.art.br/PauloFreire/>>

<<http://www.paulofreire.org.br/asp/Index.asp>>

Culture of peace

2007 - Como vencer a pobreza e a desigualdade: coletânea dos 100 trabalhos selecionados no concurso de redação para universitários

<http://unesdoc.unesco.org/images/0015/001576/157625m.pdf>

2007 - Dia Mundial da Ciência pela Paz e pelo Desenvolvimento, 10 de novembro: ciência e vida nas regiões polares; equilíbrio para o planeta, trabalhos e desenhos premiados 2007.

<http://unesdoc.unesco.org/images/0015/001548/154822por.pdf>

2007 - Escola que protege: enfrentando a violência contra crianças e adolescentes

<http://unesdoc.unesco.org/images/0015/001545/154588por.pdf>

2006 - Imaginar a paz

(PDF access only for copyright reasons)

<<http://unesdoc.unesco.org/images/0015/001509/150948por.pdf>>

2006 - Paz, como se faz? Semeando cultura de paz nas escolas

<<http://unesdoc.unesco.org/images/0014/001467/146767por.pdf>>

2006 - Esporte e cultura de paz

(PDF access only for copyright reasons)

<<http://unesdoc.unesco.org/images/0014/001455/145554porb.pdf>>

2005 - Solidariedade: escreva a sua parte; coletânea dos 100 trabalhos selecionados no concurso de redação para universitários

<<http://unesdoc.unesco.org/images/0014/001446/144606mo.pdf>>

2005 - Caramuru FM: comunicação comunitária para a paz

<<http://unesdoc.unesco.org/images/0015/001540/154073por.pdf>>

2004 - Escrevendo a paz coletânea dos 100 trabalhos selecionados no concurso de redação para universitários

<<http://unesdoc.unesco.org/images/0013/001346/134671mb.pdf>>

2003 - Aprender a viver juntos: será que fracassamos? Summary of reflections and contributions from UNESCO's 46th International Conference on Education, Geneva, Switzerland, September 5-8, 2001

<<http://unesdoc.unesco.org/images/0013/001313/131359por.pdf>>

2003 - A UNESCO e o mundo da cultura

<<http://unesdoc.unesco.org/images/0013/001339/133971por.pdf>>

2001 - Cultivating life, disarming violences: experiences in education, culture, leisures, sports and citizenship with youths in poverty situations

< <http://unesdoc.unesco.org/images/0012/001278/127895e.pdf>>

Website for São Paulo's Committee for the Decade for a Culture of Peace

<<http://www.comitepaz.org.br>>

Education for peace

2003 - Escolas inovadoras: experiências bem-sucedidas em escolas públicas
<<http://unesdoc.unesco.org/images/0013/001317/131747por.pdf>>

2003 - Lidando com a violência nas escolas: o papel da UNESCO/Brasil
<<http://unesdoc.unesco.org/images/0013/001322/132251por.pdf>>

2003 - Educar na era planetária: o pensamento complexo como método de aprendizagem no erro e na incerteza humana
(PDF restricted access only for copyright reasons)
<<http://unesdoc.unesco.org/images/0013/001316/131642por.pdf>>

2000 - Escola 2000
<<http://www.escola2000.org.br> >

2000 - Seven complex lessons in education for the future
< <http://unesdoc.unesco.org/images/0011/001177/117740eo.pdf> >

1998 - Learning: the treasure within; report to UNESCO of the International Commission on Education for the Twenty-first Century
(PDF restricted access only for copyright reasons)
< <http://unesdoc.unesco.org/images/0010/001027/102734eo.pdf>>

Youth leadership

Youth Leadership Portal
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