

ASSOCIATION LIFE
The Complementary Education Program

Section 1 : BACKGROUND - ASSOCIATION LIFE



“You cannot remake this country, democratize it, humanize it, make it serious, with teens playing to kill people, offending life, destroying the dream, making it impossible to love. If education alone does not transform society, without it neither society changes.”

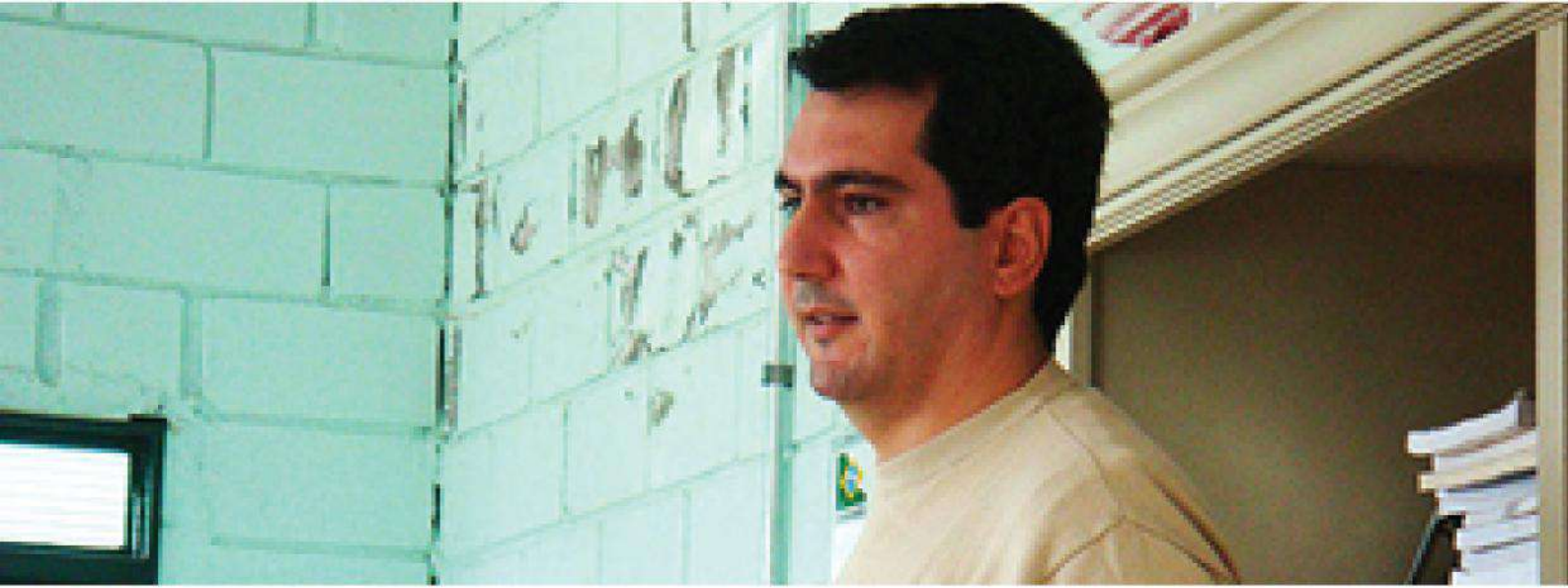
--(Paulo Freire)

The Association Life is a Non-Governmental Organization (non-profit) that believes in the power of education to change the world in which we live, by forming the agents of that change.

Through educational activities, Association Life promotes the development of social and educational skills of underprivileged youth so that they can start working as creative, responsible and competent entrepreneurs.

The Association Life works to strengthen youth through educational activities that helps to consolidate and expand their knowledge, enrich their cultural and social experiences and help them overcome obstacles in school and life through constant encouragement. We believe that Complementary Education offers the youth a better quality of life and social mobility.





Founded in November 2006, the Association was created by DVA Agro Brazil, with the initial aim of improving the quality of life of children and adolescents by providing them education and living assistance. By 2008, the NGO matured and developed a more targeted focus on adolescents. A program was initiated that selected the youth between the age of 13-21 years who were considered vulnerable. The Education Program also offers complementary activities to formal education: creating opportunities for development and personal development, citizenship and self-esteem, and helps in identifying youth potential.

In 2011, with the new phase of transformation of DVA / UPL, the association changed its name to Association Life. The old project from DVA was continued under its own identity: the **Complementary Education Program**.

Education was
and is driving
force of social
change at
Association Life.



Section 2 :

COMPLEMENTARY EDUCATION PROGRAM

Tutoring is one way to investigate and identify the difficulties of the youth, reshaping their activities and creating new avenues that would lead them to "discover" their potential. It is essential to change the attitude and transform the errors and difficulties in learning situations so that everyone understands the fundamentals of development.

The **Complementary Education Program** helps build positive images about the proposed work, rebuilds the self-esteem of the youth and turns them into students who can acquire knowledge and develop the ability to learn.

Thinking assists in awakening youth's interest in learning and encourages their understanding. The **Complementary Education Program** diagnoses the difficulties faced by youth and works efficiently to eliminate them, so that the youth are qualified and successful in their educational and professional lives.



2.1 Mission

Contribute to creating conditions and opportunities for the youth to develop their potential satisfactorily as future professionals, who are conscious & responsible citizens, acting as agents of transformation in their localities.

2.2 Values

- ⊙ Respect for Life
- ⊙ Education
- ⊙ Integrity
- ⊙ Ethics
- ⊙ Transparency
- ⊙ Responsibility

2.3 General Purpose

Mobilizing social and educational actions that contribute to the personal and psychological development of the youth who are from underserved areas and vulnerable situations so that they attain education as well as the skills necessary to face challenges in life, making them active change agents in the society in which they live.

2.4 Specific Objectives

- ⊙ Offer remedial classes
- ⊙ Meet any educational gaps
- ⊙ Encourage the student to become aware of their challenges and work towards overcoming them
- ⊙ Allow the student to understand their own potential
- ⊙ Create a conducive environment for the pursuit of knowledge
- ⊙ Encourage autonomy
- ⊙ Giving them wide exposure and knowledge of what's happening in the world, outside the small community of the Universe
- ⊙ Provide opportunities that lead to the professional training
- ⊙ Finally introduce the youth into the labour force





2.5 Target Community

Teenagers around the age of 13 years, who are exposed to psycho-social vulnerability; located in regions of extreme deprivation; attending the 7th or 8th grade in public schools with at least 75% attendance and belonging to low-income families with per capita income not exceeding half of the minimum wage; those who are residents of poor communities where the program is working.

The youth becomes a part of 'Association Life' from the age of 13/14 years and is a member for five years. In special cases, this period may be extended to one more year. In these five years, Association Life will work with them on several areas such as health, family, social assistance and education. The main aim of these activities is to guide the youth to university ensuring that he/she either take up a technical course or find a stable job in a suitable company.

Area

The first initiative was developed in North Park Way, a region comprising of small neighborhoods, including Vila Boa Vista and Universal Park, located on the outskirts of Campinas. Depending on the requirements, actions were taken that can contribute to reducing socio-economic vulnerability of families living there.

The Association Life operates in challenging localities with people belonging to low socio-economic status, living in areas with poor infrastructure, less or no access to sanitation, health, education cultural activities or leisure. The youth could also be exposed to child prostitution, domestic violence and idleness which could lead them to the dangerous world of marginality.

Section 3 : METHODOLOGY



Through short classes and individualized monitoring, these programs provide daily educational activities for the youth to reinforce their education.

The **Complementary Education Program** seeks partnerships so that adolescents have access to

- © The most appropriate colleges in preparing for college entrance exams
- © Competitions for technical colleges
- © Extra-curricular courses
- © Medical and psychological care
- © Respecting and understanding the needs of one another

Once, the youth are qualified to work, they are introduced into the labor force via the Apprentice program with socially responsible companies.

Section 4 : MILESTONES

1. Develop the educational potential of the underprivileged youth so that they can improve their academic performance, make satisfactory progress in the school curriculum and commence their career with competence and responsibility.
2. Enable learning conditions for the youth, so that they achieve the set goals in the desired vocation.
3. Ensure the youth are committed to moral, social and professional growth.
4. Working towards inculcating ethical and moral autonomy, critical thinking and reasoning ability based on the current reality in the youth.
5. Improving the capabilities of the Association Life members so that they become transforming agents of the society.



Section 5 :

PROGRAM COMPONENTS

5.1 Tutoring

Through tutoring, it is possible to investigate and identify the difficulties of the youth and, to develop engaging activities that help in discovering ones potential.

Mistakes and difficulties in learning situations are inevitable, but it is important that the youth learn to retrace their path and achieve comprehension and the understanding essential for development.

The program helps to construct a positive image of the proposed work and improve the self-esteem of the youth transforming them into hard-working students, who wish to acquire knowledge and develop the ability to learn.

Objective - Breaking the barriers of inequality, reasoning, improving the level of knowledge and skills desired for mainstream education.



5.2 Reading

Reading is a much broader activity than the mere deciphering of linguistic signs. We need to interpret and understand what we read, extracting meaning from the text, otherwise we run a serious risk of simply decoding symbols, almost automatically and mechanically.

The purpose of reading is, above all, to comprehend. For this to happen, besides the cognitive processing of reading and the prior knowledge required, it is essential for the reader to be engaged with his reading. He needs to maintain a critical stance on what he reads.

People perceive the world and the reality we live in, under the influence of the perspectives put forth in different media. So, we are always reading the world, although in most cases we do so without realizing it.

The extent of one's reading depends on the reader's imagination, their willingness to try new experiences, curiosity about the world we live in and also about ourselves. Reading leads to reflection, expanding one's world view and the horizon of expectations.

The Association LIFE is focusing on reading so that the youth can also decipher and interpret the various meanings implicit in daily events.

Reading is as a powerful and essential tool, one which is harnessed for furthering the youth's development.

Objective - Encourage reading in youth so that they become educated, dynamic and insightful, critical and aware citizens of the world.



5.3 Talking

It is essential that the youth are encouraged to discuss and talk about what they have learnt or observed. Through instruments such as hosting a debate, we discuss a relevant topic, where the youth are encouraged to form groups of different opinions and expose different viewpoints on the same subject. This practice leads to active participation, learning how to deal with challenging situations and how to solve them.

Objective - Develop the ability to present their ideas and exchange information on controversial topics.

5.4 Lecture

Our lectures are focused on strengthening the skills and abilities of the youth essential to their day-to-day living which assist them in their development. We offer lectures with varying themes, awakening the desire for learning, enriching their cultural and social experiences, stimulating curiosity and critical thinking. The topics are chosen according to specific needs observed in day-to-day living and are constantly reviewed and changed.

Objective - Provide access to varied information to the youth, helping them with their development and providing tools to increase their confidence and self-esteem, thus helping them achieve their goals.



5.5 Movies

The period of adolescence is characterized by the transition from childhood to adulthood. During this phase, the youth have doubts, anxieties, identity crises, as well as some fantasies. During adolescence, a young boy or girl seeks what he lacks: love, hope, joy, dreams, faith and courage. We work via the medium of films, to familiarize the youth to such situations. For example when they see characters whose are in conflict on screen, they know that they can also seek to identify and find ways to solve their problems and dilemmas in a similar way.

Objective - Show movies as an entertaining activity for the youth to learn about people, culture, enhance their capacity for dialogue and interpretation, as well as bring about a greater understanding of different situations in a very complex world.

5.6 Story Telling

“Once upon a time” tales from here and there...

In earlier times, the primary motive of storytellers was to get people together and share ideas and different approaches to problem solving. In today’s demanding world, many have forgotten this valuable tool for education. It’s what imparts wisdom to the youth and prepares them for adulthood. Through moral-based stories that stimulate their imagination, we speak to them about important values in life and create an atmosphere of healthy dialogue where they can develop their ability to question ideas and beliefs.

A good story arouses interest and allows, in general, self-identification and the acceptance of unpleasant situations which help in resolving conflicts. Thus through the fears, doubts and struggles of the characters, the youth learn to deal with their own losses. They understand the importance of determination and perseverance to achieve their goals.

Association LIFE, uses the medium of Storytellers to not only revive the art of story-telling, but also to strengthen the ties between the youth and their parents. It also reinforces those values that are sometimes forgotten in our society, such as friendship, love, perseverance, joy and honesty ensuring that they grow up in a better and healthier environment.

Objective - Awakening the desire for listening and learning in youth through storytelling.



5.7 Art Therapy

Art Therapy is a term that refers to the use of artistic resources in therapeutic contexts. It is an initiative that facilitates self-knowledge and increased awareness, so that each individual can express themselves through art.

Association LIFE is working with the youth to help them evolve through their experience with art. Offering creative tools for stimulating discussions and expressions of values and issues, Art Therapy helps in personal and social development. This form of authentic and transformative education helps the youth in re-assessing their difficulties and struggles.

Objective - Work with the medium of art and creativity that helps in spurring imagination, development and expansion of creative the potential of the youth aiding him to become an agent of transformation of his/her own life.



5.8 Center for Informatics

Navigating the Future

We live in a technological world, where IT cannot be seen as merely "another technology." It is a "new technology" that can bring about personal transformation in addition to promoting technological education that's essential for a successful career today.

We make the youth understand that IT is not a neutral tool to be used simply for content, but rather a tool for gathering knowledge that would aid in their transformation into better individuals.

Objective - Offering the youth the Association LIFE, a space where they can learn to use the tools of the internet for conducting research and equipping themselves better for the profession they wish to undertake. better prepared for the labor market.

5.9 Kumon

The Kumon is an individualized teaching method in which each student has a study program designed especially for her/him, based on his/her grasping power, speed of learning and the goals he/she wants to achieve. Through this process, the youth can learn at their own pace, with no gaps in understanding, less stress and no fear of being left behind.

Objective - Discovering the potential of each individual, honing their skills to the best of their abilities, empowering them to become responsible citizens who shall contribute to the global community.

5.10 English

In today's world of fierce competitiveness, it is important to know the language that is widely spoken across the world. In addition to the local language, the youth need to learn English since it would open up more avenues for professional development as well as cultural and social enrichment. This is why the Project is focusing on imparting the knowledge of English.

The course works in partnership with English Language schools in the city of Campinas, enabling the youth to expand his language skills.

Objective - Develop in students, the four English communication skills: 1) Speaking, 2) Reading, 3) Writing and 4) Listening and comprehension. The children learn the proper codes of grammar as well, so as to learn the language correctly.



5.11 Professional Development

Partnerships and CIEE/ ESPRO

Believe and make it happen

Realizing the difficulties that the youth, especially from low-income families face while joining the labor force, Association LIFE seeks to establish partnerships with private companies willing to participate in the preparation and development of adolescents for professional life.

The partnership among Association LIFE, CIEE and ESPRO is one that empowers the youth to enter (and stay) in the professional arena.

As per the law 10.097/00, the youth is hired as an Apprentice and gets the opportunity to learn while he/she works. This training helps him/her experience real-life situations that take place every day in the workplace. During his Apprenticeship, the youth gets an opportunity to demonstrate their individual skills and put into practice their knowledge.

The training makes them pro-active citizens, ready for the challenges of a changing world.

Objective - Involve the youth in activities that encourage access to knowledge and development of a future project, imparting comprehensive training and inculcating work ethics, values and behaviors necessary for necessary to survive in the corporate world.



Section 6 :

ANNUAL SUMMARY OF ACTIVITIES

Activities	1 ST YEAR	2 ND YEAR	3 RD YEAR	4 TH YEAR & NEXT
Valuation of gaps, difficulties, needs and potential evaluated in reports, school assessments and school report cards	X	-	-	-
Planning the actions, individual goals and objectives for short and long term through reports	X	X	X	X
General and continuous diagnosis	X	X	X	X
Application in health and social care	X	X	X	X
Evaluation of commitment, responsibility and interest, using reports, assessments and report cards	X	X	X	X
Targeting for supplementary lessons/classes	-	X	X	X
Monitoring the discipline, systematic development, behavioral, and emotional knowledge, based on records, reports, assessments and report cards.	-	X	X	X
Participate in the Underage Work System	X	X	X	-
Join current extracurricular activities such as Maths, Portuguese and English classes, according to individual needs, and availability of the Association	-	X	X	X
Choose from technical course or standard curriculum, according to evaluations, reports, report cards and goals	-	X	X	-
Transfer to a more prepared school focused on contests for Technical Schools and Colleges and University Entrance Exams.	-	X	X	X
Application for the ENEM, College entrance exams and Technical Course	-	X	X	X
Applications for PROUNI and scholarships	-	-	X	X

Section 7 : ACTIVITIES

7.1 Education (primary, secondary, higher)

- ⊙ Strengthening school
- ⊙ Additional Classes
- ⊙ Extracurricular courses (Kumon, Computer and English)
- ⊙ Technical Courses

7.2 Vocational Guidance

- ⊙ Citizenship, values, environment, ethics, family
- ⊙ Professional referral
- ⊙ Apprentice
- ⊙ Intern
- ⊙ Employee

7.3 Inscriptions in contests, vestibular and vestibulinhos

- ⊙ Enem
- ⊙ Etecs
- ⊙ Universities
- ⊙ Scholarship
- ⊙ PROUNI

7.4 Educational material

- ⊙ Increases
- ⊙ Support
- ⊙ Research School



7.5 Support to young

- ⊙ Daily food
- ⊙ Public transport
- ⊙ Provision of uniforms
- ⊙ Scheduling and monitoring
- ⊙ Interviews
- ⊙ Selection process
- ⊙ Medical appointments

7.6 Meetings and accompaniments

- ⊙ The youth
- ⊙ Family
- ⊙ Schools
- ⊙ Companies

7.7 Routing in Health

- ⊙ Medical
- ⊙ Dentist
- ⊙ Psychosocial
- ⊙ Assistance

7.8 Campaigns (collection and distribution)

- ⊙ Books and school supplies
- ⊙ Clothing, footwear and toys
- ⊙ Basic Basket, hygiene and cleaning
- ⊙ Furniture and household utensils
- ⊙ Musical Instruments



SECTION 8: RESULTS - STATUS AS OF 2017

8.1 Year 2008 = 12 youth

- ◎ The 12 young people who entered in 2008, only six remained in 2012
- ◎ 3 young people had to accompany the family in the city change, prompting shutdown;
- ◎ 3 young people were turned away by the ONGs for not complying with the rules and goals (behaviour, interest rate, commitment).
- ◎ Among the 6 young people (2008) that remain:
 - 4 are studying in university;
 - 1 is pursuing a technical course;
- ◎ Two young people will begin technical courses in 2013
- ◎ 6 are working



8.2 Year 2009 + 12 youth

- ◎ The 12 the youth who entered in 2009, 11 remain in 2012
- ◎ 1 was left for lack of commitment, interest and did not fit the rules
- ◎ Among the 11 the youth (2009) that remain:
 - 5 are studying in university
 - 2 are being technical
 - 4 the youth will start university in 2013
- ◎ 11 are working



8.3 In 2010 + 9 youth

- ◎ All 9 remain in 2012
 - 2 are in university
 - 4 are in the technical course
 - 3 the youth will start the university in 2014
- ◎ 9 are working

8.4 In 2011 + 11 youth

- ◎ All 11 youth remain in 2012
 - 1 is in technical course
 - 5 will start university in 2014
 - 2 will start technical course in 2014
 - 3 will start technical course in 2015
- ◎ 4 are working

8.5 In 2012 +13 young

- ◎ All 13 remain so far
 - No young person's age to start university or technical course
- ◎ 3 the youth are working

8.6 In 2013

Total of 50 young

- ◎ 1st Graduation - 10 youths
- ◎ 11 Youth in School
- ◎ 7 Youth - Technical Course
- ◎ 33 the youth in the labor market
- ◎ Replicabilidae Unit Smile - 10 young



The Association LIFE, through its Complementary Education Program transforms the lives of the youth to have a better and dignified future. The activities developed by the Association LIFE under Complementary Education Program, not only impact the lives of young people but gets echoed by family and community as a whole.

8.7 In 2014

Total of 70 the youth

- © 2nd Graduation - 10 youth
- © 10 Youth in School
- © 3 Youth - Technical Course
- © 38 Youth in the labor market

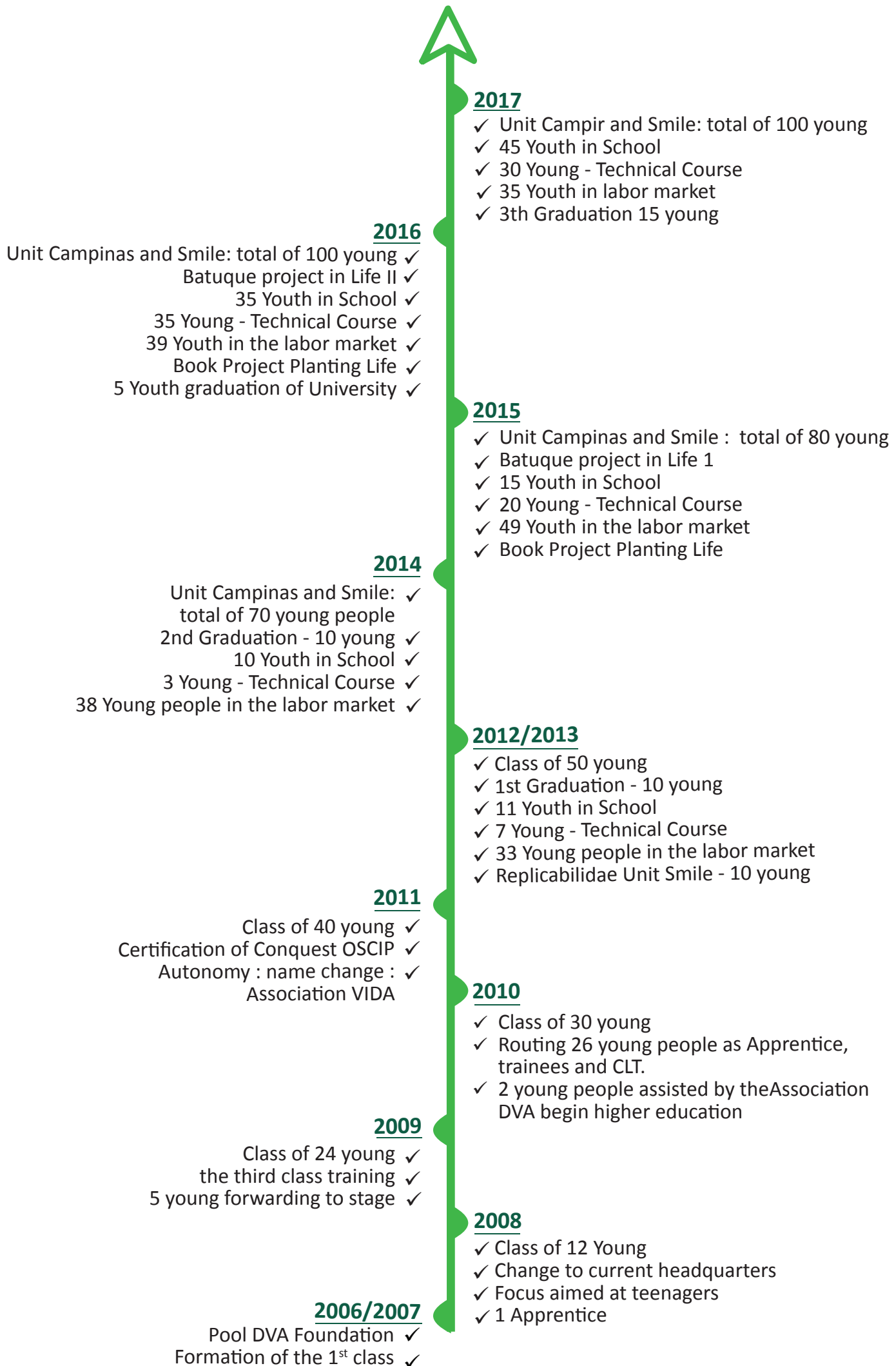
8.8 In 2015

Total of 80 youth

- © 15 Youth in School
- © 20 Youth - Technical Course
- © 49 Youth in the labor market



Till 2017 – Total of 100 youth have benefited directly



Section 9 : TESTIMONIALS



"When I joined the Association Life, everything changed! I have unforgettable moments of learning, growth, friendship and joy! I am sure others must be having same! Thanks, Association Life to exist in my life! "

**Leandra Cristina Justin,
16, 2nd High School**



"Three years ago I joined Association Life. I look back and see how much I've changed, how I grew! I see a horizon full of possibilities waiting to be won ... just depends on me! I learned that here in Association Life. It has completely changed my life in every direction! "

**Danilo Caique,
16, 2nd High School**



"In our life there are always difficulties and obstacles! Here, I am learning to face them. For me, Association Life is a shield that helps me to take down all barriers: knowledge gap, shyness, difficulties in relationships ... I am much happier and confident! "

**Maxwell Danilo de Paula,
14, 8thElementary School**



"Opportunity, growth, development, maturity, hope, perseverance, and more than all this: believe in self! This is the result of my participation in the Association Life!"

**Renata Jáccomo,
16, 3rd High School**



"In Life Association, I found affection, experience, lot of learning and special opportunities that has already made a lot of difference in my life!"

**Camila Rodrigues do Carmo,
17, 3rd High School**



"Like every great tree grows from a tiny seed, I see that this work with young people not only prepares the ground, but also accompanies, supports, guides them in every way to ensure better conditions for individual and social growth. Surely will reap many fruits in future."

Helium MOSQUIM - Volunteer

