

# PROJECT [1](#)



*AUTHOR* of my story and *ACTING* in my community ...

**ANNEX IV**  
**MODEL WORK PLAN AND APPLICATION**  
P RAZO EXECUTION: 12 MONTHS [2]

**1. IDENTIFICATION OF THE CIVIL SOCIETY ORGANIZATION**

**Name of O SC :** Association for the Protection of Children and Adolescents - CEPAC.

**Address :** Rua Martim Afonso de Sousa, 72      **Neighborhood:** Parque Imperial

**City :** Barueri      **State :** São Paulo

**CEP :** 06462-130

**Phone :** 4195.9060

**E-mail :** [cepac@cepacbarueri.org.br](mailto:cepac@cepacbarueri.org.br)

**Website :** [www.cepacbarueri.org.br](http://www.cepacbarueri.org.br)

**Registration number with the CMDCA :** 01/01

**CMAS registration number:** 06/11

**National Social Assistance Council registration number:** 44006.000785 / 2001-25

**CEBAS:** 71000.0 44573 / 2018-21 and 11/19/2018 to 11/18/2021 .

**Reference CRAS / CREAS:** CRAS Parque Imperial

**1.2. IDENTIFICATION OF THE LEGAL REPRESENTATIVE OF THE CIVIL SOCIETY ORGANIZATION**

**President's name :** Carlos José Meismith

**RG**

**No**

.: 35.837.74 **Date and mission :** 05/13/1980

**Issuing Agency :** SSP-

SP

**C PF :** 424.727.928-91

**1.3. TERM OF THE MANDATE OF THE CURRENT BOARD**

From 2017 to 2020.

**1.4. IDENTIFICATION OF THE TECHNICAL RESPONSIBLE**

**Name:** Valéria dos Santos Alves Dias

**RG No.:** 45.345.954-7 - **Issued Date:** 05/17/2017 **Issuing Agency:** SSP / SP

**CPF:** 330.961.488-30.

**Education:** Literature, Pedagogy, specialized in Social Work and Social Project Management ; postgraduate in Public Education Management and Social Work student.

**1.5. IDENTIFICATION OF THE GENERAL COORDINATOR OF THE ORGANIZATION**

**Name:** Ivone Antunes Teixeira

**RG No .:** 36.740.558-9 - **Issued Date:** 02/02/2018 - **Issuing Agency:** SSP / MG.

**CPF:** 281.321.158-30

**Education:** Accounting

**1.6 . CNPJ**      **Number:** 65.698.052.0001-29 - **Registration**      **Date**      **with**  
**CNPJ :** 06/08/2002

**Main activity:** To the area of Social Assistance

**1.7 . The Bylaws are in accordance with Federal Law No. 10,406 / 02 and Federal Law 13,019 / 14 and its respective amendments:**

(  ) Yes ( ) No ( ) Suitably

**1.8 . PREPONDERING AREA OF ACTION:**

- a.      (  ) Social Assistance
- b.      ( ) Education
- c.      ( ) Health
- d.      ( ) Sport
- e.      ( ) Culture
- f.( ) other \_\_\_\_\_

**Nature:** (  ) Attendance ( ) Advice ( ) Defense and Guarantee of Rights

**1.9 . PRESENTATION**

**1.9 .1. HISTORIC**

CEPAC was founded on May 5, 1993, with the **MISSION** to promote the personal, social and cultural growth of children and young people from 11 to 17 years old, in Barueri, through their school development, professional training and valorization of ethical principles, three years after its foundation (1996), demonstrating over the years its credibility and commitment to children and adolescents, to the community and partners, CEPAC received the **TITLE OF MUNICIPAL PUBLIC UTILITY** and two years later the **Registration with the CMDCA** , being the first social organization in the region to achieve this title, being number 001.

In 1997, it achieved another successful partnership, with the support of **FUNDAÇÃO ORSA** and signed the first agreement with the **Municipality of Barueri** to develop a school motivation project.

Also this year , **two German students** (Andrea Schulz and Tobias Rudolf ) **were the object of study** , which also culminated with the exhibition held by CEPAC on the lives of children and adolescents attended by the institution, cases of malnutrition and abandonment. **The exhibition toured four countries: Germany, Holland, Switzerland and France.**

In 1999, the institution received the **STATE OF PUBLIC UTILITY TITLE** , again proving its commitment and credibility for the work developed.

He participated in a contest instituted by the Solidarity Community, coordinated by the then first lady of the country, Ruth Cardoso, where he won a six-month course

called Media and Citizenship and enrolled 30 teenagers and of these, 27 completed the course.

In 2000, CEPAC **received a noble visit from the QUEEN OF SWEDEN**, who came to know the institution's projects, giving several praises to the team and the work developed. The illustrious visit of the Queen of Sweden left a positive balance, as a partnership was established with WCF DO BRASIL (World Childhood Foundation), achieved the **FEDERAL PUBLIC UTILITY TITLE** and **REGISTRATION WITH THE MUNICIPAL SOCIAL ASSISTANCE COUNCIL (COMAS)**.

In 2001, it starts a new partnership with DuPont to hire Young apprentices and stands out with the **registration in the CNAS (National Council of Social Assistance)**, **Registration in the State Directorate of Social Development (DRADS)**, **Formal registration in the Council Municipal Council for the Rights of Children and Adolescents (CMDCA)** and receives the **CERTIFICATE OF BENEFICENT ENTITY OF SOCIAL ASSISTANCE (CEBAS)**.

In the following years, it signed several successful partnerships, notably the partnerships signed with FUMCAD, PETROBRÁS, ANICA BEARA, ESCOLA INTERNACIONAL DE ALPHAVILLE, MILLIPORE, BANCO ITAÚ, among others.

In 2008, he received the **BEM INSTITUTION AWARD** and signed new partnerships with OPCIONAL ENGENHARIA, GRAFONS AND LUBRITECH DO BRASIL, WANER BROS, ECOLAB BRASIL, AMWAY AND CANAL FUTURA.

In **2013 he celebrated 20 years** and celebrated the date with the publication CEPAC: 20 YEARS OF SUCCESS, where he highlights his history and some of the institution's successful experiences.

In **2014, it won the 1st Social Innovation Award of the State of São Paulo**, promoted by the Secretariat for Social Development, which publicly recognized civil society organizations that have adopted innovative practices to improve the living conditions of families and increase the capacity for insertion social and productive development of individuals.

In **2015, he participated in the SEMINAR “GOOD PRACTICES IN THE IMPLEMENTATION OF THE YOUNG LEARNING PROGRAM”**, promoted by the Nucleus Nós Pode Barueri that collaborates with the UN International Program of the Eight Millennium Development Goals (MDGs), at the University of Hambúrguer. The Program's Pedagogical Coordinator presented the best practices of the Citizen Apprentice Program Institution in PANEL I: Preparing Young People for the Market. The invitation to participate in this Seminar highlights the good work done by the Organization in this area.

In **2016**, at the request of the Municipal Government, Cepac inaugurated yet another Institutional Reception Service for adults with disabilities and care dependents - **Inclusive Residence** and signed important partnerships such as the German Group **FREUDENBERG** and **CIELO** in addition to being included in **the CONDECA 2015 Notice. with the Citizen Apprentice Project - Storage Assistant**.

In **2017** , the Institution entered into a partnership with the **company SMILES** , in its initiative to establish the practice of social responsibility, making the Institution a reference to receive its employees in its volunteer program.

In partnership with the Municipality of Barueri, through the Secretariat of Assistance and Social Development, CRAS, CREAS, Youth Coordination and other network equipment, the **1st titled Seminar on Youth and Life Project - Parque Imperial**, which mobilized the network around the theme: drugs, with the perspective of expanding the universe of opportunities for teenagers in the neighborhood.

This year, he also executed, in partnership with FATEC - Barueri; Barueri Social Solidarity Fund; CRAS and CREAS o **Sarau - Empoderando Ideias** , with the objective of increasing the criticality of the adolescents served and providing reflection in a playful and practical way on female empowerment. These actions show the Institution's capacity to work in a network and understand its important role as a Civil Society Organization - to create spaces for exchange and discussion of current issues and to move public policies at the municipal level. Also, this year, the Institution, through the **CONDECA notice**, enabled 12 teenagers to participate in a Cultural Exchange for Chile.

In **2018**, it **established** and continued great partnerships , such as companies: **CIELO** and **DuPont** strengthening, including the Volunteer Program that has grown at the Institution. In addition, it presented six projects developed throughout 2018 at the Good Practices meeting that took place on December 5, promoted by the Social Assistance Secretariat of Barueri , through the Technical Management Coordination of Sua. The meeting aimed to share the experiences of the institutions that have been consolidating the Single Social Assistance System in the Municipality. The following were presented projects / actions divided by category : \* **Category methodology i novadora** : Share Project; \* **Category construction of i INDICATORS** : Indicators; \* **Sustainable development category**: Oil in the Future Project; \* **Category Networking / Partnerships**: Sa rau Empoderando Ideias e Projeto P @ rtilha , \* **Category Fundraising** : Technical Table on the Destination and Fundraising via Tax Waiver . The presentations showed the maturity acquired by the Institution over the years in different areas.

It is also important to highlight the **VALUES** and **VISION** of the Institution. **VALUES**: *Honesty, transparency and sustainability in our actions; respect for the team and prevalence of the human aspect in relationships; employees and partners who have identification with our cause.* **VISION**: *To serve with excellence to transform vulnerability into autonomy and opportunities.* The Institution has been working for almost 25 years with children and adolescents in each Action, Service, Projects proposed, based on these principles and respecting its mission.

## **1.9 .2 . DESCRIPTION OF THE ACTIONS**

The Institution currently operates in Basic Social Protection and Special Social Protection within the scope of SUAS (Unified Social Assistance System with the following Services and Program:

#### **A. Coexistence and Strengthening Service - Sowing the Future**

The Service of Coexistence and Strengthening of Links - Sowing the Future serves children and adolescents from 6 to 15 years of age providing the development of sociability and autonomy, through activities that foster the process of expression, creation and resourcefulness for an integral citizen formation. Assisted during the school shift, the beneficiaries participate in the Citizenship, Dance, Expression, Computer, Body Movement and Logical Reasoning workshops. **Themes guiding:** Sustainability - Objectives of Sustainable Development, Entrepreneurship, Fighting the Gender Inequality, Black Consciousness, Citizenship, Leadership and youth participation.

#### **B. Coexistence and Strengthening Service - Professional**

The Coexistence and Strengthening Service - Vocational Service serves adolescents aged 15 to 18, with a focus on general education for the world of work. Socio-educational workshops are offered - logistics, administrative assistant, information technology, citizenship, English, communication and expression - that provide them with better sociability, collective and environmental respect, ethical and moral values, companionship and discernment, among other aspects that contribute to its formative development. The Service has the primacy to strengthen them in facing possible situations of social and / or personal risk, providing autonomy and guaranteeing the rights of beneficiaries and their families. **Guiding Themes:** Labor Market, Family, Vestibular, Female empowerment, Drugs, Youth, Protagonism, Citizenship and Art.

#### **C. Citizen Apprentice Program**

The Apprentice Program serves young people from 15 to 18 years old, from the Professional Project, who through Cepac entered the job market as apprentices in companies in the region. In this stage, users receive specific training in the areas of Storage Assistant and Administrative Assistant, with the objective of expanding their knowledge and developing skills and abilities for the execution of their work activities. **Guiding Themes:** World of work, drug addiction, leisure, education, strengthening of bonds, personal training, monitored visits.

#### **D. Institutional Reception - Inclusive Residence**

The Inclusive Residence offers the Institutional Reception Service, within the scope of the SUAS High Complexity Special Social Protection for young people and adults with disabilities, in a situation of dependency, who do not have conditions of self - sustainability or family support. The service works around the clock (24 hours and 7 days a week) and has capacity for 05 beneficiaries who receive comprehensive care.

The Service has the purpose of developing adaptive capacities for daily life, insertion in social and community participation, promoting coexistence among residents, strengthening family bonds with a view to reintegration and / or family coexistence and contributing to interaction and overcoming barriers.

Strategies are applied with the objective of promoting care and activities that favor a greater degree of autonomy, stimulating functional capacities in the basic

activities of daily life and daily life in the forms of supports and supports, and adapting the home to improve the functionality of users.

#### **E. Institutional Reception - Casa Glorinha**

The Casa Glorinha Institutional Reception Service since 2015 started, when there was a reorganization of the reception services, to assist children and adolescents from 0 to 17 incomplete, referred by the Child and Youth Court and Guardianship Council, according to the Statute of the Child and Adolescents (Law 8,069, article 98). This is the second Institutional Reception Service in the city in partnership with the City Hall of Barueri.

The sheltered are under protection because they are at personal and social risk, and their families or guardians are unable to fulfill their care functions. Carrying out the work performed, the host and their families are accompanied by the coordination, social worker and psychologist.

The service operates around the clock (24 hours a day, 7 days a week) and has a capacity for up to 20 people who receive comprehensive care. For this, the service also has administrative assistants, monitors, cooks, drivers and general helpers.

Adolescent children and their families participate in activities oriented towards the development of sociability, through the construction of interpersonal, family and community bonds.

## **2. IDENTIFICATION OF THE PROPOSAL**

### **2.1. PROJECT NAME**

**#EUSOUPROTAGONIST**

**AUTHOR** d to my story and **ACTING** in my community

### **2.2. OBJECT IDENTIFICATION - SERVICE MODALITY / DIRECTORY Z**

**Guideline III of the public notice**, entitled Guarantee of Rights, with a focus on **subitem a** , which refers to projects that promote the inclusion of children and adolescents in cultural, sporting, recreational and leisure activities .

## **3. DESCRIPTION OF THE PROJECT**

### **3.1. DIAGNOSIS**

The project will be developed in the Parque Imperial neighborhood, in the city of Barueri, which according to IBGE, with data from the 2010 Census, the municipality has a population of **2 40,656** people, estimated in **2018** , to **271,306** inhabitants [\[3\]](#) , of these **43,200** are adolescents and young people between 15 and 24 years old . In an index of 8.9% of children from 0 to 5 years old; 15.4% from 6 to 14 years old and **18.5%** from **15 to 24 years old** which justifies the choice of the target audience for this project : the largest number is adolescents from 15 years old and young people in the municipality.

Still, with the focus on the target audience of the project, and in 2015 survey in **PMIA - Municipal Plan for Childhood and Adolescence**, there was a high rate of students in public schools aged 14 to 24 years reaching the **3,602** students, an index that points out a problem, since we know the importance of education as a primary tool for improving the population's quality of life, access to information that promotes the prevention of social risks, including unwanted pregnancy.

From the micro perspective, it is important to highlight the territory in which the **Pq. Imperial** - , the general data of the municipality is clearly observed, which is characterized by a high index of social vulnerability, high rates of teenage pregnancy and domestic violence, in addition to drug addiction in the **14 to 24 age group**. The problems perceived in the adolescents' daily life are related to the family's distance from their development, for several reasons: family dysfunction, single-parent family configuration, absence of parents due to work, alcoholism, as well as the lack of planning and life perspective that leads to the reproduction of cycles and not choices. Therefore, in addition to the progressive and organized planning proposed with teenagers - direct audience - actions with a family focus are foreseen, in order to strengthen the protective functions of families, ensuring greater sustainability of actions.

From the point of view of exclusion and subordination, the experience of poverty builds references and defines "a place in the world", where the absence of power of command and decision, the deprivation of material goods **and the very knowledge of the social processes** that explain this condition occurs simultaneously with practices of resistance and struggle. (YAZBEK, 1996, p.63)

According to Yazbek access to the knowledge - linked to poverty - and adds up the reflection on the context in which your teen is inserted: a self-reflection - its role in reality and construction of their identity - adds oppositions and consequently, put them, simultaneously, in a position of resistance and struggle. In the sphere addressed in this project, it aims precisely to qualify actions of social protagonism - tangible action - of the adolescents participating in the project in their community and in their own lives (construction of a life project); emphasizing an aspect not of affirmation of the place imposed on them "place in the world", "vulnerability", "poverty", but an open construction space to be built by them, within their repertoire of palpable experiences and intervention possibilities.

In general, the actions that will be presented in this plan will be divided into four axes: **A. Self** (final product book: Life project), aims to mobilize public participation and reflection on the subject, the "I", the development of skills socioemotional that will facilitate the realization of bonds; creation and promotion of the human protection network, an issue that is so important in the current context of society, where valuation is out of step with the universe of Being for the act of Having; **B. Me and the Community** (final product: social intervention projects, thought, written and applied by the participants) aiming at generating decision power, reading the world and creative



potential in adolescents ; **ç. Me and my family** (focus on actions within the family) to strengthen the actions performed with the direct public , shares will be made with the s family are aiming to develop the membership from livings inside and outside the institution , considering that the from the moment that the family includes access as something important, with planned initiatives of ste of the project, facilitates the rise of new universes: cultural and informational adolescents ; **d . Personal skills: knowledge, skill and attitude** (final product holding a #EUSOUPROTAGONIST Seminar). In the current context: globalized and at the same time individualistic, it is important to give the right to “be a subject”, that is, to build bridges to the university, to culture, being able to exercise leadership spaces, and dignified freedom . Leverage from the action , the creation of bridges di will soon s not extreme, di will qualify soon, mat social uridade, Paci communication is, encourage teenagers who are engaged s and assets.

Based on the planned actions, it is understood that the 30 participating teenagers will bring representativeness to the community, causing the breaking of a cycle of vulnerability , to create a culture of choices and possibilities not yet accessed by the surrounding teenagers. Conceiving, a possible change, which will leave the collective imagination, deconstructing a historical-social context, establishing a connection for the collective construction of a new context.

Following, the challenges brought by the **PMIA - Municipal Plan for Childhood and Adolescence** , d among so many pointed out , was the high rate of pregnant women **aged 10 to 19** in **2012** the rate of teenage mothers was **14.90 %** , higher than the state average which was **14.80 %** , which brings us an amazing picture and requires actions to encourage reflection on life projects , broadening the look at opportunities already exist inside and outside the municipality and the necessary role to make choices, and not reproduce cycles of vulnerabilities.

The data collected reinforces the need for an assertive and direct action:

**Promoting good meetings** that strengthen the **power to act** can boost action to face conflicting situations, change conditions of subordination, establish dialogues, **desire and act for a more dignified and fairer world** . Finally, to promote changes in which there is co-responsibility between the action of social policies and the users. (TORRES and GOUVEIA, 2012, p. 19).

Within the proposed project, justified as promoting will meet, and its relevance is precisely how Torres and Gouveia address: stimulate the power to act to boost confrontation proposed here the antagonism which leads to social risks; the lack of information that causes non-access to rights , such as direct to culture, leisure , among others , already guaranteed by law.

**Art. 59.** The municipalities, with the support of the states and the Union, will encourage and facilitate the allocation of resources and spaces for cultural, sports and leisure programs aimed at children and youth.

**Art. 53.** The child and the adolescent have the right to education, aiming at the full development of his person, preparation for the exercise of citizenship and qualification for work, ensuring them :

I-equal conditions for access and permanence at school;

II-the right to be respected by their educators;

III-the right to contest evaluation criteria, being able to appeal to higher education institutions;

IV-right to organize and participate in student entities;

V-access to public and free school near your residence.

**(Child and Adolescent Statute)**

Today, the individual is faced with an excess of supply, his only possibility to create a screen, a less alienated and robotic capacity for use, is through selection criteria. Perhaps the most serious warning is the one given by the cat to Alice, from Wonderland : she asks where she goes on the road, whereupon the animal asks where the girl wants to go. **She answers that she doesn't know where she is going - so any path will do.** ( CORTELLA, 2017) [\[4\]](#)

It is precisely the reflection brought by Cortella this project are tending to act, no one can think only of the lack of rights, but in the absence of knowledge to the cease them today is difficult to say that the lack of income is the biggest problem, that with look to the community in which to apply the plan, but it is clear that there are barriers **invisible social** , that can and **inter rom pem access** , - " Ta lvez not the lack of money to buy a plane ticket, the only factor that adolescents from the periphery do not use in this means of transport, but the fear of going through the unknown process of boarding , as they have not had the opportunity to live with their family, which should also be considered ". C om this simple example, seeks to portray r what listening very technical team of teenagers who make use of the s other services offered by the institution in this s 26 years of experience : - "Oh that does not is for me." "I will never be able to enter this company". - "It is very expensive to travel". Limits that were delineated by limiting beliefs built by common sense and in their families.

The application of the opportunity of this plan is just to trace them - teenagers - strategies for en contrem one way to do m his plan of life, their own s choices , through oportunizadas experiences during the 6 (six) months project execution, reflect and can also apply change projects - grandiose or not - in their community. The impact, left here in the community, after the execution will pass through the movement of a group of teenagers with the feeling of belonging acting and acting in their neighborhood and, in parallel, perceiving and building themselves as a thinking and protagonist . The possibility of a teenager with a well-designed and confident life plan to have an

unwanted pregnancy, choose to use drugs, or any other situation that may bring harm to his life is less.

Another point, essential to justify the approval and execution of this work plan, is the demand that cannot be accepted by the Institution, which motivated the entire structure presented here, even with other neighborhood initiatives offered by the Family Support Association - SAF , which develops activities for children from 6 to 10 years old and teenagers and young people from 15 to 17 years old, there is still a waiting list with more than **1,245** [5] enrolled in the Institution, **193** of them are **17 years old** , considering that this public will no longer be served when they turn 18 and, the social risks and vulnerabilities that the neighborhood presents, this plan would be another instrument for the prevention and dissemination of good practices and intervention .

Every social order is created by us. The action or not of each one contributes to the formation and consolidation of the order in which we live. In other words, the chaos we are experiencing today has not arisen spontaneously. This disorder that we criticize so much was also created by us. So before turning the discussion into a judgment of guilt - if we were able to create chaos, we can also get out of it. (Toro, Bernardo)

In the lines described by Toro, I attributed even more value to the application of this plan . The credits is that the change of the human mobilization, which will be proposed for implementation in the construction of a the lhar more critical, training thinking beings that consequently impact a more lively and active community. Considering the understanding of individu the not only for its characteristics intrinsic , but in your universe ex suit also provide, if selected, the Rights Guarantee, guideline III , line, of this notice, which proposes to intervene this project, not only access , “through access” to spaces of culture, leisure, recreation, but the reflection-action on this, which will guarantee the continuity of the participants' positions after its application.

It should also be clarified that the **innovative character of the proposal** is in meeting a retained demand, which, since last year, the Institution has reflected and worked to reduce it, seeking through financial notices, financial support to open new possibilities of intervention in the community with quality , this demand brings us a reading that lacks public policies in the neighborhood for teenagers , justifying the structure presented here . Another important point to clarify is that this plan is not complementary to what the Institution already carries out in Services and Projects, it is a written and outlined plan with a beginning, middle and end, which aims to encourage protagonism in adolescents , who were never users of the Services already offered, through immersion in practical activities that promote access to culture, sports and leisure in 6 (six) months .

R ealçando further innovation, the possibility of offering an expedition performed by Outward Bound International , (*for more than 75 years working with the methodology of its founder Kurt Hahn , pioneer of experiential education, that "there*

*is more in you than you think ” Helping people discover and develop their potential to take care of themselves, others and the world around them through challenging experiences in an unknown nature )* that will contribute to the individual discovery of the participants' autonomy and independence and the strengthening of self-confidence to resolve problems in groups and to improve in their communication skills, contributing to the implementation of other activities planned and described in item methodology.

Finally, this project is a pilot, in the sense of executing sequential activities for 6 months - much less time than the Institution offers to the public that already serves - but, with the boldness of giving the necessary quality to develop potentials and give access to the rights advocated in the Statute of the Child and Adolescent - ECA , such as access to culture, sport and leisure . This aims to serve more teenagers , and thus reduce the waiting time that today remains on average 3 (three) years on the list, waiting to enter the activities offered by the Institution in the neighborhood, repeating , today the waiting list has **1,245** [\[6\]](#) registered.

### **3.2. GOAL DESCRIPTION**

30 teenagers.

### **3.3. TARGET AUDIENCE**

Teenagers of 16 and 17 years , waiting in the waiting list of the institution , of both sexes, and their families, primarily the residents of Imperial Park neighborhood of Jardim Mutinga and the surroundings .

### **3.4. MAIN GOAL**

Meet demand retained in the institution waiting list, by encouraging the role from the promotion of reflection and creation of project life , with actions progressive and contextualized of access to culture, to sports and to leisure .

### **3.5. SPECIFIC OBJECTIVES**

- Develop a sense critical and the role personal and social ;
- Provide access to activities sport, leisure and culture, in a perspective of enlargement context;
- Provide experiences that promote the reflection of the adolescents' family on their protective function .

### **3.6. WORK METHODOLOGY**

To achieve the proposed objectives, the following actions will be performed :

#### **Actions and development:**

1. Selection of adolescents - from the waiting list (social interview) ;

2 . Meeting starting with s family s lasting two hours to explain the timetable of actions of 6 (six) months of the project and set goals: participation in the expedition and outdoor activities, number of faults of teenagers in educational pathways and participation of family members in meetings.

3. Immersion in nature (non-competitive sports), expedition to Campos do Jordão, with a specialized Outward Bound institution [\[7\]](#). It will last for 3 days (Friday, Saturday and Sunday), the teenagers will be divided into 2 groups of 15, leaving the Institution at 5 am on Friday, arriving in Campo dos Jordão, they will follow the following route:

- Learn how to prepare a backpack with your personal belongings and from community equipment.
- Conversation at the Institution's headquarters to explain what they will experience during the expedition.
- Departure to the Pico do Diamante region , where you will spend the three days in camping.
- Choose the ideal place to set up a tent and what are the tricks to make it perfect;
- C ozinhar the meals on the field;
- Practice navigation with map and compass and make the route decision to overcome hills, valleys and rivers. The camp is done in a different place each day;
- Know the techniques of minimum impact according to the 7 principles of Leave No Trace and thus preserve nature to the maximum;
- Practice of non-competitive sporting activity : climbing, mountaineering, orientation and navigation and trekking (walking) in places of incredible beauty with unforgettable landscapes with nights when you can see the Milky Way.

4. Exits to spaces for culture , leisure and recreation:

Three outings with a focus on culture, leisure and recreation are planned, lasting 6 hours, and the locations will be decided with the teenagers. Possible spaces: OSESP - São Paulo State Symphony Orchestra; MASP - São Paulo Museum of Art; Resistance Museum; Parks; Afro Museum; Imagination Museum, among others.

## 5 . Actions with families:

5.1 Five monthly meetings with family members, duration of 2 hours with themes related to adolescence and family ties;

5.2 Home visits in order to raise demands and intervene, if necessary.

## 6 . Educational Paths

Teenagers will have fixed days as activity (educational pathways) Mondays and Wednesdays from 8 am to 10 h 20 . Divided as follows:

### **MONDAY**

Two 1-hour workshops will be held, considering a 20- minute break , with the contents:

**Workshop 1 - Content:** Self- knowledge - empathy, citizenship, non-violent communication, socio-emotional skills, reflection on weaknesses and potentials and limiting beliefs.

In this workshop, they will develop a book with an individual life project, based on mission, values, objectives, weaknesses, potentials, partnerships, vision, financial resources and time.

**Workshop 2 - Content:** C Personal ompetências - strategic planning, financial education , management skills, teamwork and computer tools .

In this workshop, they will plan a Seminar entitled #EUSOUPROTAGONISTA carried out at the end of the application of this Plan.

### **WEDNESDAY**

A 2-hour workshop will be held, considering a 20-minute break, with the following content:

**Workshop 3 - Content:** The self and the community - study of territory (leisure, culture, education, recreation, sport and health); context of weaknesses and opportunities in the Parque Imperial neighborhood, visits to neighborhood equipment: community center, UBS, schools, NGOs.

In this workshop they will develop a social intervention project, designed, written and applied in the neighborhood, based on the study and visits they will make . Therefore, they will have to write and apply the social intervention project and present the result at the #EUSOUPROTAGONIST Seminar detailed below.

## 7 . Seminar #EUSOUPROTAGONIST

The seminar will last for 3 hours, with the proposal of receiving 200 people at a school in the neighborhood, held at the end of the project, in order to bring together the neighborhood intervention proposals created and applied by the teenagers .

SPECIFIC OBJECTIVES	ACTIVITIES	STRATEGIES METHODOLOGY	QUANTITATIVE RESULTS%	QUALITATIVE RESULTS	PROFESSIONAL INVOLVEMENT
Develop critical sense and personal and social protagonism;	<ul style="list-style-type: none"> <li>- Educational pathways</li> <li>- Seminar #EUSOUPROTAGONIST</li> </ul>	<ul style="list-style-type: none"> <li>- Foment training para conduct research, field studies and interviews with residents through the practice of the media, construction of coexistence and knowledge in a practical way. Diante experimental action will take part in activities of living s.</li> <li>- It will have a duration of 3 hours and in presentation and discussion format of the projects that will be exposed on this day, prepared by the teenagers.</li> </ul>	<ul style="list-style-type: none"> <li>- Reach 75%, at least on the routes.</li> <li>- Conduct at least 10 workshops in public spaces in the neighborhood.</li> <li>- Number of social projects applied in the neighborhood by teenagers.</li> <li>- Reach 200 people at the Seminar, being students from neighborhood schools and family members;</li> <li>- Number of proposals submitted by adolescents.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop a sense of community participation in adolescents.</li> <li>- Quality of the presented social intervention projects.</li> </ul>	Educator es, worker, tec, coordinato, volunteers
Provide access to sports, leisure and culture activities, in a context of broadening perspective.	<ul style="list-style-type: none"> <li>- Immersion in nature (non-competitive sports) .</li> <li>- Departures to spaces for culture, leisure and recreation.</li> </ul>	<ul style="list-style-type: none"> <li>- There will be 3 days of immersion in nature, where leadership skills, empathy and integration between the participants will be worked.</li> <li>- In a planned and built way with the teenagers, three outings to cultural, leisure and recreation spaces will be offered .</li> </ul>	<ul style="list-style-type: none"> <li>- Reach at least 75% of the expected audience.</li> <li>- Provide 72 hours of immersion with specialized support ( Outword Bound ).</li> <li>- Reach at least 75% of the expected audience.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide new experiences.</li> <li>- Provide new experiences.</li> </ul>	Educator , worker technical coordination
Provide experiences that promote the reflection of the adolescents' family on their protective function.	<ul style="list-style-type: none"> <li>- Selection of adolescents (social interview);</li> <li>- Initial meeting with family members;</li> <li>- Actions with families.</li> </ul>	The actions will be carried out with the families as described and, en walks to the network when it presents demand, being continuous actions at the beginning, middle and end of the project.	<ul style="list-style-type: none"> <li>- Insert 30 teenagers in the project;</li> <li>- Hold an initial meeting and reach at least 75% of family members.</li> <li>- Hold 5 meetings, one per month, with family members and reach 75% attendance.</li> <li>- Conduct 30 home visits during the project.</li> </ul>	<ul style="list-style-type: none"> <li>- Expansion of the bond and sensitivity of the family in contact with the adolescent and its members.</li> </ul>	Social work

### 3.7. WORKING WITH FAMILIES

The work with the family will be divided into the following actions: social interview, preparation of a goal plan, initial meeting, monthly meetings, home visits and referrals to the network.

The social interview will be done to raise the profile of the families served and start the targeted work of the technician, social worker, responsible.

The days and times of monthly meetings with families will be defined as discussed in the first meeting to be held, in order to ensure greater participation. Each meeting will last 2 hours. Home visits will take place according to the organization of the contracted professional, as well as referrals.

The target plan to be drawn up with each family will be in int estrus project so that the family comes close to the construction of the life plan process s ad olescentes and understand the role family to achieve d targets for established and others determined by them.

### 3.8. NETWORK ARTICULATION:

ORGANIZATIONS	NATURE OF THE INTERFACE	FREQUENCY
CRAS	Referral for single registration, request for emergency food aid, discussion of common cases, meetings of the social assistance network and articulation of the execution of activities.	M ensal
CREAS	Common case discussion	Monthly
Guardian Council	Discussion of cases, active search, request for user monitoring.	Fortnightly
Education	Request for vacancies and change of period, psychopedagogical follow-up and articulation for the execution of actions in partnership.	Monthly
UBS (health)	Referral for psychotherapeutic follow-up.	Fortnightly
CAPS	Referral for psychology and psychiatric assessment.	Monthly
Partner companies (2nd SECTOR)	Articulation for the execution of actions in partnership and mobilization of human and material resources.	Monthly

### 3.9 . SCHEDULE OF ACTIVITIES

GROUPS / NUMBER OF PEOPLE	ACTIVITIES	DAYS OF THE WEEK / HOURS	WEEKLY OR MONTHLY HOURS	MONTHS					
				1	2	3	4	5	6



30 teenagers	- Selection (social interview).	Monday to Friday from 8 am to 2 pm.	60 hours total (month)	X					
30 people	- Initial meeting with the family.	Saturday from 9am to 11am	2 hours	X					
30 teenagers	- Educational pathways .	Second s -feir the and Wednesdays from 8 am to 10 h 20 .	4 h / week	X	X	X	X	X	
30 teenagers	- Immersion in nature ( non-competitive sports practice).	Friday Saturday and Sunday.	72 hours total (weekly)		X				
30 teenagers	- Access to cultural, sport and leisure spaces .	Mondays or Wednesdays from 8 am to 2 pm.	6h / monthly			X	X	X	
30 people	- Monthly meetings .	Days to be defined according to the group's decision .	2 hours		X	X	X	X	X
30 people	- Home visits.	Monday to Friday from 8 am to 2 pm .	20 hours / month		X	X	X	X	X

### 3.9. RESULTS INDICATORS

SPECIFIC OBJECTIVE	INDICATORS
Develop critical sense and protagonism.	List of participation registration signed; photographic register; copies of letters requesting the use of public spaces; copies of social intervention projects in the neighborhood written and developed by teenagers; application of research instruments with adolescents; monthly descriptive follow-up report of adolescents by educators; satisfaction survey at the seminar.
Provide access to sports, leisure and culture activities, in a context of broadening perspective.	List of participation signed; photographic register; copy of the contract established with the contracted institution; application of research instruments with adolescents.
Provide experiences that promote the reflection of the adolescents' family on their protective function.	List of participation signed; copies of social interview forms; visit report made by the technician (social worker); research instrument applied to families and adolescents.

### 3.10. ESPE RADO SOCIAL IMPACT

After the application of the plan, the expected social impact on the community will be: - reduction of the occurrence of situations of social vulnerability; p avoiding the occurrence of social risks, s aggravation or recurrence; the umento of access to services social assistance and sector; and expanding access to social assistance rights.

### 3.1 1 . IDENTIFICATION OF PHYSICAL INSTALLATIONS

From where the project will be developed :

*The. Full address:* Rua Martim Afonso de Souza, 72 - Parque Imperial - Barueri. CEP . : 06462-130 .

*B. Description and quantification of all environments available for the service:*

<i>Item</i>	<i>Amount</i>
Warehouse or similar	4
Bathrooms	5
Reading space	1
Playroom	0
Kitchen pantry	1
Nursery	0
Space for pets	0
Storage space for belongings	2
Electrical and hydraulic installations	0
Patio / Outdoor Area	1
Laundry	1
Sports courts	0
Shared rooms	0
Single rooms	0
Reception	1
Refectory	1
Group care rooms / community activities	9
Individual service rooms	2
Institutional Relations Room	1
Meeting room	1
Rest rooms	1
vegetable garden	1
Exclusive rooms for administration, coordination, technical staff.	5
Odontological office	1

*c . List of equipment / furniture available for the service :*

<i>Item</i>	<i>Amount</i>
Projectors	6
Notebooks	5
University Chairs	30
Computers	20
Glass blackboard	2
Stereo	2
Amplifier	1

Microphone	4
Speaker	1
Camera and camcorder	2
Printer	1

d . Specify the nature of the building (own municipal, own organization, community or private).

The building where the project will be carried out is its own.

### 3.1 2 . HUMAN RESOURCES (FROM THE PROJECT )

Occupation	Formation	Workload
		(weekly)
General coordinator (financial)	Bachelor of Science in Accounting	2
Project coordinator	Pedagogy	2
Social Worker	Bachelor of Social Work	30
Tec Instructor. Practices	Superior in Business Communication	8
Tec Instructor. Expression	Technology in Environmental Management	8
Computer Instructor	High school	8

**As per annexes IV- A and IV - B**

### 3.1 3 . MONITORING AND EVALUATION

The evaluation of the project will be continuous (bimonthly) always aiming at the participation of adolescents and family members. To monitor the progress of the project, success indicators will be applied: surveys to survey the quality of services and / or services offered - these will also be applied to families; in addition, a suggestion box will be made available, which will not have a specific period, as it will serve as a parameter during the semester.

There will be weekly meetings with the team, and whenever situations arise that need to, in order to reassess the work done, review new possibilities for action, as well as the formation of the working group.

Still, the integral development of the individual will be evaluated, the acquisition and development of ethical concepts and notions of citizenship, through the delivery of activities; participation in events and actions developed at and outside the institution; besides the presence and participation in the workshops. Those responsible for the evaluation and monitoring will be the entire executive team, technical coordination, social worker and Instructors.

### **3.1 4 . SUSTAINABILITY (PARTNERSHIPS)**

As it is a pilot project, for the second year it is intended to seek financial support from private companies without incentive support, presenting to them the results obtained previously and thus seeking sustainability in its execution.

### **4. RESOURCE APPLICATION PLAN.**

According to the guidelines, it is worth clarifying that: o professionals in the areas of information technology and administration / logistics will perform their functions in the project , in remaining hours. Therefore, professionals from both areas will work on Mondays and Wednesdays from 8 am, both in educational courses , as well as in cultural activities, sports and leisure.

#### **4.1 TOTAL VALUE OF THE PROJECT:**

The total value of the project is R \$ 124,764.00 (one hundred and twenty-four thousand seven hundred and sixty-four reais)

#### **4.2 COST SHEET (ANNEX V )**

**December 17, 2019.**

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**Carlos José Meismith**  
**President**

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**Valéria dos Santos Alves Dias**  
**TECHNICAL responsible to**

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[1] This logo is the visual identity of the project, if approved.

[2] From the date of signature of the promotion term. The first semester with a class and the second semester with another.

[3] <https://cidades.ibge.gov.br/brasil/sp/barueri/panorama> . Accessed on 04/23/2019.

[4] <https://revistagalileu.globo.com/Ciencia/noticia/2017/08/mario-sergio-cortella-nao-bastar-informacao-e-preciso-saber-o-que-fazer-com-ela.html> . Accessed April 23, 2019.

[5] Institution data, updated on May 23, 2019.

[6] Institution data, updated on May 23, 2019.

[7] The Outward Bound is an educational organization, nonprofit, global pioneer in experiential outdoor education. Present in more than 30 countries and with more than 70 years of history, it promotes human development through challenging experiences in nature.

[8] During the execution of the project, articulations will be made with partner companies and a network to bring other reference professionals to the different topics provided for in the educational pathways.