

# FOUR-MONTHLY REPORT ON ACTIVITIES CARRIED OUT

REFERENCE PERIOD: January to April 2023

## 1 - IDENTIFICATION:

<b>Organization</b> : Association for the Protection of Children and Adolescents			<b>CNPJ</b> : 65.698.052/0001-29		
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<b>President</b> : Carlos Meismith					
<b>2 - Service Name</b> : SCFV Ampliando o Futuro			<b>Agreement No.:</b> 02/20 22		
<b>2 .1. - Target Audience:</b>	<b>Age Range:</b>				
<b>a) ( X )</b> Child/Adolescent	<b>15-17 years</b>				
<b>b) ( )</b> Elderly					
<b>c) ( )</b> Person with Disability					
<b>d) ( )</b> Street person					
<b>e) ( )</b> Family					
<b>2 .2 - Users and/or their families are referenced in the CRAS:</b>	<b>a) (X)</b> Yes		<b>b) ( )</b> No		
<b>2 .3 - Numbers of families that are referenced s:</b>	( 134 ) CRAS: Imperial ( 01) CRAS : Mutinga		( 05 ) CREAS _____		

## 3 - GOALS FOR THE PERIOD:

GOAL / ATTENDED	JANUARY	FEBRUARY	MARCH	APRIL	FOUR-MONTH TOTAL (ACCORDING TO ATTENDANCE LIST )
a) Scheduled	100	100	100	100	100
b) Executed	101	100	100	102	135

### 3.1 - Justify when there is a variation in the target/meet:

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### 3.2 - SERVED IN THE PERIOD:

ATTENDED	JANUARY		FEBRUARY		MARCH		APRIL		NUMBER OF SERVED BY THE TEAM	
a) Social service	Individual	Family	Individual	Family	Individual	Family	Individual	Family	Individual	Family
1. Service	17	17	15	14	19	25	7	42	126	135
2. Forwarding	1		14		7		6			
3. Home Visit							3			
b) Psychology	Individual	Family	Individual	Family	Individual	Family	Individual	Family		
1. Service	83	84	37	36	9	11	5	53		
2. Forwarding	5		two		5		two			
3. Home Visit		two					4			
c) Multi-professional	Individual	Family	Individual	Family	Individual	Family	Individual	Family		
1. Service	1		48	50	1					
2. Forwarding										
3. Home Visit						4				

### 3.3 - SERVED IN THE PERIOD:

ATTENDED	JANUARY		FEBRUARY		MARCH		APRIL	
a) Meetings Conducted by the Technical Team	EQ	QA	EQ	QA	EQ	QA	EQ	QA
1. User Group	0	0	0	0	3	37	two	33
2. Family Group	1	16	1	18	1	9	1	12
3. Intergenerational Group								
b) Group of users with Social Educator	EQ	QA	EQ	QA	EQ	QA	EQ	QA
1. Group 15-17 years old - morning								
2. Group 15-17 years - afternoon								
<b>TOTAL SERVICES</b>								
c) Complementary Activities	EQ	QA	EQ	QA	EQ	QA	EQ	QA

\*QE=Number of Meetings/QA= Number of Attended

**4 - ACTIONS FOR COEXISTENCE AND STRENGTHENING OF FAMILY AND COMMUNITY LINKS** (describe, using the methodology of the Paths, foreseen in the Work Plan, the events related to the meetings with users and families, involving Social Educators, Higher Education Technicians and Instructors/Facilitators with the workshops proposed in the reference period):

**GROUP NAME:** A,B,C,D,E,F

**AGE GROUP:** 15-17 years old

**Name of the Route:** MUNDO DO TRABALHO

**Axis worked:** Axis I - Social coexistence, Axis II - Right to Be, Axis III - Participation

**Worked sub-axis :** Ability to show emotions and have self-control; ability to show courtesy; ability to communicate; ability to develop new social relationships; ability to find solutions to group conflicts; ability to perform group tasks; ability to promote and participate in family social life. groups and territory; service participation; participation in the territory; participation as a citizen; recognize the characteristics and challenges of the contemporary world of work; identify work opportunities compatible with your personal skills; identify entrepreneurship as one of the forms of professional development; digital inclusion; mapping job opportunities; guidance on stages of the selection process and use of the main online tools for job openings and free courses; make referrals to other organizations for the purpose of inclusion in the Young Apprentice program.

**Purpose** of this Route : Enable the recognition of work and education as access to citizenship. Bring young people closer to the notions that make up the world of work today and its technologies. Engage in reflection about the rights and possibilities to start the labor trajectory in a protected way.

**Duration :** 04 (Four Months)

**Frequency :** Weekly (Wednesday and Friday)

**Theme :** World of work

**Cross-cutting theme :** Project for the Future

	ACTIVITIES   JANUARY 2023: Meetings and Methodologies			
No.	15 to 17 years:	Professionals Involved	Dates	Period (morning or afternoon)
1	<b>Integration Month - "Who am I?" game</b>   Methodology: Group Dynamics  <b>THERE WAS NO ACTIVITY.</b>  Suspended for space and activity planning.	Instructor and educators	01/04/2023	Morning: 0 afternoon: 0
two	<b>Integration Month - Making "My Flag, My Identity" I</b>   Methodology: Developing Autonomy through Doing.  <b>THERE WAS NO ACTIVITY.</b>  Suspended for space and activity planning.	Instructor and educators	01/06/2023	Morning: 0 afternoon: 0
3	<b>Integration Month - Making "My Flag, My Identity" II</b>   Methodology: Developing Autonomy through Doing.  After the moment of integration, in the second moment a conversation circle was held so that the users could understand the origin of the flag and its meaning in society and then it was proposed to them that they each start making a flag that represented their identity, aiming to stimulate self-knowledge.	Instructor and educators	01/11/2023	Morning: 02 Afternoon: 05
4	<b>Integration Month - Presentation of flags produced</b>   Methodology: Role Reversal  In the first moment, the users were asked to finalize the flags and then there was a moment of exchange where each one presented their production to the group. In the second moment, we held a conversation circle about the belonging they have to CEPAC and together they built a clothesline where they hung the flags for the activity space chosen by them.	Instructor and educators	01/13/2023	Morning: 02 Afternoon: 04
	<b>Intergenerational: FAMILY MEETING I</b> <b>Theme:</b> <i>Presentation of the Service and Route "Mundo do Trabalho" - Integration between families  </i> <b>Methodology:</b> Conversation circles for integration and thematic dynamics.	Technical team.	01/14/2023	Morning and Afternoon: 16

	The meeting began with general information, presentation of the work proposal for the current year - presentation of the Route - and changes in collaborators. It was explained with those responsible about what the Coexistence and Strengthening of Bonds Service is and the importance of family participation in monthly meetings and ensuring the attendance of adolescents in activities.			
5	<p><b>Recognizing and connecting with the other:</b> Stimulating connections between users: music styles, drawings, series and each one's favorite youtubers.   Methodology: Artistic Production</p> <p>With the purpose of stimulating connections, on this day, a circle was proposed by the educators and using the conversation starter "teenager conversations" a moment of questions and answers was held between users, in this way the bond between them would be stimulated. Creating a bridge with the first moment, the creation of a "connection tree" was proposed, where after the educators asked questions such as, for example, "what is your favorite musical style?" Users had to connect with someone who had the same taste and when they recognized themselves in the other, they had to sign their name in the connection partner tree and to activate the link between everyone, the repetition of a connection was not allowed. After all the connections created, in a conversation wheel, users reflected on how with just a common taste they can connect with others and thus stimulate many connections with whom they did not imagine.</p>	Instructor and educators	01/18/2023	Morning: 03 Afternoon: 06
6	<p><b>Human Connections: Using the Nonviolent Communication Grook to Stimulate Qualified Listening</b>   Methodology: Experiential and Gamification</p> <p>In the first moment of this day, an exposition on non-violent communication was proposed by the educators, users were able to learn about the four pillars of CNV which are: observation, feelings, needs and requests, they were also able to understand the symbol of CNV which is the giraffe and then they watched a video about listening with empathy, in this way they were able to perceive the importance that communication and qualified listening have for human relationships. Then, using the non-violent communication Grook, users were divided into pairs and using the feelings and needs cards, they were able to practice listening with empathy, where one user would first tell a story about that feeling or need and then the other should tell him exactly what he said and felt at the time of the story, after the user tells what he heard, the first user should say whether he heard it with quality or not. After this moment, a conversation circle was held, with the objective of listening and understanding how users felt when they were heard with quality and empathy or how they felt about not being heard in this way.</p>	Instructors and educators	01/20/2023	Morning: 03 Afternoon: 05
7	<p><b>Mime of Feelings Game: Using the Nonviolent Communication Grook to Stimulate Self-Awareness</b>   Methodology: Experiential and Gamification</p> <p>On that day, a list of universal feelings was distributed by the educators, then each user should choose a feeling so that together they could share the meaning of that feeling and after understanding the meaning, they should tell a story containing a moment when they already felt that feeling. After everyone shared the feeling and the story, in the second moment, the users were divided into two teams and using the Grook of Non-Violent Communication they made a mime competition with the Grook 's sentiment cards , the team that could guess the most mimics would win the competition.</p>	Instructor and educators	01/25/2023	Morning: 07 Afternoon: 12
8	<p><b>SOCIO-EDUCATIONAL GROUP</b></p> <p><b>Activity:</b> Identify demands and expressions related to the Path (initiated).</p> <p>The Psychosocial Group was not held in January, given the number of exclusions and with the inclusion of new participants, the reception and integration of adolescents is more necessary at the moment.</p>	Technical Team	01/27/2023	Morning and afternoon
	<b>ACTIVITIES   FEBRUARY 2023: Meetings and Methodologies</b>			
No.	<b>15 to 17 years:</b>	<b>Professionals Involved</b>	<b>Dates</b>	<b>Period (morning or afternoon)</b>

1	<b>What is Work? - Historical and Anthropological View</b>   Methodology: Thematic Exposition, Dynamics and Conversation Circle  With new possibilities for young people to enter the world of work, what work is was discussed in an explanatory way: in an expositive way, the educator explained that it is a set of activities carried out, it is the effort made by individuals with the objective of reaching a goal . And it can be approached in different ways and with a focus on various areas, such as economics, physics, philosophy, history, etc. Through a round of conversation, we addressed the topic of what work ethics is and what values are within each being, and within a work environment.	Instructor and educators	02/01/2023	Morning: 13 Afternoon: 18
tw o	<b>II- What is Work? - Neighborhood search for job types</b>   Methodologies: Audiovisual Exhibition and Debate  From this research and contextualization, many examples of work emerged with the participation of all, we created a fictitious company and groups that represented the workers and the groups that represented the bosses, a dynamic focused on teamwork was developed whose proposal on the part of of the educators was to raise topics about the types of work identified in the neighborhood, whether it was formal or informal work, then we talked about rights, historical achievements, and the importance of formal work and labor rights.	Instructor and educators	02/03/2023	Morning: 20 Afternoon: 21
3	<b>Contextualization of the CLT - Consolidation of Labor Laws</b>   Methodologies: Exhibition and Conversation Circle  Users were proposed to do a search using google as a tool, regarding the laws that consolidate the CLT, its creation and importance. Soon after, an activity was proposed to find out if they understand how to apply the law and its benefits. In this activity, users had to fit the events according to what they believed to be correct about what is a benefit and what is a right. Adolescents were given time to collectively develop their ideas. After the dynamics, we had a chat to see who made the most right decisions along the path of the rights and benefits offered by the companies.	Instructor and educators	02/08//2023	Morning: 23 Afternoon: 19
4	<b>Dynamics of CLT - Consolidation of Labor Laws - Before and After</b>   Methodologies: Gamification  The initial proposal of the activity was to imagetically return to the past of our parents , who lived the period of work without labor laws, when the right of workers to associate was not recognized, there was no jurisdiction to support them, workers were not citizens , were not subjects of rights, they were just a productive factor, managed by entrepreneurs. proposing a reflection on what advice we would give to our "parents" in the past, being aware of the CLT today. Soon after, they embarked again on another time travel, but now to the future using the triggering questions: <i>What would you say to your "children" of the future and what advice would you give, what would be the reform proposals in the labor law proposed by you .</i> At the end of this part, they put their answers in the "little box of the future" with the proposal to open it the following month.	Instructor and educators	02/10/2023	Morning: 12 Afternoon: 20
	<b>FAMILY MEETING II</b> <b>Theme:</b> Dialogues about potentialities and life projects <b>Methodology:</b> Active and collaborative (after assembly with Service users).  The meeting of families began with the application of dynamics accompanied by dialogue on social learning , work and social protection, in addition to the invitation to reflect together on the Life Project of the assisted person proposed by the Institution. Topics such as: 1st Job; Work models; Technology and Entrepreneurship-Advances and setbacks for today's youth; Social learning and Social protection and life project were were properly explained. Finally, collectively, parents and guardians collectively built proposals on how they can contribute to improvements in the family nucleus and in the community.	technical team	02/11/2023 Saturday	Morning and Afternoon 18
5	<b>Contextualization of the World of Work and the Importance of Formal Education</b>   Methodologies: Conversation Circle, Collaborative Work  We started the meeting by talking about the importance of formal education in the labor market and the contribution to a more productive insertion of young people in the labor market, and how this manifests itself in different ways, with the possibility of developing skills that will be useful in their career. , the increase in salary and greater probability of obtaining a formal job. Regardless of their field of activity or the organization they work for. We ended this part with the mediation of the reading of the summary of the book "Ética Educação e Trabalho".	Instructor and educators	02/15/2023	Morning: 17 Afternoon: 20
6	<b>What is my Life Project? What are my talents? what do i need to improve?  </b> Methodology: Design Thinking	Instructor and educators	02/17/2023	Morning: 16 Afternoon: 17



	<p>We started the day with the Dynamic “Who am I” with the proposal to awaken users' self-knowledge and collaboration. We proposed to the users that they individually create their life project, what are their expectations, and that each one do a self-analysis of what they know how to do best or what they need to improve.</p> <p>After holding a conversation circle about the result of this activity, we continued with the game “pull up an interview conversation” to train and reflect on questions about the job market and professional attitude in interviews</p>			
7	<p><b>I - Do I really want to work? What motivates me?  </b> Methodology: Design thinking , Mind Map</p> <p>There were no activities in the “morning” period.</p> <p>We had no users for the other cores in the “late” period.</p>	Instructor and educators	02/22//2023	<p><b>ASH WEDNESDAY</b></p> <p>afternoon: 0</p>
8	<p><b>II - Do I really want to work? What motivates me?  </b> Methodology: Design thinking , Mind Map</p> <p>Educators gave a brief explanation about traditional and non-traditional jobs, then held a conversation with users, so that they reflected on whether it would be the right time to look for a job and what elements of their skills and personal tastes made them motivated to look for a job, connecting to ideas of possible professions. During this round of conversation, a user chosen by the class added all the professions listed by the teenagers to the mental map, so that everyone could view the professions later. Then, users should choose one of these professions and research more about them and start crafting their own path to achieve their dreams in other areas of life.</p>	Instructor and educators	02/24/2022	<p>Morning: 12 Afternoon: 14</p>
	<b>ACTIVITIES   MARCH 2023: Meetings and Methodologies</b>			
No.	<b>15 to 17 years:</b>	<b>Professionals Involved</b>	<b>Dates</b>	<b>Period (morning or afternoon)</b>
1	<p><b>SOCIO-EDUCATIONAL GROUP</b></p> <p><b>Theme:</b> Self-knowledge - dreams and expectations <b>Methodology:</b> Conversation Circles, Pull Conversation.</p> <p>Socio-educational Group for the month of FEBRUARY, carried out at the beginning of MARCH, due to a change in HR and new insertions. The activity began with the collective reading of a text, after which the adolescents were invited to discuss the text, where they reached that it made reference to farewells and breakups. In the second moment, the teenagers were invited to write a letter to something/someone they had already said goodbye to or would like to say goodbye to. In the second stage of the activity, they were invited to read their respective letters, however, none of the adolescents felt comfortable doing so, they just wrote them down and handed them to the mediator (Psychologist Thelma).</p>	Technical Team	03/01/2023	Morning and afternoon: 45
tw o	<p><b>I - How to prepare my CV and portfolio?  </b> Methodology: Expository, Learning in Pairs, Collaborative Work, Exercising the Doing.</p> <p>Using the computer room, the users were proposed to prepare the curriculum , the educator proposed how to create it in word: or use types of curriculum; ready or insert background with use of photo or without photo; how to write and format texts using this tool. Users performed exercises using the contents that were explained.</p>	Instructor and educators	03/03/2023	Morning: 21 Afternoon: 19
3	<p><b>II - How to prepare my CV and portfolio?  </b> Methodology: Expository, Learning in Pairs, Collaborative Work, Exercising the Doing.</p> <p>Presentation and correction of CVs prepared on 10/03/20203: Doubts regarding the correct completion of the CV were clarified.</p> <p>For this we use design thinks with “selection” and “implementation” processes. Users carried out searches on resume model selection platforms, submitted the resumes for correction through the "CATHO e Guppy " website, selection platforms.</p>	Instructor and educators	03/08/2023	Morning: 19 Afternoon: 29
4	<p><b>III - How to prepare my CV and portfolio?  </b> Methodology: Expository, Learning in Pairs, Collaborative Work, Exercising the Doing.</p> <p>feedback for users</p> <p>The educators brought an analysis of the curriculum created by them to the users , pointing out the main errors, as a topic for the conversation wheel, since such errors are closely linked to the issue of the curriculum not being selected for a job interview.</p>	Instructor and educators	03/10/2023	Morning: 23 Afternoon: 23

	The proposal was to explain through analysis the errors commonly found such as: spelling errors, formatting errors, lack of information such as addresses and contacts. In the conversation wheel, we reflected on how much all this affects the preparation of the curriculum and the eventual selection of it in a curriculum database or a selection platform.			
	<p align="center"><b>FAMILY MEETING III</b></p> <p><b>Theme:</b> How family members can contribute to the development of users in the world of work</p> <p><b>Methodology:</b> Expository</p> <p>The meeting began with Dynamics focused on understanding the Consolidation of Labor Laws - CLT and Fundamental Rights. The difference between Rights and Benefits and advances in labor rights were explained. Those responsible were instructed on the importance of updating the adolescents' documents in order to guarantee access to the World of Work, in addition, the various technological possibilities were exposed through applications and digital documents as an alternative for updating data and documents.</p>	technical team	03/11/2023 SATURDAY	Morning and afternoon: 9
5	<p><b>I - I need to write an email, how do I do it?   Methodology:</b> Expository, Design Thinking</p> <p>The educator explained how to manage email accounts, how to use the tools by configuring a gmail account , working with emails, attaching files, scheduling appointments and creating a calendar.</p> <p>Finally, the teenagers delivered a production of an email from this activity according to what they understood about the exposed content, aiming at learning through the exchange between them while they produce and also through the act of building something (idealizing, designing, testing and make it real).</p>	Instructor and educators	03/15/2023	Morning: 17 Afternoon: 23
6	<p><b>II - I need to write an email, how do I do it?   Methodology:</b> Expository, Design Thinking</p> <p>On that date, the educators began to prepare the final project to complete the writing of the e-mail. the educator developed an activity on planning, organization and the steps to create an email. Continuing with the functions of planning, strategic completion of the email header, use of formal language with the subject, organization of ideas and strategies before writing, attention to writing errors, the danger of excessive informality, thus demonstrating a lack of professionalism . The educators focused on the attention that should be given, which is the basis for carrying out all the work of the users and making the e-mail.</p>	Instructor and educators	03/17/2023	Morning: 16 Afternoon: 18
7	<p><b>I - During the interview what to say and how to say it?   Methodology:</b> Expository, Simulation</p> <p>Aiming at improvement, the educators continued with an expository class, with conversation circles, so that everyone could understand the selection process as a whole. The educator divided the selection process into items such as: Send resume; -Interview; Writing/test/dynamics; -Hiring;-First days of work; We focus on tips on behavior, language, and clothing, we address important questions, and the most used words in the job market.</p>	Instructor and educators	03/22/2023	Morning: 16 Afternoon: 21
8	<p><b>II - During the interview what to say and how to say it?   Methodology:</b> Expository, Simulation</p> <p>On this day, the educator continues the theme of the previous meeting, bringing users ways on how to behave in a job interview, thinking about the use of language, which words are most appropriate for that moment, as well as body language; which gestures may also be appropriate and inappropriate. Still on communication, texts were used to explain that in the business world, the forms of written communication are well defined. Such texts produced were: minutes, business letter and memorandum.</p> <p>In a second moment, the importance of interpersonal relationships was approached; it was pointed out that employees will not be in a good mood every day, but that, as far as possible, it is important to try to balance our emotions and feelings within this space.</p>	Instructor and educators	03/24/2023	Morning: 18 Afternoon: 22
9	<p><b>SOCIO-EDUCATIONAL GROUP</b></p> <p><b>Theme:</b> Map of Feelings</p> <p><b>Methodology:</b> Mind Map</p> <p>The socio-educational group began with listening to a song, accompanied by reflection on the importance of naming our emotions, as well as searching for words to describe who we are. In the second stage, the adolescents were invited to walk around the room and at the command of the mediator, they should choose one of the sides, namely: GOOD or EVIL, SAD or HAPPY and OPPRESSED or OPPRESSOR accompanied by a debate among them on the reasons that who made that choice. In the third stage, they were invited to identify and differentiate between EMOTION and BEHAVIOR. The meeting</p>	technical team	03/29/2023	Morning and afternoon: 37

	ended with reflection on the emotions that precede behavior and the importance of naming what we are feeling.			
10	<b>I - Simulation of Interviews  </b> Methodology: Simulation, Immersion  On this day, users participated in the application of the simulation of interviews for a position determined by the Group. Dynamics were applied between users to separate functions such as: Leader of the vacancy requesting area; interviewer; applicator of group dynamics and interviews, simulations made from the perspective of the users themselves. Educators set up a structure to support respondents and interviewers, notebooks and laptops were made available.	Instructor and educators	03/31/2023	Morning: 19 Afternoon: 22
	<b>APRIL 2023 ACTIVITIES: Meetings and Methodologies</b>			
No	<b>15 to 17 years:</b>	<b>Professionals Involved</b>	<b>Dates</b>	<b>Period (morning or afternoon)</b>
	<b>II - Simulation of Interviews  </b> Methodology: Simulation, Immersion <b>Technical Instructor:</b> application of interview simulation  Continuation of the simulation of interviews with the first group of users who participated in the first stage of the simulation process of the partner company Capgemini .  Educators set up a structure to support respondents and interviewers, notebooks and laptops were made available.	Instructor and educators	04/05/2023	Morning: 15 Afternoon: 21
	<b>III- Simulation of Interviews  </b> Methodology: Simulation, Immersion  THERE ARE NO ACTIVITIES  <b>HOLIDAY PASSION OF CHRIST</b>	Instructor and educators	04/07/2023	Morning: 0 afternoon: 0
	<b>SOCIO-EDUCATIONAL GROUP</b> <b>Theme:</b> The importance of socialization <b>Methodology:</b> Conversation Circle  The activity began with the question “What is Socialization?”, each one narrated their concept and collectively reached that socialization is relating to people. That said, the teenagers were invited to Dinâmica: Verdade x Lie and they reflected that in fact they don't know each other as they thought they did, and that the dynamic was important to bring them together and that it was in fact a socialization experience . Afterwards, the teenagers were invited to think about the group configuration and to act collectively, for this, the proposal was a problem solving dynamic, where they debated about the collective construction to find a solution and also to perceive themselves as a group. Finally, they reached the conclusion that social interactions and groups are socialization movements. The last part was intended to hear the opinion and feedback of adolescents about the activity.	technical team	04/12/2023	Morning and Afternoon: 33
	<b>I - Profession Fair  </b> Methodology: Expository, Conversation Circle, Immersion  Cepac unit in Jardim Silveira, where they were immersed in the world of work through the Professions Fair together with young apprentices and representatives of Cepac 's partner companies .  The other half developed activities aimed at stimulating participation in the public life of the territory and developing skills for a critical understanding of social reality and the contemporary world.  The educator initiated a dynamic on how to provide experiences to achieve autonomy and social protagonism. Aiming to enable the recognition of work and education as a right of citizenship.	Instructor and educators	04/14/2023	Morning: 13 Afternoon: 16
	<b>II - Professions Fair  </b> Methodology: Exposition, Conversation Circle, Immersion Half of the group of users were taken to the  Cepac unit in Jardim Silveira, where they were immersed in the world of work through the Professions Fair together with young apprentices and representatives of Cepac partner companies .  The other half developed a Work Café activity with guests - Imperial Unit:	Instructor and educators	04/19/2023	Morning: 19 Afternoon: 25

	<p>Morning - Kaique Praxedes - Administrative Assistant - Users participated with social interaction dynamics, questions related to the speaker's attributions and vocational test activity.</p> <p>Afternoon - Cauê, historian and coordinator of the institute P4 - Users participated with social interaction dynamics, questions related to choices for the job market, afflictions, rewards, how to plan the future and career.</p>			
	<p><b>III - Professions Fair  </b> Methodology: Expository, Conversation Circle, Immersion</p> <p>THERE ARE NO ACTIVITIES</p> <p><b>HOLIDAY TIRADENTS</b></p>	Instructor and educators	04/21/2023	Morning: 0 afternoon: 0
	<p><b>IV- Professions Fair  </b> Methodology: Expository, Conversation Circle, Immersion</p> <p>Cepac unit in Jardim Silveira, where they were immersed in the world of work through the Professions Fair together with young apprentices and representatives of Cepac 's partner companies .</p> <p>The other half developed activities with lectures, debates and research, the socio-learning law was presented , the possibilities that users have to become a young learner. The educators brought the theory of how the young apprentice law came about and how it is applied today.</p>	Instructor and educators	04/26/2023	Morning: 19 Afternoon: 22
	<p><b>V - Profession Fair  </b> Methodology: Expository, Conversation Circle, Immersion</p> <p>Cepac unit in Jardim Silveira, where they were immersed in the world of work through the Professions Fair together with young apprentices and representatives of Cepac 's partner companies .</p> <p>The other half developed a conversation and reflection wheel activity, the educators brought a summary of all the activities carried out along the route using photos taken during this period. Users were provided with a like and dislike emoji to vote on what they thought of the activity on a given day. Through this activity, it was possible to carry out a great exchange of ideas about what they had learned about the topics covered .</p>	Instructor and educators	04/28/2023	Morning: 18 Afternoon: 27
	<p><b>FAMILY MEETING IV</b>  <b>Theme:</b> The importance of Resilience  <b>Methodology:</b> Expository</p> <p>The meeting began with information and guidance, followed by a debate on the theme “Resilience” and an explanation of the importance of elaboration and reflective movement in order to re-signify remarkable experiences of parents, children or the relationship between them. Reflection was fostered with the execution of Dinâmica: Papel Crumpled . The meeting ended with a reflection on “WAKE UP”, and that when separating the syllables we have: A - COR - DAR, that is, what color or what tone are we painting our lives, considering the adversities in a perspective of Resilience, the group reflected on how they act with the difficulties faced in everyday life and how they guide their children.</p>	technical team	04/15/2023	Morning and afternoon: 12

#### Results Achieved (related to the objective of this journey)

##### RESULTS:

With the aim of developing a more solidary look and a citizen conscience in adolescents, the “ World of Work” route was a very important work guide, making demands of the collective sense together with their individualities to be worked on. That said, through the activities described and through the technical-pedagogical follow-up, the development of new bonds and the strengthening of relationships was noted, based on the provision of collaborative work, connecting similar identity profiles and along with this, a sense of of greater belonging to the space of the Institution.

The “World of Work” , despite being challenging and being an indicator of different specificities and potential, this pedagogical conduct was an important stimulus worked to create connections, which was notorious with the active participation of young people and adolescents in the Service. In view of the attendance, there were many spontaneous and individual consultations due to the specific and collective demands, being a joint effort with the entire team.

Finally, along this path, everything became an instrument for reflection and positive intervention, including the conflicts that encouraged listening and mutual respect in practice, based on the understanding of disagreements and the mediation of collaborators, which generated a self-reflective process to the users, expanding the humanized view towards the other and towards the space and the world of work.



## 5 - RESULTS ACHIEVED:

Specific objectives	Activities	Methodology	Results (Qualitatives achieved)	Results ( Quantitative achieved )	Verification methods
Complement the actions of the family and community in the protection and development of adolescents and in the strengthening of family and social bonds.	<ul style="list-style-type: none"> <li>World of Work Route</li> <li>Network articulation</li> <li>Technical activities</li> </ul>	Through structured and schematized actions in Path or Centers of interest, which involved users, families and territory and work of the technical team and articulation with the network.	The actions carried out along the way brought reflections on the protection and development of adolescents and encouraged the strengthening of family and social ties.	100% of adolescents are being developed and monitored in terms of social protection; and family and social ties are being strengthened.	<ul style="list-style-type: none"> <li>Attendance list</li> <li>Satisfaction survey</li> <li>Result search*</li> <li>medical records</li> <li>Technical reports.</li> </ul>
Ensure reference spaces for group, community and social interaction and the development of relationships of affection, solidarity and mutual respect.	<ul style="list-style-type: none"> <li>World of Work Route</li> </ul>	Through structured and schematized actions in Route or Centers of interest, which involved users, families and territory.	Users are increasingly adhering to the Service and recognizing the Organization as a reference space for group interaction, and demonstrating greater development of affective relationships, solidarity and mutual respect between users and their links.	Cepac space through the offer of technical actions	<ul style="list-style-type: none"> <li>Satisfaction survey</li> <li>Report generated from the demands of the ombudsman channel: <a href="mailto:euparticipo@cepacbarueri.org.br">euparticipo@cepacbarueri.org.br</a>.</li> </ul>
Enabling the expansion of the informational, artistic and cultural universe of young people, as well as stimulating the development of potentialities, skills, talents and providing their citizenship training.	<ul style="list-style-type: none"> <li>World of Work Route</li> </ul>	Through structured and schematized actions in Route or Centers of interest, which involved users, families and territory.	The informational, artistic and cultural universe of the adolescents has already expanded through exchanges and shared experiences during this period of participation in the Service.	77% of the users were participating in the activities and demonstrating that they are appropriate to the labor and protection laws by the ECA.	<ul style="list-style-type: none"> <li>search result</li> <li>Attendance list</li> </ul>
Stimulate participation in the public life of the territory and develop skills for a critical understanding of social reality and the contemporary world.	<ul style="list-style-type: none"> <li>World of Work Route</li> </ul>	Through structured actions outlined in the Route, which involved users, families and territory.	User participation is more active in the public life of the territory and their families are being encouraged to become more involved in the space and its proposals	77% of users were discussing social classes, territory and education system in the municipality.	<ul style="list-style-type: none"> <li>search result</li> <li>Report generated from the demands of the ombudsman channel: <a href="mailto:euparticipo@cepacbarueri.org.br">euparticipo@cepacbarueri.org.br</a>.</li> </ul>
Provide experiences to achieve autonomy and social leadership.	<ul style="list-style-type: none"> <li>World of Work Route</li> </ul>	Through structured actions outlined in Routes or Centers of interest, involving users, families and territory.	Adolescents are being encouraged to have more autonomy and prominence in their lives and to think more about the meaning of the territory.	77% of teenagers are being encouraged to realize their abilities to become progressively more autonomous and protagonists .	<ul style="list-style-type: none"> <li>Technical reports of home visits and consultations;</li> <li>Technical reports of articulation with the network;</li> <li>Medical record;</li> <li>School enrollment statement.</li> <li>Result search.</li> </ul>
Enable the recognition of work and education as a right of citizenship and develop knowledge about the world of work and specific basic skills.	<ul style="list-style-type: none"> <li>World of Work Route</li> </ul>	Through structured actions outlined in the Route, which involved users, families and territory.	Users had a greater understanding of the world of work and the development of specific basic skills, and there were already teenagers who entered the job market in the Citizen Apprentice program.	77% of users more prepared to enter the job market through the applied path approaches.	<ul style="list-style-type: none"> <li>search result</li> <li>Attendance list</li> </ul>
Contribute to the insertion, reinsertion and permanence of young people in the educational system.	<ul style="list-style-type: none"> <li>World of Work Route</li> <li>Network articulation</li> <li>Technical activities</li> </ul>	Through structured and outlined actions in Path or Centers of interest, involving users, families and territory and work of the technical team and articulation with the network.	Users and family members are often advised on the importance of formal education to protect against social risks, and articulations with the safety net were made to promote the non-violation of rights.	100% of users enrolled in the educational system.	<ul style="list-style-type: none"> <li>Result research with families.</li> </ul>

## 6 - EVALUATION OF THE PERFORMANCE OF THE SERVICE REGARDING THE PERIOD:

In line with the Work Plan foreseen for the current year, this report refers and evaluates the execution of this Coexistence Service and Strengthening of Links in a satisfactory and progressive way, already recognizing the role of prevention and protection of social rights.

Considering aspects of promoting the provision of services aimed at preventing violations of rights, the Route presented and executed in the first four months, meets and exceeds initial expectations, in view of significant achievements focused on: self-knowledge; reflective processes; group processes; identity; interpersonal relationships; socio-emotional skills; recognition of rights and duties and especially the beginning of the understanding of adolescents as subjects of rights.

We observed points of tension related to the overlapping of rights, since the adolescents who brought progression in their perspectives of reality, moving to the first access to the world of work through the Programa Aprendiz Cidadão, which required technical interventions at the level of protection bodies, since , the lack of school vacancies for their age groups in schools in the territory and municipality during the night period does not favor the process, which we analyzed as a possible setback in their construction. And it is important to point out that in order to make the situation mentioned above possible, there were cases in which the adolescents needed to be assisted in the neighboring municipality, Osasco, due to the infeasibility of the route from the schools located in other territories far from Barueri to their homes. Despite the setbacks, it was possible for users who presented these demands to overcome, and thinking in the medium term (since entering the universe of work in a protected way is one of the objectives of this Coexistence Service), new collective dialogue strategies, namely: equipment, community and institution are being studied and articulated with a view to formulating new strategies in order to favor the formulation and execution of services for the protection of adolescents in a comprehensive perspective.

Therefore, we observe the importance of the *Psychosocial Approach*<sup>1</sup> with a bias towards Strengthening Bonds as an assertive practice in the construction of strategies that contribute to the access to the individual in his singularities within a specific context (groups) and promote important reflections that, in addition to the practices coexistence and socio-educational facilitate understanding and insertion in the world of work.

## 7 – CORPORATE VOLUNTEERING INVOLVED DURING THE QUARTER:

- Euro System, Sascar , Livelio, Corteva , Cocoa show, Mary Kay

## ANNEXES



<sup>1</sup> “Field of psychosocial approaches that is an area of knowledge whose object is the intersection of psychological, social, biological and environmental phenomena, forming an applied field (...). The field is named in the plural because it has a pluralistic, multidimensional and interdisciplinary perspective, and is inexorably marked by an ethical and political engagement in the struggles of the various popular social movements and their historical projects, as well as in the construction of universal social policies and marked by the principles of integrality, intersectorality and wide accessibility, as a citizen's right and responsibility of the State ”. (VASCONCELOS, Eduardo Mourão, 2008 - Psychosocial approaches: History, theory and practice in the field).

**Professions Fair****Socio-Educational Group****Profession**