

Project sheet

Project's name:	
Project "Educating for living together"	
In partnership with:	
At National Level	At international level
<ul style="list-style-type: none"> ▪ Rotary Cafetal. ▪ The (3) Clubs at nacional level are: Rotary Cafetal Rotary Prados del Este Rotary Baruta ▪ Directorate of Baruta. Education ▪ School Fe y Alegría Monterrey ▪ PROVIVE 	<ul style="list-style-type: none"> ▪ Club internationals of Germany and others
Responsible team	
<ul style="list-style-type: none"> ▪ Vitor Da Silva Coordinator of the project handy: 0414-2773926 / email: victor@grupodasilva.com ▪ Werner Rinderknecht Coordinator of the project handy: 58 4142596525 / email: werner.rinderknecht@Telenorma.net 	
Foundation	
<p>The current challenge</p> <p>We live in an increasingly globalized world, where great benefits can reach the farthest corners of the globe, but at the same time it confuses and presents great challenges for young people.</p> <p>Due to enormous cultural changes and the interruption of traditional ways of living together, the problems of today's youth are rooted in a lack of understanding of universal values and how to live them. Many of the ills of our societies are born from the lack of presence... physical or affective... of parents and therefore lack of male role models. Along with the bombardment from the media of materialistic messages and anti-values, this lack leads to existential problems that in too many cases translate into the scourges of drug addiction, violence and irresponsible sex, causing a vicious circle that undermines many segments of our societies. In the Venezuelan context, this reality is experienced daily by our most vulnerable groups: children and young people.</p> <p>On the other hand, one of the areas of interest of Rotary international is educating young people for coexistence both in school, family and communities</p> <p>In order to respond to this situation and contribute from the vocation of service to the community, from our point of view as Rotarians, it is proposed to establish a shared alliance with the Civil Association PROVIVE through its Aprendiendo a Querer Program, with District 4370, organizations of Civil Society and government institutions at the municipal level and other clubs</p>	

at the national and international level; with the purpose of promoting an education in coexistence in their school, family and community environment

Sustainability approach

In favor of a more sustainable world and from our inspiration "Serve to change lives" this project is associated with the SDG-4-Quality education | Guarantee inclusive, equitable and quality education and promote lifelong learning opportunities for all. Another reason is that children and young people have the right to contribute to improving society, to make this world a more fraternal and habitable place.

In a transversal way, during the execution of the different phases of the proposal, the following scopes will be developed with the actors involved

Cognitive skills

1. The important role that education and lifelong learning opportunities play for all is understood.
2. Education is conceived as a public good, a global common good, a fundamental human right and a basis for ensuring that other rights are fulfilled.
3. It is understood that education can help create a more sustainable, equitable and peaceful world.

Socio-emotional competencies

- Be able to raise awareness about the importance of quality education for all, a humanistic and holistic approach in promoting values
- Recognizes the intrinsic value of education, and of analyzing and identifying their own learning needs for their personal development.
- You recognize the importance of your own abilities to improve your life

behavioral competencies

1. Be able to contribute to facilitate and implement quality education for all
 2. Be capable of promoting gender equality in education
 3. Promotes youth empowerment
- Identifies all the opportunities for their own education throughout their life, and to apply the knowledge acquired in common situations to promote sustainable development

In summary, the purpose of this incidence is to promote from the actions that the project undertakes to contribute to the transformation of these vulnerable environments into more humane spaces with quality of life from the educational field as a key element to provide the project beneficiaries with the tools necessary for them to be protagonists of their own development from a healthy coexistence.

Purpose		
Develop a pilot plan for the teaching of innovative tools and strategies in primary and secondary education to promote Peace and healthy coexistence in a transversal way at the Fe y Alegría Monterrey School (preschool, primary and high school) of the Baruta Municipality.		
Project components		
Teacher training-pedagogical accompaniment (PROVIVE)	Strategies for the education of young people in the school, the family and the community (Rotary Cafetal)	Strategies for the sustainability of the project in the community. (In alliance with other Clubs)
Provide children and adolescents with the necessary tools so that they can successfully face the adventure of growing up Provide tools	Provide tools for the coexistence	The community of representatives promises to contribute funds to guarantee the continuity of the project.
Specific goals:		
<p>Diagnostic phase:</p> <ul style="list-style-type: none"> Carry out a diagnostic and awareness activity with the actors involved in the pilot project at the Fe y Alegría Monterrey School in the Baruta Municipality. <p>Project execution phase</p> <p>Component 1: Teacher training-pedagogical support (PROVIVE)</p> <ul style="list-style-type: none"> Design the training plan for the multiplier teacher in charge of Rotary Cafetal and the Civil Association PROVIVE Train Teachers of 13 levels of education: preschool (3rd level), basic and secondary. in the proposed contents to transfer knowledge and strategies to the beneficiaries of the project Train students in 13 levels: From the third level of preschool to the 5th year of high school, through one (1) hour of class per week throughout the school year at Fe y Alegría School Monterrey. <p>Component 2: Strategies for coexistence in school, family and community</p> <ul style="list-style-type: none"> Design the training plan for young people Train members of the educational community in the proposed contents to transfer knowledge and strategies to the beneficiaries of the project. Carry out (3) events of follow-up of the participants Prepare monitoring report. <p>Component 3: Project sustainability strategies in the community</p> <ul style="list-style-type: none"> Train members of the educational community in the proposed contents to transfer knowledge and strategies to the beneficiaries of the project Carry out (3) events of follow-up of the participants Prepare monitoring report. <p>Monitoring-evaluation-systematization phase of the project</p> <ul style="list-style-type: none"> Carry out 3 events of monitoring the project in the pilot school Schedule a closing day with the beneficiaries of the project to show the achievements in the development of the project inside and outside the classroom.. Design of an action plan with the association of representatives to guarantee the continuity of the project 		

- Prepare the experience systematization report as a model of sustainability of the experience to be replicated in other educational institutions

Beneficiary communities

1,248 students and 57 teachers from the Fe y Alegría Monterrey School (preschool, primary and high school) in the Baruta Municipality.

How will we do it?

From the vocation of service to the community of Rotary Cafetal, it is proposed to develop this pilot project in the following phases

Diagnostic phase-establishment of alliances: Define where to start. Where are we going to locate this project? In what context? Who could we do it with? Determine what would be the social need that the beneficiaries could attend to. What real needs in our environment arouse the sensitivity of adolescents and encourage them to commit? Identify what would be the specific service they could perform. What tasks that produce a visible result and that they themselves can evaluate could they carry out? Specify what learning the service would bring them. What competencies, knowledge, attitudes, abilities and values could be reinforced with this experience?

In addition, it will allow the establishment of alliances in the environment. Take time to get to know each other. Before cooperating, learn to coordinate. At the end of this stage we should have... A simple agreement written by the educational center and the social entity, in which the commitments acquired by each one in the development of the project are expressed

Training and multiplication phase: Once the context of the project has been defined, the educational institutions that will participate in the project will be involved. Sensitize and train multiplier teachers with the actions of the project for its implementation within the classroom with family accompaniment. Since it is an educational and social project at the same time, we cannot limit ourselves to planning the pedagogical aspects, but we must also pay attention to the social and family context

In summary, the preparation of the project with the multiplier teachers is a key part of it; Throughout this stage they will discover the meaning of the action they are going to develop, the commitment they acquire and the responsibility to obtain good results.

Phase of execution of the project in the educational institution-community: Execute the activities in the (3) educational levels (initial preschool, primary and baccalaureate) of the Fe y Alegría Monterrey School of the Baruta Municipality

Follow-up and systematization phase of the experience: A good evaluation of the project improves the autonomy and empowerment of young people, families and multiplier teachers and helps them face new challenges.

In this closing and evaluation stage, four phases can be distinguished:

1. Reflect and evaluate the results of the project. Rendering accounts of the work carried out is necessary due to the commitment made with institutional, educational and community partners
2. Reflect and evaluate the learning achieved. Multiplier students and teachers must be aware of the learning achieved (what do we know how to do now?, how have we improved as a person?...) and must evaluate them. Thus, they can feel grateful for the experience and not just expect gratitude from the recipients.
3. Project future prospects. Will the project continue? If we don't continue, who will? Are we going to do another project?
4. Celebrate the experience lived with everyone. A celebration is the best way to put the finishing touch to the work done. Prepare and carry out a meeting to disseminate the results of the project.

Finally, prepare the programmatic and financial management report to communicate to the institutional, educational and community partners about the results of the project.

Activities:

Project phases

Diagnostic phase-establishment of alliances

- Design and facilitation of socialization activity with project partners
- Design and facilitation of a diagnostic activity with multiplier teachers and directors of the educational institutions participating in the project.
- Preparation of the diagnostic report of the project
- Elaboration of the framework document of the alliances with the partners of the project.
- Reproduction of educational materials for the project.

Formative and multiplication phase

- Design and facilitation of training activities with multiplier teachers.
- Preparation of the training report.
- Preparation of the project execution schedule

Implementation in the classroom, family and community

- Develop the pilot plan in the (3) educational levels (initial, primary, high school) in the Fe y Alegría School Monterrey of Baruta

Monitoring and systematization of the experience:

- Carry out 3 events of Re monitoring the project in educational institutions
- Prepare (3) project monitoring reports
- Elaboration of the project management report.
- Design and facilitation of the closing activity with the partners involved with the project
- Elaboration of an audiovisual resource of the experience

▪ Results	
Budget	
▪ Acquisition of manuals for children, youth and teachers	
▪ 1,248 Student books diferent levels US\$ 16.50 each = \$ 20592.00	
▪ 57 Teacher's Guide multiplier US\$ 13.00 each = \$741.00	
▪ Fees for multiplier team training = \$827.00	
▪ Accompaniment activities and measurement of application = \$2,000.00	
▪ Logistic incl material, renting visual equipments, expenses \$2722.00	
▪ Professional fees for carrying out the (3) project monitoring (3 events x \$700)= \$2,100	
▪ Professional fees for the Systematization of the experience:: \$2,508.00	
▪ Administrative expenses of the project = \$2346	
	Total budget requested: \$ 33863.00
Funds committed up to date:	
Club Cafetal	3000\$
Club Prados del Este	1000\$
Club Baruta	500\$
FDD 4370	4000\$
RI foundation	3200\$
Club Las Vegas Won	100\$
Hamburg Hafency	100\$
Total	11900\$
Needed	21963\$

Attachments:

Query in the educacional community (in this document)

**Authorization from the board of directors of the Fe y Alegria organization
(responsible for schools)**

Maintenace commitment from parents for sustainability

PDF file presentation of Apendendio Querer

Video Educating for living together

Link:

Global Grants Monitoring and Evaluation Plan Proposal

Measurements

The Rotary Foundation makes available to Rotarians the means to promote coexistence strategies, through

1. Training leaders, including prospective youth leaders, to improve coexistence

Measurement	Indicators
<ul style="list-style-type: none"> ▪ Total number of direct beneficiaries 	3 project monitoring reports documenting the number of project beneficiaries, including school-age children, youth and significant adults who participate in all project activities.
<ul style="list-style-type: none"> ▪ Number of groups and organizations that participate in activities to strengthen 	Documentation and reports of the results of the surveys applied to the key actors of the project.
<ul style="list-style-type: none"> ▪ Number of families and educational classes that report improvements in the behavior of young people 	Report systematization of the experience and closing spaces where the beneficiaries of the project show the achievements and significant learning
<ul style="list-style-type: none"> ▪ Number of people trained 	Report on the training plan for the 57 multiplier teachers

Results of the community inquiry and diagnosis

The fundamental purpose of this study was to interpret the meaning of values from the voices and positions of the main actors in school life, where education in values is conceived as a transversality of the educational process, whose objective is to extend the scope of education. in forming responsible citizens and is not limited to the teaching and learning of subjects, skills and topics.

With the design of the instruments, it was proposed to investigate, manage and evaluate the educational reality related to the experience of values by teachers, teachers and parents and / or representatives of the selected educational institutions, in order to make a diagnosis that lead to the need for training in values, to include said information as part of a proposal to implement the Learning to Love program, in various educational institutions, which will be submitted to the consideration of the International Rotary Foundation.

On the other, this community consultation allowed

- Actively involve the beneficiary school with the project proposal.
- Identifying their needs and developing solutions that take advantage of the school's strengths and that respect local culture and values.
- Assess the needs of the schools involved in the project
- Empower the school and families to assess their needs and thus develop a project that contributes to achieving sustainable results
- Identify the most qualified members of the school and families to promote permanent improvements

How did we perform the query?

- Interviews were applied through digital media, for which the google form platform was used; and focus groups in face-to-face format
- Participated: 60 professors; 118 students; 335 representatives (Educational Community)
- **The selected educational institutions belong to the Baruta Municipality:**
 - School Fe y Alegría Monterrey (subsidized)
 - National public school Alejo Fortique
 - National public school República de Indonesia
 - Public municipal School Monseñor Lucas Castillo
- Five (5) interviews were conducted, of which four (4) were with directors and one (1) with a deputy director. The institutions were selected by PROVIVE: The first interview was conducted on Thursday, September 23, 2021, at the Monseñor Lucas Castillo Municipal School, the second on Thursday, September 30, 2021, at the Alejo Fortique National Educational Unit, the third on Friday, October 7, 2021 at the Monsignor Lucas Castillo Municipal School (deputy director), Monday, October 10, 2021, Republic of Indonesia National Educational Unit and October 28, 2021, Fe y Alegría Monterrey Educational Unit. The interviews were carried out in the physical plant of the selected institutions, in the management offices, complying with the biosafety standards required by the Covid-19 pandemic
- To simplify the task of analyzing what was stated in the interviews, managers were asked to allow the activity to be recorded. It was reported that the data analyzed as a result of the interview would be used only for the preparation of the research report. The analysis is based on the transcription of the information collected and the interlocutor's microanalysis technique was used; it incorporates and analyzes the information indicating precisely which

directors respond to each question, the order of the responses and the nature of these points.

- Another technique used was that of Focus Groups, considering these as a space of opinion to capture the feelings, thoughts and lives of individuals, provoking self-explanations to obtain qualitative data. It is particularly useful for exploring people's knowledge and experiences in an interactive setting, allowing one to examine what the person thinks, how they think, and why they think that way
- Two focus groups were formed: the first by twelve (12) teachers from the Monseñor Lucas Castillo Municipal School and the second by fourteen (14) teachers from the Fe y Alegría Monterrey Educational Unit. The selection of the teachers was made by the directors of both institutions and the calls to these groups were made by email and institutional WhatsApp groups, one week in advance. The meetings were held in the physical plant of the aforementioned institutions, in open spaces and in compliance with the biosafety standards required by the Covid-19 pandemic.
- Two sessions were held, the first on Thursday, September 30, 2021, at the Monseñor Lucas Castillo Municipal School and the second on Tuesday, October 26, 2021, at the Fe y Alegría Monterrey Educational Unit. Both institutions allowed 1 hour for the meeting, which due to the proposed dynamics were extended an additional 10 minutes
- The interlocutor microanalysis technique was used; it incorporates and analyzes the information indicating precisely which participants answered each question, the order of the answers and the nature of the latter. This analysis is based on transcription data

The school context-consultation with teachers

92% of teachers are female. Most are between 30 and 50 years of age. 38% have completed a university degree, as well as 15% have a higher technical degree, and an equivalent number are high school graduates. Most teachers are graduates with teaching positions. 48% say they work in subsidized institutions, and 56.7% have between 0 and 5 years working in their institution.

67% of teachers respond that they ALWAYS have electricity at home, while 57% of them say they do not have Internet access from home, and 88.9% of them access through cell phones. 97% have access to the internet through mobile data, and 45% have between half and 1 GB per month. 55.9% use Digitel and 41.2% Movistar for online browsing. 97.1% use a smartphone for online classes, and 95.6% use WhatsApp groups for it.

The teachers choose as a definition of values: "they are the rules or norms by which the conduct of a human being is governed in relation to society and with himself, perfecting man, making him

more human, with more quality as a person" in 72%. More than half of the teachers consider "respect", "love" and "responsibility" as important values in their life.

75% of teachers consider that values have been lost in society. Exactly half choose "not having adequate training in the family" as one of the causes that contributes to this loss of values. Most consider that all the situations that are detailed require guidance and teacher support, but of these "verbal violence" it is the individual situation that stands out for 41.2% of them.

65% consider that the current education in values of their students is regular. More than half of the teachers consider that "responsibility", "love", "respect", "solidarity" and "perseverance" must be present in the educational field. 80% or more of the professors say that in their institution there is "a consensus and dissemination of the rules of coexistence", "social celebration of Christmas" and "celebration of the institution's anniversary week".

90% of the teachers consider that a project in the formation of values can greatly influence the behavior of their students in a positive way. 92% believe that training programs in values should be included.

Both representatives and students consider "adolescent pregnancy" as the particular situation that requires more support and guidance, while teachers consider it to be "verbal violence".

Everyone agrees that a value formation program can have a positive influence. - Most of the teachers consider that the education in values of their students is REGULAR, while the representatives express that the education in values of their constituents is GOOD, and the students evaluate the education in values of their peers as REGULAR.

In the interviews, the directors stated in relation to the loss of values in society:

- "If there is, the family is going through a great crisis in terms of its role in society: untrained adolescent parents, lack of rules at home, migration of parents, the work that must be done is towards the family".
- "We have a social decomposition. If as a society we have had a loss of values, one of the most important is the value of education".
- "The loss of values is notorious, we are in a lively country where Creole liveliness prevails. We lost the remarkable values that characterized the Venezuelan".
- "If it has really been seen how the values have been lost."
- Studies carried out by experts in the area highlight that we live in a society characterized by anti-values and the term "Creole liveliness" comes to light in the discourse of teachers.

▪ Query to students

118 students participated in the diagnosis (53% are female and 47% male). Most of the students are between 12 and 14 years old, 67.8% are between those ages. There is only one 11 year old student and one 17 year old

Their family background:

- 83% of students are represented in their institutions by their mothers, while 14% are represented by their fathers.
- In relation to their family context, 89% live with their mother, 65.3% with siblings, 58.5% with their father, 22.9% with their grandmother, 13.6% with their uncle, 12.7% with their grandfather, 11% with their aunt and 7.6% with their stepfather.
- In relation to their parents; 92% of the students rate the relationship with their parents positively, 56% as very good and 36% as good.

Student reflections:

What are the causes that have contributed to the loss of values in society?

55.4% of the students consider that "the lack of living in values in the family" is a cause of the loss of values, in addition to 18.8% who chose "all of the above". 49.1% chose "ignorance of values", 33% "inadequate content in the media", 25.9% "economic problems", 25% "the lack of a training program in values in the educational institutions" and 18.8% "the promotion of anti-values".

How do you evaluate the current education in values of your colleagues at the institution where you study? 60% of the students evaluate the education in values of their classmates as regular. 24% evaluate it as good, while 14% evaluate it negatively, either as bad or very bad.

Where do you think values are formed? All students consider that values are formed in the family, 53% consider that only in the family, while 47% respond that it is both in the family and in the institution where they are educated.

Which of the situations detailed below do you consider require guidance and support from the institution where you study? Of the options included in the survey, the one that obtained the most votes was "pregnancy in adolescence" with 51.7% of the students surveyed. 42.4% chose "physical violence", 41.5% "all of the above", 40.7% "verbal violence" and "drug use", 37.3% "alcohol use", 34.7% "family violence", and 25.4% "school dropout". Of the rest, 5.6% consider that none of them

Opinion on training in values

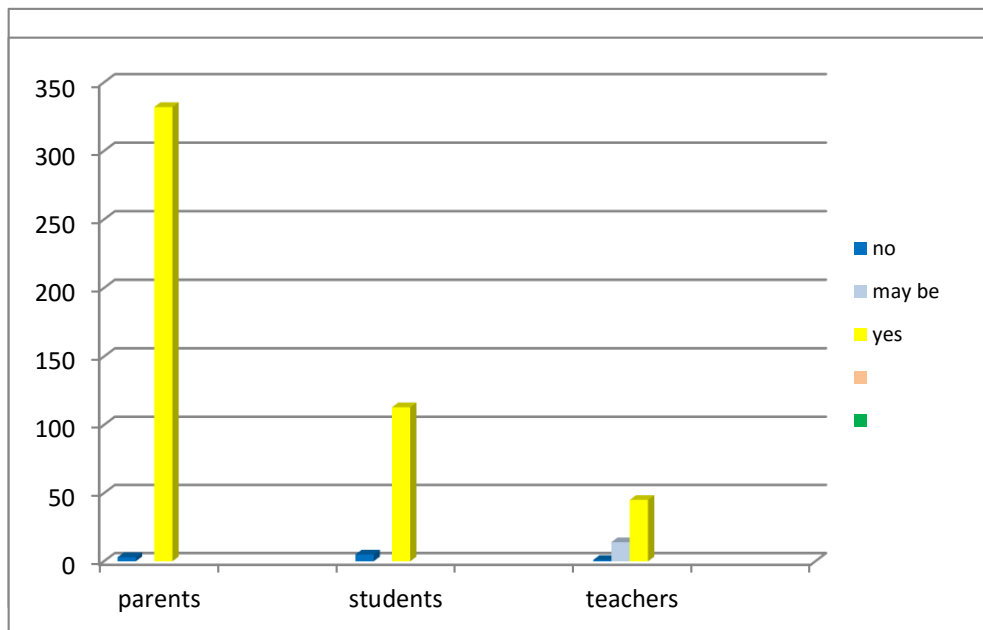
Does the institution where you study currently apply a program in training values? 62% of the students state that their institutions do NOT currently apply value formation programs.

96% of the students consider that values have been lost in society, and 55.4% choose "the lack of living in values in the family" as one of the causes of said loss. 60% evaluate the education in values of their peers as regular. All students consider that values are formed in the family, 47% consider that it is shared with their educational institution.

More than 70% of the students say that they ALWAYS positively value the work of their classmates and/or teachers, they ALWAYS speak with respect and consideration to their classmates and teachers, they ALWAYS comply with the rules of coexistence of their school, they have NEVER committed acts of Physical violence against someone from the institution where he studies or against a friend, NEVER leaves the school without requesting permission, and ALWAYS complies with the schedule established by the institution where he studies. More than 80% of the students consider that "respect", "love", "responsibility", "humility" and "trust" are essential values in personal relationships. 51.7% consider that "adolescent pregnancy" is a situation that requires guidance and support from the institution where they study

Summarizing:

Have we lost values?



In the focus groups, they stated in relation to the main problems of adolescents:

- "Fe y Alegría Monterrey does not escape the most common problems that adolescents present today, such as; pregnancy in adolescence, weight loss due to a reduced caloric

intake, drugs, alcohol, the incorporation of young people into social life through the so-called matinee parties and the abandonment of the children by the family”.

- We have always had pregnant girls, but they have decreased and it is due to the different support programs and the work of the teacher in the classroom. This has been a team effort that involves the classroom teacher, the guide teacher, the guidance department and of course an institutional guideline”.
- We not only work with adolescent pregnancy, we deal with issues such as drugs, alcohol.
- In relation to pregnant girls, we care for them and provide support, seeking by all means the preservation of the baby's life. The girls have characterized themselves for having the baby and not aborting and this is due to the support we provide them”.

Family Context

89% of the representatives are mothers. Most of them are between 30 and 40 years old, and they are also mostly high school graduates or took part in high school. More than half of the representatives are employees or self-employed. According to the representatives, most of the family nuclei include the mother, the father, sons and/or daughters, or some of them. These family core mostly have between 2 and 5 people. In more than half of the family groups it is the adults who work.

Regarding their relationship with the institution, the statements with the greatest number of positive responses are: "attend meetings of parents and/or representatives called by the educational institution", "know the regulations and operating rules of the educational institution" and "considers that the educational institution implements plans to improve school coexistence" 61% of the representatives define values as "the rules or norms by which the conduct of a human being is governed in relation to society and with himself, perfecting man, making him more human, with more quality as a person.

Most of the representatives name "respect" and "love" as important values in their family life, but 99% affirm that values have been lost in society. "Not having adequate training in the family" is the cause that the representatives repeat the most for making the above statement.

No situation that requires guidance and support in their family group, of those described, had a majority. The option that was chosen by the largest number was "pregnancy in adolescence", with 32.1%.

53% of the representatives consider that the education in values of their constituents is good. More than 80% of the representatives consider that "love", "respect", "responsibility", "trust", "humility" and "solidarity" are values that must be present in the family. More than 90% of the representatives say that they ALWAYS "review the school activities that their representative(s) must carry out", "listen to their representative(s) when they raise issues of interest, school problems or needs personal matters", "corrects their behaviors or calls attention to them when they observe inappropriate behavior", "shows affection to their client(s)" and "relates with affection and respect to the members of their family". More than 90% of representatives say that their representative(s) ALWAYS "takes care of their personal hygiene" and "does their schoolwork".

When the different groups are asked which situations require guidance and support, they respond as shown in the following table:

Situations	Students	Teachers	Representatives
alcohol consumption	37,3%	22,1%	20,5%
Drog consumption	40,7%	30,9%	18,8%
School Desertation	25,4%	32,4%	22%
Child pregnancy	51,7%	38,2%	32,1%
Physical violance	42,4%	33,8%	17%
verbal violance	40,7%	41,2%	28,3%
All Together	41,5%	69,1%	33%

Taken from: Evelyn Abdala and Pedro Ovalles (2021). Summary of the reports of surveys, interviews and focus groups. Qualitative evaluation of experience in values in the educational environment of 4 public schools in the Baruta municipality

Both teachers and students highlight some, several or all of these situations in more than 30%, which indicates an alarming frequency in any community, even more so in a school.