



Institutional Presentation

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THE CHALLENGE

In a recent study published by the Swedish independent research organization V-Dem Institute, on the international democratic scenario, worrying data give us an important warning about the stability of democracies in the world. For many reasons, Latin America has always had a difficult history of political stability, however the published study reveals that these crises have also been spreading in democracies considered to be more consolidated.

We highlight the following points from the study:

The level of democracy enjoyed by the average global citizen in 2022 has dropped to 1986 levels;

The last 35 years of democratic advances are now eradicated;

The number of countries undergoing autocratization episodes is increasing rapidly: from 13 in 2002 to 42 at the end of 2022;

There are more closed autocracies than liberal democracies for the first time in over two decades;

Autocratization is shaping a balance of power. The dependency of democracies on autocracies for trade has doubled in the past 30 years.

This political environment is in a complex context of wide dissemination of disinformation with algorithms that create the false sensation that everyone around thinks the same way, thus causing a violence that boosts the manifestations of disbelief in democratic institutions. From a socioeconomic perspective, the pandemic only exacerbated the size of inequalities in the world, which is another fundamental factor in explaining the crises that democracies have been facing and confirmed that, although everyone was going through the same storm, they did not share the same boat.



Now, being more specific about the Brazilian case, these new challenging contexts that all democracies in the world have to face is aggravated by our own historical background marked by centuries of slavery, environmental degradation and political instability.

For example, it is only since 1988 that we have experienced the greatest period of democratic stability, however, in that short period of time, only three elected presidents completed their respective terms.

Inequalities, the patrimonialism of Brazilian politics, changes in society with social media and other intertwined factors strengthen a vicious cycle and, if the retrospect is not positive, what perspective can we expect for Brazilian democracy in the coming years?

The Democracy and Elections study, recently published by the Tide Setubal Foundation in partnership with the social mobilization network Avaaz and the Intelligence Institute in Research and Consulting (Ipec) interviewed 1,008 young people between 16 and 34 years old from various regions of Brazil and inserted in different socioeconomic contexts to gauge young people's trust in democratic institutions such as the National Congress and the Federal Supreme Court; 76 percent of respondents said they had little or no trust in these institutions and the study also found that young people avoid talking about politics for fear of violence and reprisals on social media.

Given the challenging context presented, the data reinforce the urgency for investment in public education policies for democratic culture.

The importance of civic education has already been addressed by the philosopher John Dewey, in the late 19th and early 20th centuries.

Dewey looked beyond manifestations of institutional politics within the state to address what he called the “democratic way of life”, which is characterized by authentic public deliberation in which the informed consent of the governed legitimizes political government and encourages citizens to pursue common goals.

Dewey saw learning as central to meaningful citizen participation and, not least, as an experience with the potential to encourage values-oriented politics, rather than merely imparting skills for power struggles around public office.

We believe that civic education is one of the answers to crises in democracies in a rapidly changing world.

This belief is also shared by the United Nations, which is enshrined in the 2030 Agenda of Sustainable Development Goals:

Goal 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

4.7 - By 2030, ensure that all learners acquire the knowledge and skills necessary to promote sustainable development, including, but not limited to, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and valuing cultural diversity and culture's contribution to sustainable development

The UN, through its specialized agency UNESCO, has developed a pedagogical guide to clarify the conceptual bases of education for global citizenship and to establish political, programmatic guidelines, suggestions for translating the concepts of education for global citizenship into practical and age-specific topics and learning objectives to allow adaptation to local contexts. The guide also provides resources for educators, curriculum developers, trainers, as well as policy makers, but will also be useful for other education actors working in non-formal and informal contexts.

“At a time when the international community is called upon to define actions to promote peace, well-being, prosperity and sustainability, this new UNESCO document offers guidance to help Member States ensure that learners of all ages and origins can become informed, critically minded, socially connected, ethical and engaged global citizens”.

THE PEDAGOGICAL OBJECTIVES RECOMMENDED IN THE GUIDE ARE:

Develop attitudes of interest and empathy for others and the environment, recognizing and appreciating differences and multiple identities, with skills to live in an increasingly diverse world;

Develop and apply core citizenship skills such as critical inquiry, information technology, media literacy, critical thinking, decision making, problem solving, peacebuilding, and personal and social responsibility;

Recognize and analyze beliefs and values and how they influence political and social decisions, perceptions of social justice and civic engagement;

Acquire values of equity and social justice, as well as skills to critically analyze social inequalities;

Understand governance structures, international rights and responsibilities, global issues and relationships between global, national and local systems and processes;

Participate in and contribute to contemporary issues as informed, engaged, responsible and responsive global citizens.



WHO WE ARE

Escola Comum seeks to intervene in this challenging context and we believe that education for democracy is a vital strategy for the survival of the system in the coming years. Democracy is the foundation for any sustainable development agenda. And democratic values can only be learned through democratic experiences and we have sought to offer a space for young Brazilians to have this experience since 2018.



KNOWLEDGE DEMOCRATIZATION

STRENGTHENING DEMOCRATIC CITIZENSHIP

POLITICAL EMPOWERMENT

Through our methodology, we aim to convey values that encourage “a sense of community, social responsibility and leadership” so that each young person on the course is always able to think collectively and with a holistic view of local, national and global problems.

We want to contribute to strengthening the construction of a democratic Brazil, in which Brazilians are proud of their potential, understanding the challenges for sustainable development and overcoming our deeply rooted injustices.





MISSION

Our mission is to strengthen democracy through the development of youth in Brazil.

VISION

To be a national and international reference in education for democratic culture, building an organization that strengthens dialogue in society, for political awareness, and in articulation networks.

Democratize access to knowledge, decolonize knowledge and develop the protagonism of young people who are sensitive to the problems and potential of Brazil and the world.

VALUES

Credibility, welcoming and affection, humanity, diversity, dialogue, solidarity, community, excellence, equity, non-partisanship and critical thinking.

NATIONAL CLASS

REGIONAL DISTRIBUTION

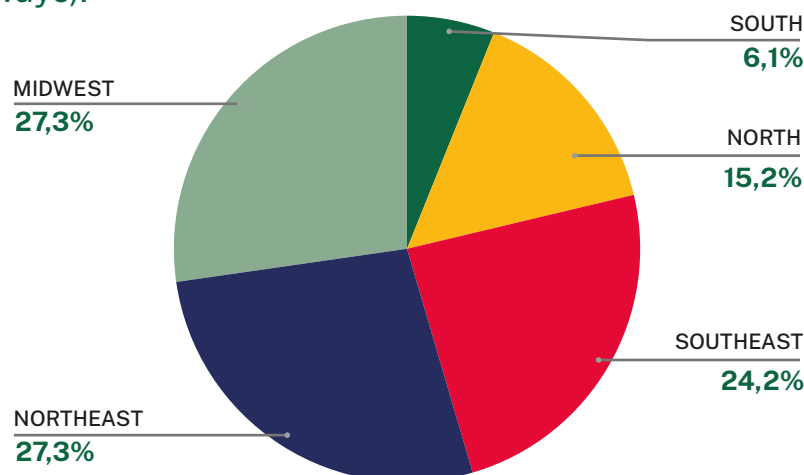
Escola Comum has been working with in-person classes in São Paulo since 2018. With the aim of expanding our activities, we started in remote classes in 2022. This year, 34 students were selected to make up the national group, training young people in all Brazilian regions and in 19 states.

In the table below, we can see the distribution of the sizes of the municipalities covered in the national group.

%	ESTIMATED POPULATION
37.5	Municipalities with more than 500 k inh.
9.4	Municipalities with 250-500 k inh.
9.4	Municipalities with 100-250 k inh.
15.6	Municipalities with 50-100 k inh.
6.3	Municipalities with 25-50 k inh.
21.9	Municipalities with up to 25 k inh.

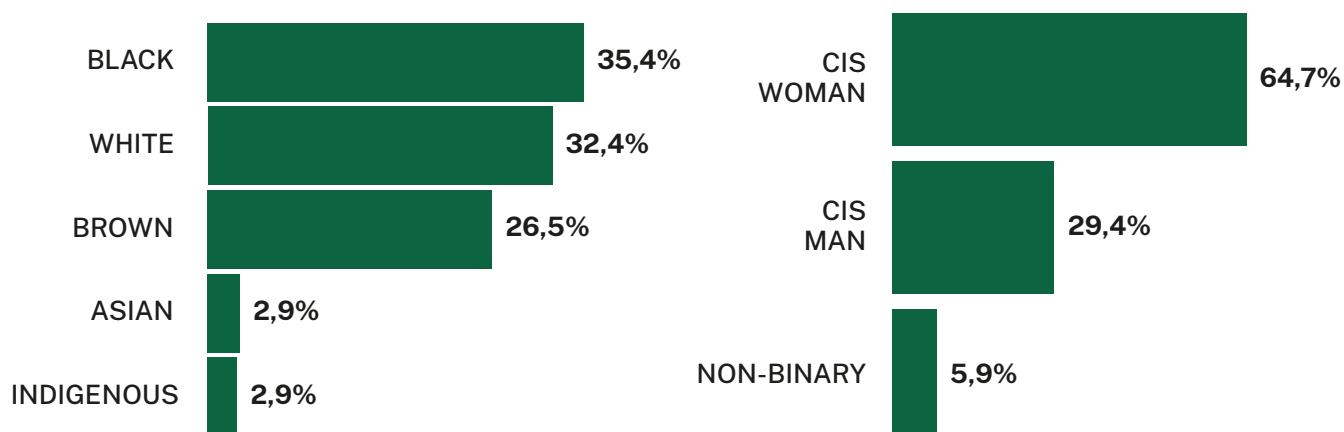
Breaking the South-Southeast concentration, Escola Comum arrives, with a significant percentage, in small Brazilian municipalities. Of the 21.9%, 5 students are from Municipalities with up to 15 k inh.

It is also important to highlight that around 25% of the impacted municipalities are in rural areas and 6.3% are riverside communities (those living in isolated villages along rivers and waterways).



ETHNIC-RACIAL, GENDER AND SOCIOECONOMIC PROFILE

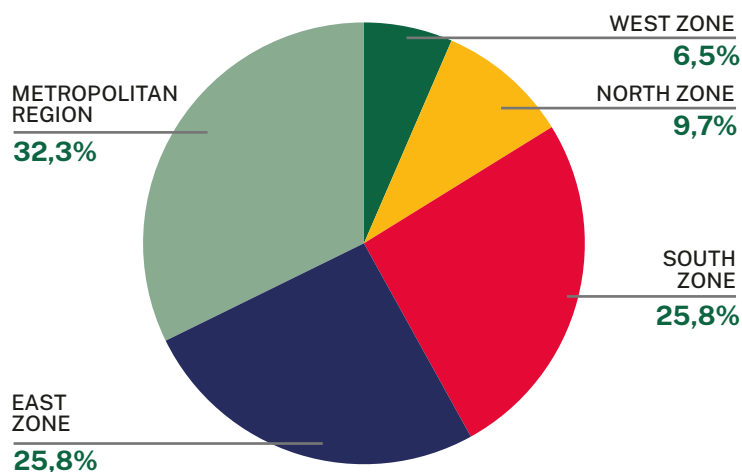
Around 76.5% of students in the national class live in households with monthly income of up to BRL 550.00 (~USD 100.00) per capita. We recognize the plurality of our country and the under occupation of many groups in the spaces of power. Therefore, 64.8% of the students of the national class of 2023 cover the socially vulnerable group of indigenous blacks-browns. The class is mostly female, with 64.7% of cis women and 5.9% of LGBTQIAPN+ students.



IN-PERSON CLASS

With in-person classes happening downtown São Paulo, in the Santa Cecília neighborhood, Escola Comum manages to cover 100% of the regions of the city of São Paulo, in addition to having students from municipalities of the metropolitan area.

With the sensitivity to understand the socioeconomic obstacles that the subjects face, we provide a welcoming environment and infrastructure for the development of young people.



Students receive an incentive scholarship to pay for transportation to the place where classes are held, in addition to meals comprising breakfast, snacks and lunch every Saturday.

In thematic classes, field trips and extra-class activities, we take our students to cultural spaces in São Paulo as, through their interaction, they understand the importance of this familiarization.

MUNICIPALITIES OF THE METROPOLITAN AREA	AREA
Taboão da Serra	Southwest
Carapicuíba	West
Osasco	West
Diadema	Southeast
Santo André	Southeast
Itapevi	West
Guarulhos	North

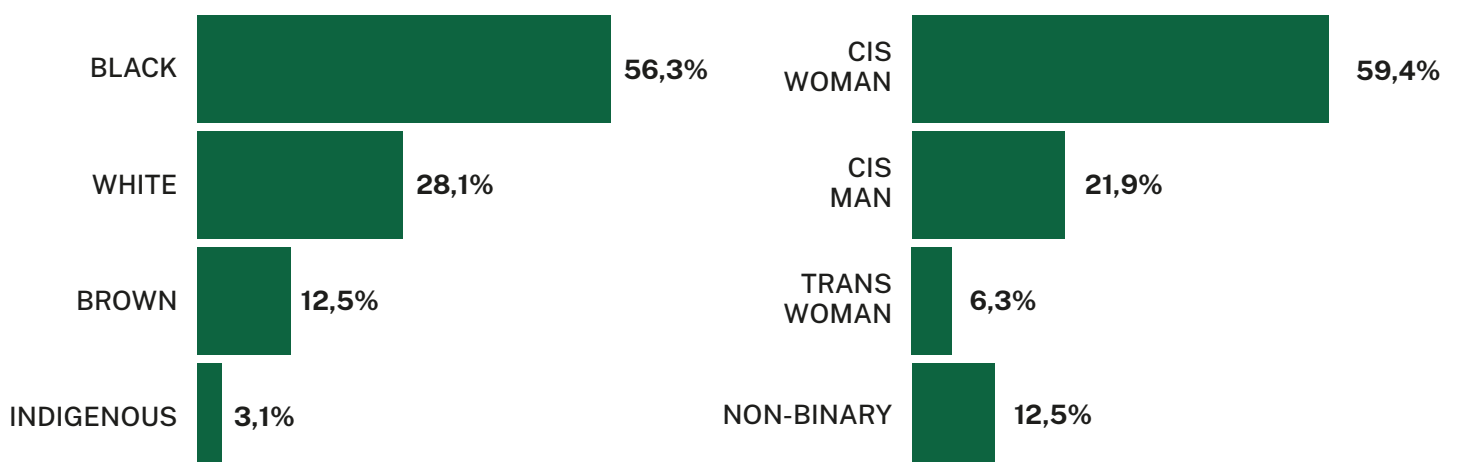


ETHNIC-RACIAL, GENDER AND SOCIOECONOMIC PROFILE

The in-person class comprises 69% of students with an average per capita income of up to BRL 550.00 (~USD 100.00) or 03 minimum wages per household.

Following the philosophy of recognizing and providing opportunities for the social diversities present in our country, 71.9% of students identify themselves as indigenous, and black-brown.

Reflecting our efforts to reach audiences that increasingly portray society, in 2023 we have a record number of students who have a non-cisgender gender identity, reaching 18.8% of the class.



THE COURSE

Our course is free, interactive, and always seeks a connection with Brazilian popular culture. We offer a programmatic content of excellence, developed by experts and teachers who are constantly updating their knowledge.

We aim to teach values that stimulate "a sense of community, social responsibility, and leadership" so that, in an autonomous and engaged way, each young person on the course is capable of thinking about the common good with a holistic vision of local, national, and global problems.

To this end, we have adapted internationally recognized methodologies to promote collaborative group interactions, the development of social and emotional skills, and the design of projects that strengthen democracy and have a positive social impact, such as Complex Instruction (developed at Stanford University), the Big Five theory of emotional competencies, adopted by the OECD, and Case Study Based Learning, adopted by Harvard University.



LAW AND DEMOCRACY

The objective of this module is to promote a broad debate and reflection on the importance of democracy and the challenges for its strengthening in Brazil. In order to prepare our students for this debate, we present fundamental concepts of law and politics.

The deepening of this debate involves the mastery of fundamental concepts such as the Democratic Rule of Law, Constitution, Functioning and distribution of powers and institutions, Human Rights and other subjects related to the effectiveness of democratic processes for the progress of society.

ECONOMICS AND SUSTAINABILITY

How can Brazil overcome social inequality despite being one of the largest economies in the world? How does environmental destruction deepen the country's problems? Science can be an ally in the formulation of public policies for sustainable development.

Everyone, regardless of age, education, gender and income, must participate in the debate on economic policies. Respecting the democratic rule of law is part of the solution to economic dilemmas. The balance between economics, sustainability, politics and respect for the Democratic Rule of Law is fundamental to face the great challenges of our time.

PUBLIC POLICY LABORATORY

Esse módulo explora o conceito de políticas públicas em seu caráter transversal e interdisciplinar, trazendo aos estudantes referências de diversas áreas do conhecimento para que haja a apropriação dos conceitos trabalhados, em especial do Ciclo de Políticas Públicas.

Afinal, por que muitos dos serviços públicos que utilizamos não são bons como gostaríamos? Quem os elaborou, e como podemos, como cidadãos engajados, pensar em melhoras nas ações do governo que impactem diretamente nossa qualidade de vida?

As a way of converging academic knowledge and life experience, the Laboratory will appropriate public policies present in the daily lives of students, using them as a basis for perfecting analyses, understanding the elaboration stages, defining competences and imagining improvements in the public policy chosen by the group.

The idea in the Laboratory is for students to own the difficulties and opportunities experienced by public managers in their interaction with society, developing the young person's criticality and analytical capacity.

CONTEMPORARY CHALLENGES

What are the major issues facing Brazil and the world in the 21st century, and what solutions do specialists suggest for each of them?

Having introduced the themes and basic concepts of the previous modules, the Contemporary Challenges module at Escola Comum engages students in thought-provoking and complex debates about the situation of Brazilians and mankind and their relationships with the economy, nature, our societies and technology.

Inserted in each module, we will have the Contemporary Challenges Module which objective is to provide students with a holistic and contemporary view of the greatest challenges to be overcome by the present generation.

Through thought-provoking and complex panels and debates, our students reflect on topics such as public security, anti-drug policies, geopolitical conflicts, artificial intelligence, the future of the job market, climate change, economy 4.0 and other issues present in the international debate. With this module, we hope to broaden the horizon of discussions among our young leaders so that they are able to explore the world of possibilities for solutions to the major challenges we face.

STUDENT'S JOURNEY

Escola Comum is an organization dedicated to strengthening democracy through social, political and environmental education.

SOCIAL AND POLITICAL AWARENESS CYCLET

The Awareness Cycle consists of a major mobilization with schools, civil society organizations and other sectors of society in order to bring awareness to disengaged young people about the importance of politics, human rights, sustainability and democracy.

In the awareness stage, we seek to approach these themes in a playful and introductory way, in order to break down the first barriers of the target audience and thus awaken them to delve deeper into the importance of citizenship and democracy.

1. For many young people, the awareness campaigns are the first contact with topics such as: politics, citizenship, sustainability, etc.
2. In our awareness cycle, we focus on demystifying politics, making young people aware of its importance in their daily lives.
3. We believe in the power of youth to transform the country. Therefore, we exercise with our students a positive vision about the future of Brazil and the world.
4. At the end of this Cycle, young people become more aware of the importance of the values that Escola Comum defends and are therefore invited to take part in our training course in citizenship and politics.

The Awareness Cycle is focused on showing young people the importance of politics and how environmental and social agendas affect their lives, with the aim of making young people recognize democratic values.

TRAINING CYCLE IN CITIZENSHIP AND POLITICS

The Training Cycle takes place after the awareness stage. Here, we seek basic theoretical development in fundamental themes for a holistic view of politics and the challenges for the consolidation of democracy in Brazil and in the world.

In addition to theoretical knowledge, we encourage the development of socio-emotional, analytical and systemic skills to equip our young leaders in the exercise of their vocations.

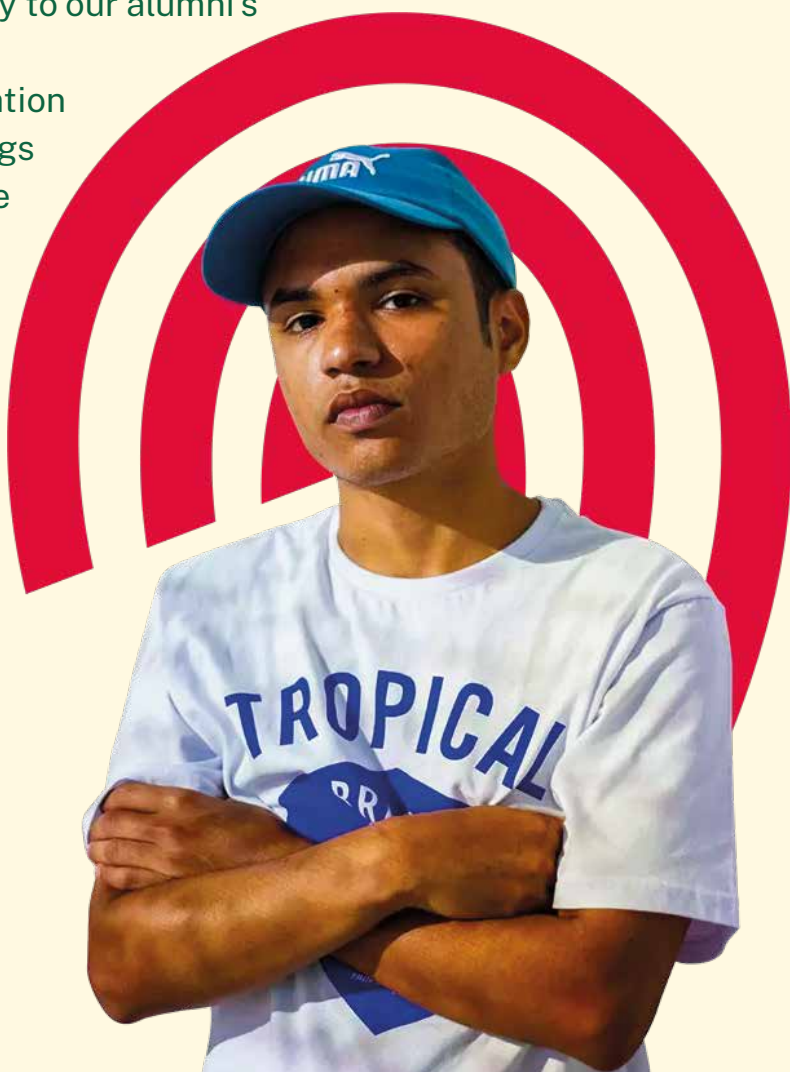
The objective of this stage is the incorporation of democratic values by youth.

1. The training cycle is divided into four modules: Law and Democracy; Economics and Sustainability; Laboratory of Public Policies and Contemporary Challenges. This itinerary is developed by professors and professionals with robust background and different perspectives.
2. A very important aspect of formation is the capacity for dialogue. At Escola Comum, we promote debates and conversations with young people and other important personalities of civil society on important issues for Brazil.
3. The group dynamics and the diverse and lively environment of Escola Comum allow young people to develop socio-emotional skills, which are important for exercising leadership and citizenship in a democratic environment.
4. Young people are always hands-on and the projects they develop for their communities seek to be integrated with other organizations and strategies in the public and private sector, in addition to being based on the UN Sustainable Development Goals.
5. At the end of this Cycle, they are prepared to act consciously and engaged in government, third sector, market and academia and have the opportunity to integrate a super strategic network to be true transformers.

ALUMNI NETWORK

The Escola Comum Alumni Network follows young people trained at the school, helping them in their initiatives. The network is an ongoing process, **in which young people apply the democratic values** they learned at School.

1. The Network seeks to connect young graduates with job opportunities in the impact and government sector or in the trajectory of studies in higher education.
2. We also monitor the positive impact that young people are generating in their surroundings, exercising citizenship oriented towards social justice.
3. We seek to encourage articulations and coalitions in the network in order to advocate for important guidelines for sustainable development.
4. We connect alumni with young people in training in order to encourage inspiring exchanges.
5. Through the network, we give visibility to our alumni's impactful actions and initiatives.
6. We seek to promote continuing education through courses, lectures and meetings with specialists from the most diverse fields of knowledge and inspiring leaders of civil society.



Causal mapping - Escola Comum



produce proposals
for the Brazil
of the future

**Escola Comum's Political
and Social Awareness
Program**

Hope for the future of the country

Permanent communication with the family + participation

Aggressive atmosphere on social media

Development of social-emotional competences and

Value Young
People's citizenship

**Escola Comum's
social and political
training program**

Active participation
in politics
(elective positions)

Interest in political themes

Development of social-emotional



Political Alienation

Fear of controversy and/or argument



**Knowledge on
Government,
Politics and Society**

Engaging young people in impact projects

Opportunities to work
on the 1st or 3rd sectors
or support
to get in college

Negative and sensationalist news

Consumption of negative news on politics

Contempt for political agents

Discussion over politics



Willingness to work in the impact sector (1st, 3rd sector and academia)

SUBTITLE

Points of intervention of Escola Comum

Key-players' interests

Impacts expected
by Escola Comum

Reinforcing relationship

Balancing relationship

Points of intervention of Escola Comum

®

Reinforcing cycle

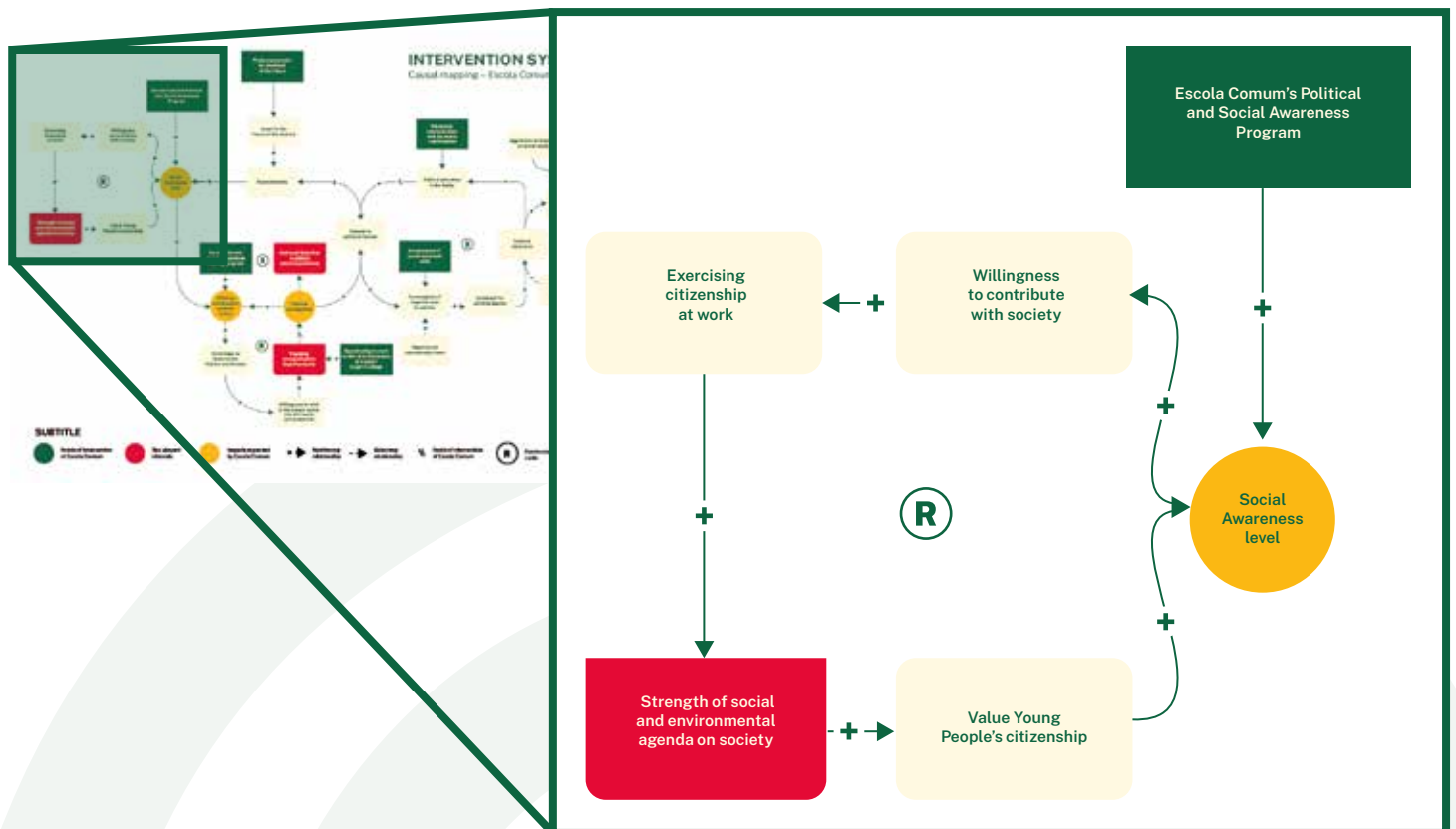


Balancing Cycle

ESCOLA COMUM'S INTERVENTION SYSTEM

Causal Relationship maps also known as Causal Loop Diagrams (CLD), are models of systems that allow us to see the complex relationships in a system.

From the map, it is possible to find balancing and reinforcing relationships between different elements of a context, often in a circular fashion, creating opportunities for more strategic interventions.



Reinforcement Cycle for strengthening youth citizenship

This cycle corresponds to the performance of Escola Comum in Social and Political Awareness of young people, seeking to increase the level of social and environmental awareness so that young people can strengthen this agenda in their work, family, schools and other important spaces.

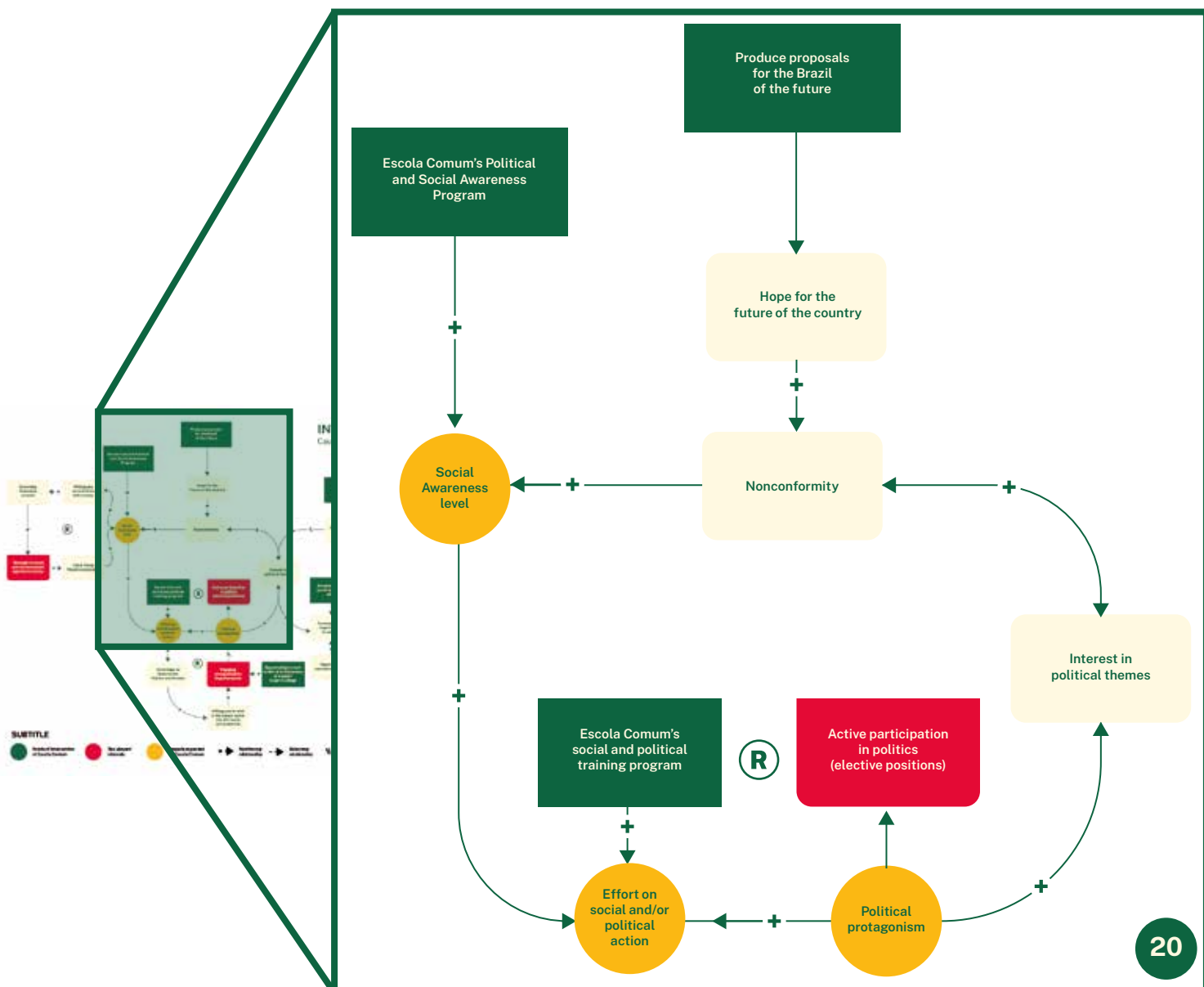
By making young people aware, a virtuous cycle is formed and the dissemination of a more conscious look at the environment and society, promoting themes such as ESG in the private sphere and citizenship in the public sphere.

Virtuoso cycle for youth political and social engagement

This cycle focuses on interventions by Escola Comum with the aim of inspiring and giving young people tools to take on a social and political role.

This happens through the training cycles of Escola Comum, which focus on a look at the **Brazil of the Future**, creating a positive nonconformity that will open doors to greater **social awareness** through the **Social and Political Sensitization of the Common School**.

Conscious young people will have the opportunity to participate in the **Social and Political Training at Escola Comum**, a longer-term program focused on engaging young people in social and political actions, which in turn open doors for youth to become a political protagonist, reinforcing their interest in political issues and creating a virtuous cycle of nonconformity, awareness and social engagement.

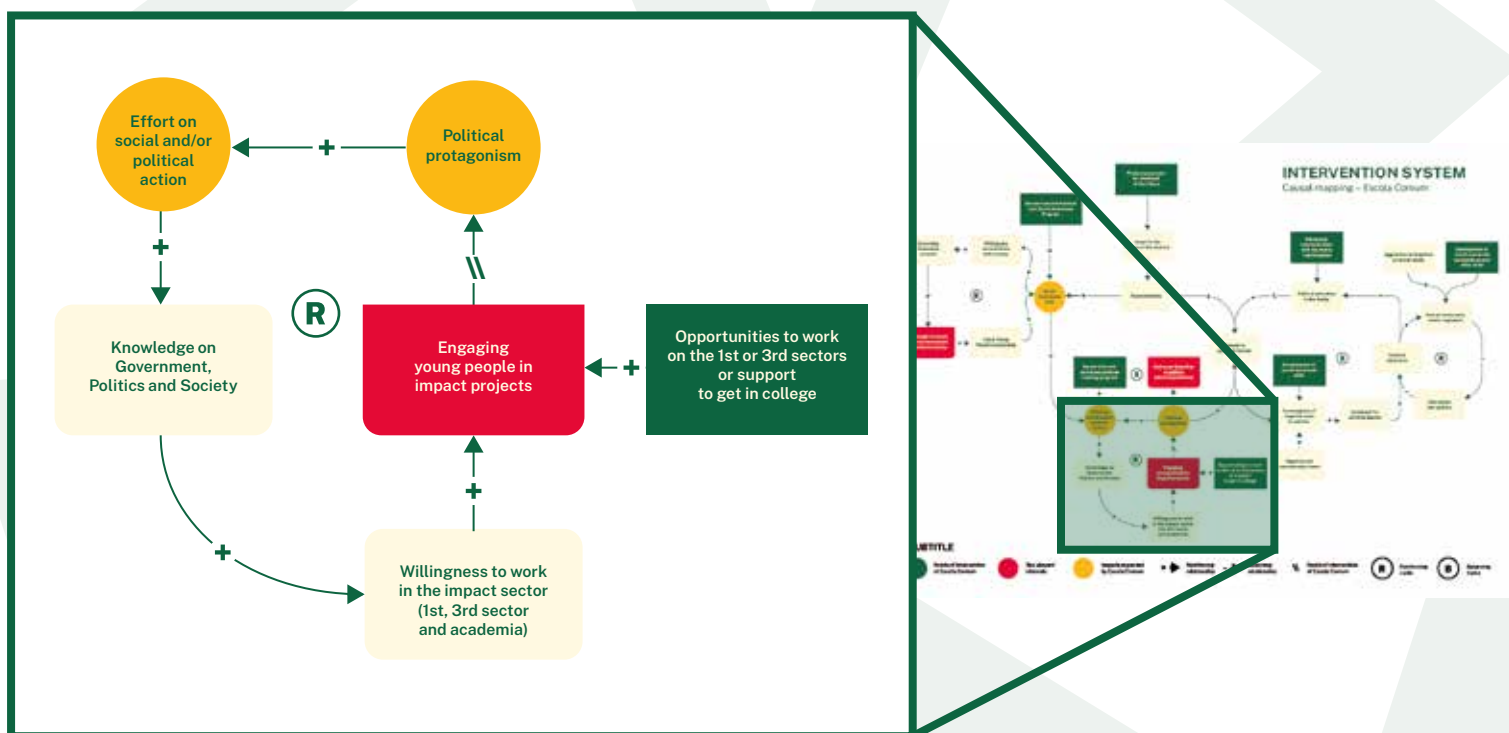


Reinforcement Cycle for career and studies in the impact sector

From the **Escola Comum Training program**, young people will be able to implement their social projects in their communities, learning hands-on how to generate impact in their local community.

This process encourages youth protagonism, making students capable of taking the lead in actions with a positive social impact.

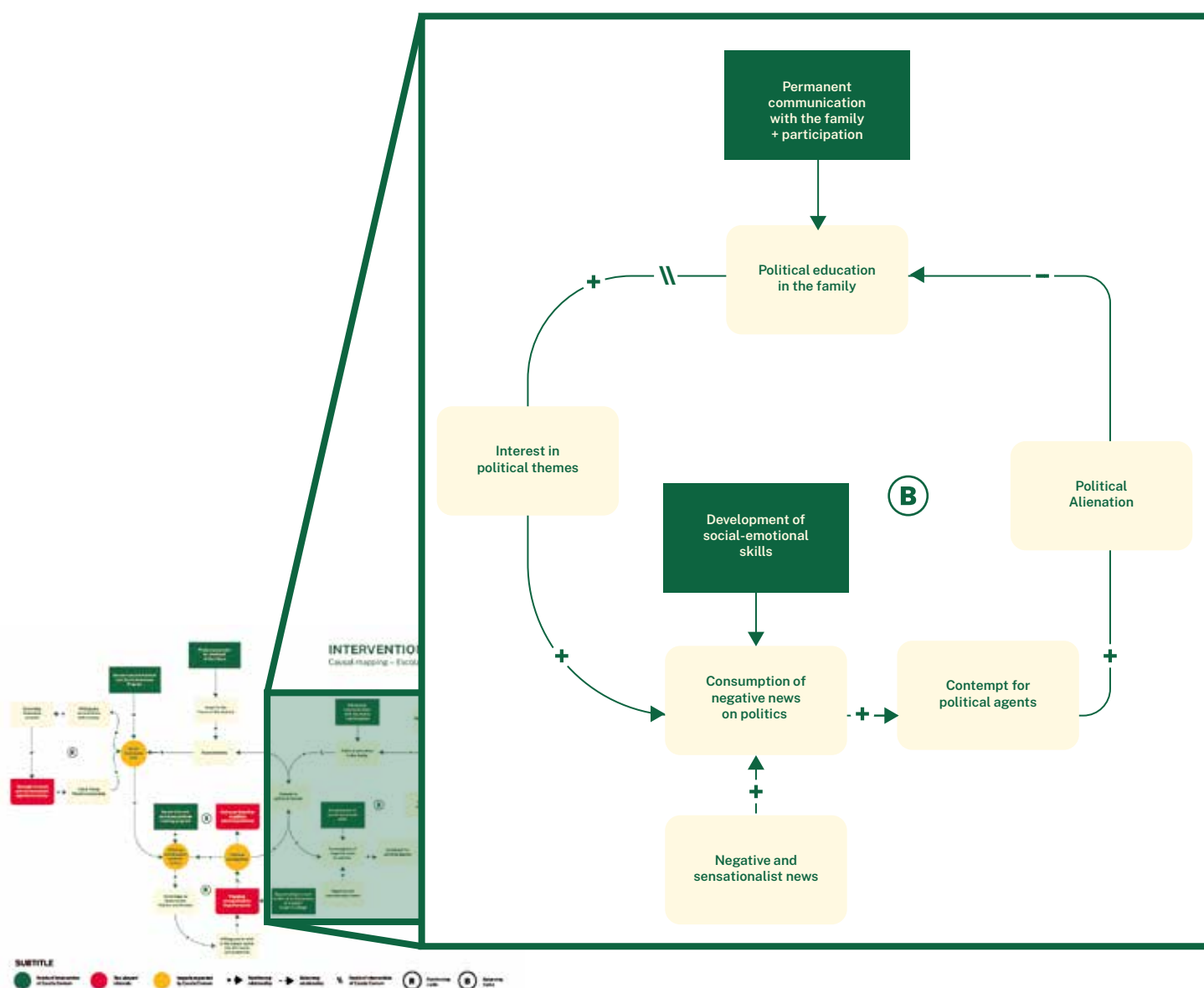
From this experience, young people graduate from the Escola Comum program and are connected to **study or work opportunities in the impact sector**, starting a career of political and social protagonism.



Cycle of Interest Balancing in Political Issues

This cycle represents the negative relationship that young people have with politics. Here, it is possible to notice that a negative portrayal by the media, aligned with a contempt for political agents and the absence of discussion about politics with friends and family, generates a lower interest in political matters.

To deal with this, **Escola Comum** acts on two fronts: **developing the socio-emotional skills** of young people to better deal with negative situations and emotions and **permanent communication with families** to involve them in the social and political learning of the young person's journey.

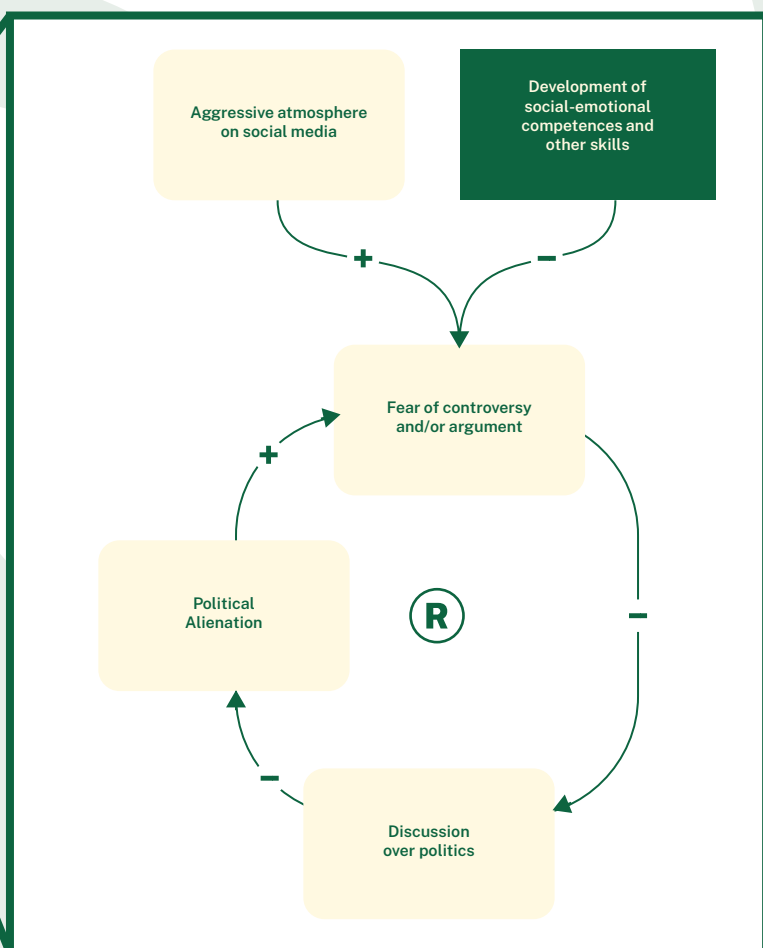
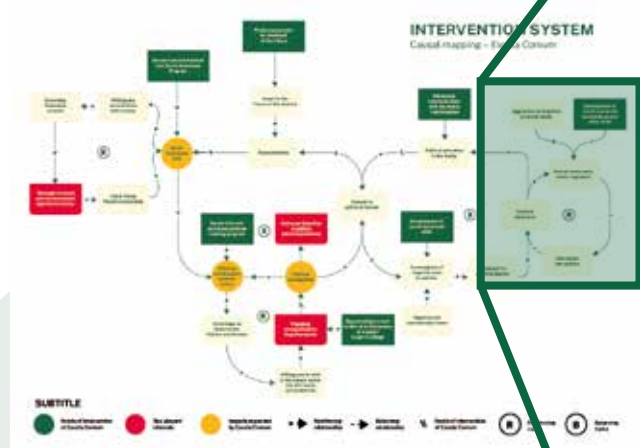


Vicious cycle of political alienation

Finally, it is important to understand how the fear of controversy and the negative view of politics reinforce alienating behavior on the subject.

To prevent this cycle from reinforcing itself, Escola Comum seeks to **develop socio-emotional skills and other skills**, such as knowledge about the history of Brazil, economics, democracy, public policies and human rights, so that young people can debate important political issues that make up their reality in a safe and informed way.

This practice will allow a more positive view of the conflict and dialogue for youth, allowing political discussion to become part of their daily lives in a republican and non-polarizing way.



CONCLUSION

As an institution, we work to ensure training that encourages our young people to take responsibility and play a leading role in building a fairer and more democratic country, regardless of the careers they choose, they leave school aware of the importance and role they can and should play in this desired future.

To this end, we do not envision achieving these objectives based only on excellent content, but also through affective connections that we encourage throughout the training process.

Doing politics and changing the world must be done with love and a lot of affection, these premises are essential in the type of leadership we foster to change Brazil for the better.



And so, we humbly hope to help strengthen dialogue without compromising with injustice, democratize access to knowledge, decolonize knowledge, and empower a generation of new leaders sensitive to Brazil's problems and potential.

