

let's take care of the planet



BRAZIL 2010 CHILDREN AND YOUTH INTERNATIONAL CONFERENCE

# FINAL REPORT

05 - 10 June, 2010 | Luziânia - GO | Brasília - DF



Ministério  
do Meio Ambiente

Ministério  
da Educação



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# 1. Introduction

This report describes and consolidates the processes, products, organization and results of the Children and Youth International Conference Let's Take Care of the Planet, held on 5-10 June 2010 in Luziania-GO and Brasilia-DF, by the Ministries of Education and the Environment. All contents and documents mentioned are available on the Virtual Learning Community (VLC) Let's Take Care of the Planet (<http://www.letstakecareoftheplanet.net>) and the official site: <http://confint2010.mec.gov.br>.

The Children and Youth International Conference Let's Take Care of the Planet (Confint) was held on 5 – 10 June of 2010, with 658 participants, of which 323 were children between the ages of 12 and 15 from 47 different countries. With the theme “Global socio-environmental changes, with a focus on climate change”, this initiative aimed to strengthen the environmental citizenship of children and youth by involving them in the debate of global sustainability issues.

The International Conference is a mobilization action with a pedagogical angle that brings a environmental policy dimension to education. The conference mobilizes and engages school communities, especially children and youth in various places in the world, in research and debate about contemporary socio-environmental challenges. This is a socio-constructivist process where people meet, deliberate on certain proposed topics, and select representatives to bring consensual ideas to other encounters.

The qualified inclusion of students and youth into the international debate on sustainability brought new commitments in the direction of a world based on planetary ethics, global democratic governance, dialogue among the different and respect of biological and socio-cultural diversity. Such accomplishments are reflected in the results and products that will now be presented.

## 2. Historical context

The past seven years have witnessed an incredible force of mobilization of thousands of Brazilian children, that passionately embraced the proposal to assume individual and collective responsibilities and adopt practical actions in caring for the environment. This movement is the fruit of a series of Children and Youth Environmental Conferences initiated by the vision of the Environment Minister at the time, Marina Silva, in 2003. The 1st, 2nd and 3rd Children and Youth National Conferences for the Environment Let's Take Care of Brazil, held in 2003, 2006 and 2009 respectively, enjoyed the participation of a total of 21 thousand schools and 13.5 million people.



The movement triggered by these conferences follows the principles of participative democracy, as outlined by the 1988 Brazilian Federal Constitution that was strongly implemented in the country by 2003, favoring a frank and permanent dialogue between civil society and the government. This dialogue, achieved through 67 national conferences in various areas, including the environment, health, agricultural reform, youth, in addition to advice, public hearings and negotiating rounds, resulted in various public policies and actions.

In April 2006, during the 2nd Children and Youth National Conference for the Environment, the Charles Leopold Mayer Foundation (FPH), coordinator of the Charter of Human Responsibilities, suggested that the Education Ministry and the Environment Ministry should share this experience with other countries by organizing an international conference to congregate children and youth from the whole planet.

The Brazilian government, with institutional support from FPH that in 2007 conceded financial resources to remunerate the core technical team, from cooperation and development agencies, as well as from state and private enterprises, accepted the challenge to host this educational event of international reach.

And so the Children and Youth International Conference Let's Take Care of the Planet was born, officially launched by an invitation from the Brazilian Education and Environment Ministers to the United Nations member states in 2009 (Annex 1). The international mobilization process began in April 2009, with the presence of international observers at the 3rd National Conference Let's Take Care of Brazil. At that time, the first commitments were established and the International Regulation for the process (Annex 2) was collectively constructed.

During this preparatory year, 62 countries responded to the invitation and developed local school conference processes and national conferences, adapting the Brazilian experience of thematic environmental education research and school involvement to their national contexts. These events resulted in the election of delegates to represent their countries at the International Conference and during the construction of a Charter of Responsibilities Let's Take Care of the [name of each country], where participants assumed collective responsibilities and actions to be implemented locally and nationally.

In the greater context of Brazilian Environmental Education, from a systemic perspective the Conferences represented a learning opportunity for participative democracy, as part of an articulated, integrated and integrative learning system capable of attending to the permanent and continued training of environmental teachers/educators. This system provides development to other structured actions that give continuity to the Conference, such as COM-VIDA (Environment and Quality of Life Commission) and Agenda 21 in schools.

In the international arena, the Conference fits into the time-frame, mission and objectives of the Decade of Education for Sustainable Development (2005-2014) initiative of the United Nations/UNESCO, contributing to the learning and effective inclusion of a young generation.



As such, Confint constitutes an expression of joint action between international organizations, national governments, civil society and schools in favor of planetary sustainability.

## 3. Objectives

### General

Enable youth of the world to implement global responsibilities locally, by assuming responsibilities for the construction of sustainable societies and forming networks of caring for the planet.

### Specific

1. Reinforce the capacity of children and youth as actors of transformation through pedagogical processes;
2. Promote international exchange of experiences that contribute to addressing global socio-environmental issues, through education and participation of society;
3. Give youth the opportunity to define and assume responsibilities and actions for sustainability;
4. Integrate global socio-environmental change issues in the educational process;
5. Strengthen the role of the school in the construction of public policy related to environmental education, which contributes to schools becoming interpretive learning communities;
6. Strengthen national and international youth and environmental movements and networks;
7. Contribute to the Millennium Goals and the United Nations initiative Decade of Education for Sustainable Development.

## 4. Theme

Global socio-environmental changes, with a focus on climate change, was the central theme of the Conference. Thinking about the environment implies thinking about all aspects of life, including human beings, societies and their interdependencies. That is why people talk about global socio-environmental changes, always protecting this symbiosis and betting on the power of interaction and co-existence between humans and the environment.



Human beings depend on the exploration of natural resources to survive and develop. As presented at the United Nations Conference on Environment and Development, Rio-92, and afterwards confirmed by the International Panel on Climate Change report (IPCC) in 2007, our life-styles and patterns of production and consumption cause serious impacts to our planet, especially with regards to climate.

Innumerable environmental alterations that directly affect human populations, especially the poorest and most vulnerable, can already be observed. We perceive the occurrence of more intensive and frequent climatic phenomena, temperature changes, prolonged rain or droughts, earth quakes, tsunamis and strong winds, among many others. Although these phenomena are part of natural processes, studies point out the fact that they are accentuated by human action.

Though these impacts were not created intentionally, since today we have greater knowledge of the causes and effects, also greater is our responsibility to study, understand, seek in traditional knowledge and science, new opportunities of transformation, for assuming attitudes and actions.

This challenging theme for society and schools, was debated at the Conference from a systemic and integrated perspective, producing content of both intra- and transdisciplinary forms, integrating perspectives from the sciences, history, geography and languages. This approach brought to schools of the world a debate about alternative societies, based on an ethic of constructing sustainable, just and equitable societies.

The base material, the *Step-by-Step and the Thematic Booklets* (Annex 3 and 4), originally produced for the 3rd Brazilian National Conference and made available in four languages to all countries, describes in a didactic and provocative way problems related to the four elements of nature: earth, water, fire and air. Each one of these elements corresponds to topics such as biodiversity and eco-system services, water and the problem of scarcity, forest burning and deforestation, energy and mobility, and the atmosphere and climate change.

Furthermore, the Conference sought to emphasize essentially human phenomena such as consumption, production, waste generation, social organization and political participation, the media, values, human and civil rights, poverty, violence and diversity. Such issues carry a social aspect that permeates all the elements and their complex interrelations, and were treated as a fifth theme called society.



## 5. Conceptual principles

Some principles that guided the process:

- **Environmental education and planetary ethics.** An environmental education process based on the principles and values of the following international documents, the Treaty for Environmental Education for Sustainable Societies and Global Responsibilities, the Earth Charter and the Charter of Human Responsibilities.
- **Responsibilities and actions.** Individual and collective responsibilities constituted the core that strengthened the process, and they should be considered differentiated: each citizen becomes responsible for his or her actions, within his or her limits and in proportion to his or her access to information and power. Responsibilities are global while actions are local.
- **Coordinated intergenerational action.** Recognition of the role of youth as social actors that live, act and intervene in the present, not in the future. Intergenerational action has a few characteristics:
  - youth chooses youth – youth are the center of decision-making at the Conference. It is the actual youth that are most recommended to take decisions related to selection processes. There is a lot of talk about youth protagonism, which can be identified by a series of underlying concepts. In this context the principle “youth chooses youth” is a good example of the daily exercise of this protagonist spirit, that puts youth at the center of a decision-making made by themselves and not by third parties.
  - Youth educates youth – the mobilization process is constructed with the youth, respecting and believing in their capacity to assume commitments to transformative actions. The role of youth as social actors that live, act and intervene in the present, and not in the future, is also recognized in this principle. It is assumed that the educational process could and should be constructed from the experiences of the actual youth, respecting and believing in their capacity to assume responsibilities and commitments to transformative actions.
  - One generation learns with another – the Conference encouraged partnerships between the various generations involved. Even though the youth were privileged as protagonists, the dialogue between generations was fundamental. This principle is especially important in environmental education because it deals with innovative concepts that children bring to their parents and mentors. In this sense, adults can learn from youth and vice-versa, whether it be in the use of new information technology and communication or the concepts of EE. While children and youth more easily adopt transformative tendencies, they depend on adults



to give them conditions to make the necessary changes, starting with deepened knowledge and access to effective participation.

## 6. National Processes

The processes in the participating countries began as a result of a proactive response to the invitation sent by the Brazilian Ministers of Education and the Environment to organize a mobilization process capable of strengthening the youth's perception of themselves as agents of change in their socio-environmental contexts.

The national process were very diverse, varying in accordance with the organizational structure of the involved institutions, the available budget and the capacity to raise funds, the deadlines and the organization of each country.

Upon receiving the invitation, the ministries in the countries that expressed an interest in joining the Conference nominated organs or entities to comprise the **National Organizing Commission** (NOC), responsible for coordinating the project on a national scale, organize all the steps necessary for participation and nominate the adults and facilitators to accompany the delegations on the trip to Brazil. In general, each NOC was composed by representatives from one or more governmental organs and civil society.

After constituting the National Organizing Commission, the countries constructed national regulations by adapting the methodology proposed by Brazil to local contexts. The regulation contained general and specific objectives of each process, the results, products and expected activities, the execution time-line, and the financial plan. In the same way, the reference materials used during the Brazilian National Conference in April 2009 were also adapted.

All these materials and additional products from the national stage, as well as data from the local and national conferences, audio-visual materials, and information about the members of the Organizing Commission were submitted by the NOCs through the Support System (<http://cuidar-planeta.info>). This system was also used to register delegations and to send all the necessary documents needed to support the countries' participation in the Conference.

In addition to preparing these materials, the national preparatory process included holding local conferences that brought schools in-depth debates about the proposed themes and contents, and the organization of a National Conference. Some countries, such as those of the Community of Portuguese Language Countries (CPLC), even held a previous stage of training the facilitators that would carry out the conferences.

As mentioned, the objective of the National Conference was to debate the impacts of socio-environmental changes from a national perspective, elect delegates to participate in the



International Conference and construct the Charter of Responsibilities Let's Take Care of [name of each country]. To guide the writing of the Charter and the selection of chaperones and facilitators that would accompany the delegations elected at the National Conference, the Brazilian Ministry of Education provided *National Charter Parameters* (annex 5) and the *Terms of Reference for Accompanying Adults and Facilitator* (Annexes 6 and 7).

The data and images from the national processes reveal the dimension that the Brazilian proposal assumed in each country.

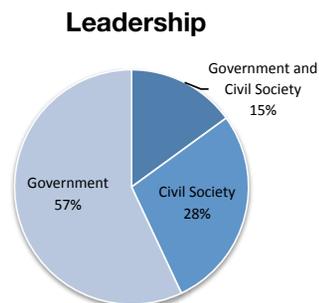
Reach of National Processes					
	Countries	Leadership	Number of participating schools	Number of participating children	Resources invested (in US\$)*
1	South Africa	Government	144	5.993	131.680
2	Germany	Civil Society	4	6	-
3	Angola	Government	307	8.509	582.794
4	Argentina	Government	24	-	-
5	Bolivia	Government and Civil Society	-	1.200	500
6	Brazil	Government	2.828	3.700.000	2.834.224
7	Burkina Faso	Government	15	6.900	30.000
8	Cape Verde	Government	38	7.000	-
9	Canada	Civil Society	3	2.700	30.000
10	Chile	Government and Civil Society	2.800	-	-
11	Singapore	Government	80	-	-
12	Colombia	Government	1.350	38.200	17.750
13	Costa Rica	Government	14	800	1000
14	Egypt	Government	205	200	50.000
15	Ecuador	Government	460	1.200	5000
16	Spain	Government	67	1.548	15.800
17	United States	Civil Society	4	60	27.000
18	Philippines	Civil Society	945	945	5000
19	France	Government and Civil Society	20	325	75.000
20	Georgia	Civil Society	70	1.100	34.225
21	Guatemala	Government	600	72.000	2.535
22	French Guyana	Government and Civil Society	9	1.000	21.700
23	Guinea Bissau	Government	56	15.050	46.400
24	Haiti	Civil Society	10	350	-
25	India	Government	80.000	9.100.000	11.000.000
26	Indonesia	Government and Civil Society	150	300	25.000
27	Italy	Civil Society	18	-	-
28	Mexico	Government	119	133.000	-
29	Nepal	Civil Society	180	10.800	20.000



30	New Zealand	Civil Society	12	3.700	20.000
31	Palestine	Government and Civil Society	4	1.600	11.000
32	Paraguay	Government	50	150	-
32	Peru	Government	150	1200	-
33	Democratic Republic of Congo	Government	10	400	-
34	Dominican Republic	Government and Civil Society	30	13979	-
35	Russia	Civil Society	7	350	-
36	Sao Tome and Principe	Government	15	278	14.699
37	Sri Lanka	Government	3000	25000	6000
38	East Timor	Government	30	117	-
39	Uruguay	Governo	48	1200	-
<b>Total of those that provided data</b>			<b>87.258</b>	<b>13.153.229</b>	<b>14.582.618</b>
<b>* dollar quotation R\$ 1,79 (29/01/2010)</b>					

The provided data offer an estimate of the numbers of schools and children involved, regions mobilized, leadership and the financial resources invested. It is worth emphasizing however, that the collection, verification and organization of this information faced a great challenge: out of the 62 countries registered in the Support System, that is, that at least initiated a national process, only 39 (63%) provided comprehensive data. The considerations are limited by these experiences.

Among the countries that provided data, 57% of the national processes were lead exclusively by the feder government, represented principally by the Ministries of Education and the Environment, and 15% were the fruit of a partnership between a government organ and a civil society institution. The remaining 28% were conducted by civil society, through an association of two or more non-governmental organizations.



In general, the processes with exclusive or partial government participation were able to mobilize a greater number of people and resources. Similarly, the countries that responded most rapidly to the invitation by the Brazilian ministers were those that had the greatest means to organize their processes at all the stages including local, national, and international, and ensure the greatest reach.

The Indian government congregated the greatest number of students and schools and invested the greatest amount of resources. A total of 11 million dollars were invested in the mobilization of close to 80,000 schools and 9.1 million students. Brazil mobilized 2,838 schools and invested 2.8 million dollars in the school and national conferences. The other countries together involved 4,430 schools and 353,229 children. In relation to costs, the total investment in the national process varied from 500 dollars to 11 million dollars.

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Participation in the Americas was substantial. Some countries, such as the Dominican Republic, Argentina, Paraguay, Bolivia and Guatemala, enjoyed the support and diffusion of their education ministries to roll out the Confint project. In Chile, 2,800 schools from all regions were involved in the project. Colombia was able to mobilize 1,350 schools and 38,200 students; Guatemala, 600 schools and 72,000 children; Mexico, 119 schools and 133,000 students; Uruguay, 1,200 delegates, and Peru likewise. Haiti, despite the fact that the capital Port-au-Prince home to the NGO responsible for the national process was destroyed by an earthquake, mobilized close to 3,000 delegates.



**The Americas** - Conferences in Peru



... and the US

Palestine organized a national conference with 1,600 students and Nepal with 10,800 students. Sri Lanka involved 3,000 schools and 25,000 children. Indonesia, the Philippines and East Timor also conducted democratic processes that involved school communities in various provinces.



**Asia** - National Conference in East Timor

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European participation occurred at national and regional levels, with the organization of gatherings in the participating countries and an online seminar in May 2010. During the Conference, the *European Manifesto Let's Take Care of the Planet* (<http://confint-europe.net>) was constructed, resulting from a workshop parallel to the Continental Group activity to construct the International Charter of Responsibilities.



Europe - National Conferences in Germany



... and France

On the African continent, the Democratic Republic of Congo gathered 500 students at the national conference. In Egypt, the conference involved 250 students from both schools and universities. There were also comprehensive national and regional processes in Cameroon, Burkina Faso and Burundi. The Community of Portuguese Language Countries (CPLC) participated in a unique way, resulting from a technical multilateral cooperation projects, that will be explained next.



Africa - National Conferences in Portugal



... and the Democratic Republic of Congo



## CPLC Project

In order to promote an extensive process of mobilization, training and realization of preparatory steps for Confint together with the countries with portuguese as official language, the Brazilian Ministry of Education in partnership with the Brazilian Agency for Cooperation, proposed a multilateral cooperation project involving the Community of Portuguese Language Countries. The project lasted for 18 months and received a total budget of 815 thousand Brazilian Real, and included the following phrases: training of National Organizing Commissions in the seven countries; creation, production and distribution of teaching materials; facilitator training; school conferences and national conferences.

The first meeting took place during the International Observers Meeting (Brasília, April 2009), where two representatives from each of the portuguese language countries and another 40 countries were present. At this event, representatives from Education Ministries and National Youth Councils were invited, with the aim of forming Organizing Commissions that involved organized youth and the teaching systems of each country.

The *Step-by-Step for School Conferences in the CPLC* (Annex 8) was created to guide this process, containing the principal socio-environmental issues specific to each territory. 15,000 issues were produced, and distributed proportionally to the number of participating schools in each country.



CPLP - National Conference in Cape Verde

The material also served as a basis for facilitator training in the african portuguese-speaking countries. In total, 250 teachers and 100 youth from all provinces, islands and regions received the training. The trained facilitators were responsible for mobilization and realization of the school conferences within the school communities where they studied and they also participated in the national conferences.



CPLP - Walk of Responsibilities at the National Conference of Sao Tome and Principe

The national Conference of Angola gathered 250 delegates from all provinces. Cape Verde held conferences in all schools and gathered 90 delegates representing all the islands. In Guinea Bissau, the 100 delegates gathered in the capital represented Conferences held in the nine regions of the country. East Timor mobilized 3 schools in each of the 13 districts and gathered 109 delegates in Dili, where four of them were elected to go to Confint. In Lisbon, 80 delegates from the five regions of Portugal were gathered. São Tome and Principe gathered 100 delegates from all primary and secondary schools in the capital. Mozambique realized an ample process of school mobilization, despite not being present at Confint.



CPLP -- School Conferences in Guinea Bissau



In addition to strengthening environmental education in the teaching systems, this project contributed to increased communication between the countries, and the exchange of experiences between various professionals, putting environmental education on the lusophone cooperation agenda as a strategy to address global socio-environmental changes.

## 7. Confint: participant profiles

In total, 47 countries were represented among the 502 Conference participants that included delegates, adults and facilitators. The delegations from each country were composed of a maximum of 12 children from 12 to 15 years old, accompanied by two or three adults and one facilitator between the ages of 18 and 25. The delegation compositions varied in accordance with the national processes and the resources available for international travel.

Delegation Composition				
	Country	Delegates	Facilitator	Adults
1	South Africa	4	0	2
2	Germany	6	1	2
3	Angola	12	1	3
4	Argentina	4	2	2
5	Bolivia	3	1	2
6	Brazil	12	23	9
7	Burkina Faso	4	1	2
8	Cape Verde	12	1	3
9	Cameroun	10	1	3
10	Canada	4	1	2
11	Chile	12	1	2
12	Colombia	12	1	3
13	Costa Rica	4	1	2
14	Egypt	12	1	3
15	Ecuador	10	1	3
16	Spain	8	1	3
17	United States	9	1	3
18	Philippines	6	1	2
19	France	10	3	3
20	Georgia	3	1	2
21	Guatemala	12	1	2
22	French Guyana	12	1	3
23	Guinea Bissau	12	1	3
24	Haiti	3	0	1
25	Yemen	3	1	2

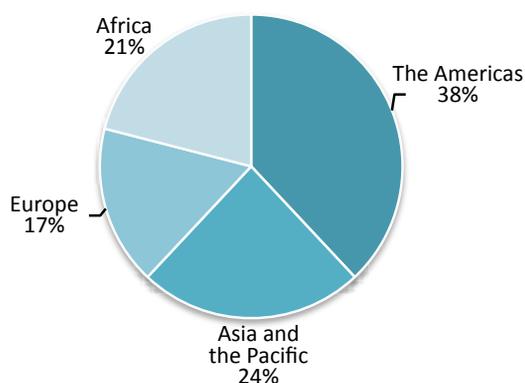
	Country	Delegates	Facilitator	Adults
26	India	8	1	2
27	Indonesia	2	1	2
28	Italy	8	1	2
29	Mexico	12	0	3
30	Mozambique	0	1	0
31	Nepal	5	0	2
32	Nicaragua	4	1	2
33	New Zealand	3	1	2
34	Palestine	4	1	2
35	Paraguay	10	2	3
36	Peru	12	1	3
37	Portugal	8	1	2
38	Democratic Republic of Congo	2	1	1
39	Dominican Republic	6	1	2
40	Czech Republic	3	1	1
41	Russia	4	1	2
42	Sao Tome and Principe	4	1	2
43	Singapore	6	1	1
44	Sri Lanka	4	1	2
45	East Timor	4	1	3
46	Turkey	7	1	2
47	Uruguay	8	1	2
		<b>323</b>	<b>69</b>	<b>110</b>



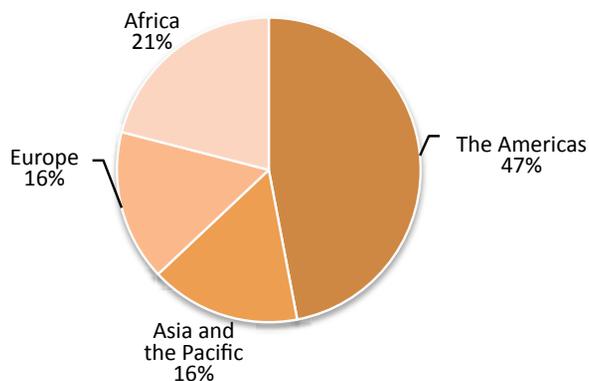
Of the 47 countries present, 38% came from the Americas, 24% from Asia and the Pacific, 21% from Africa and 17% from Europe.

If we consider the geographical distribution of the participants, the representation of the continents is altered. There are 47% from the American continent, 21% from Africa 16% from Asia and the Pacific and 16% from Europe.

Distribution of countries by continent

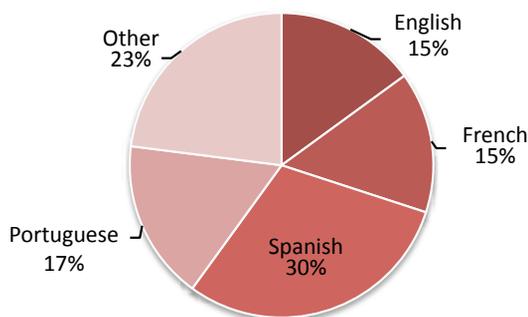


Distribution of participants by continent



One of the greatest challenges of the Conference was the diversity of languages. Spanish was the official language of 30% of the countries, portuguese 17%, and english and french 15%. All in all, 23% of the countries spoke languages that were not one of the four official languages used at the conference, and at the event used english or french to participate.

Distribution of countries by language



In addition to delegations, also present at the event were: workshop leaders, professionals in charge of training facilitators and supporting workshops, international observers, among those the Charter of Human Responsibilities (FPH) representatives, and a fluctuating presence of authorities from various invited countries, present especially at the opening and closing ceremonies.

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The coordination team included 32 people directly connected to the General Coordination of Environmental Education at the Ministry of Education, and about 50 support staff. The quantity of participants of each profile is outlined in the following table.

Table of participants

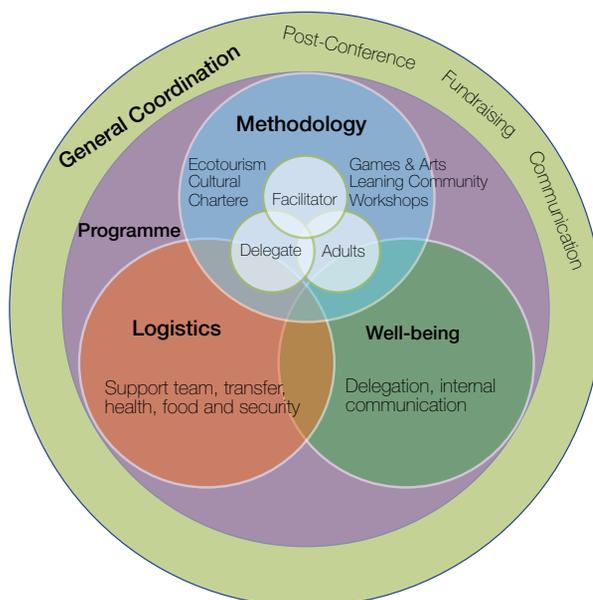
Delegates	323
Youth facilitators	69
Accompanying adults	110
Oficineiros	22
Workshop leaders	82
Coordination and support staff	54
<b>TOTAL</b>	<b>658</b>

## 8. Organizational structure

An event with these objectives, principles and audience, fully realized in four languages, requires a numerous and multidisciplinary team. The final stage of Confint obtained great success thanks to in-depth and detailed planning. An organizational mandala of interrelated areas and activities was constructed, that functioned in a horizontal and participative manner, with the intersection of three pillars: methodology, logistics and well-being. Linked to communication, fundraising and post-event planning, these areas offered the necessary organizational structure to achieve the objectives of the event.

The planning and development of all the Conference activities fell under **Methodology**. **Logistics** was responsible for the material structure necessary for the success of the event, and **Well-being** fulfilled the task of ensuring care and attention to all details and the quality of the stay, health and food.

Organizational mandala



## 9. Methodology

To offer all participants a chance to expand their knowledge of the Conference themes, share experiences and together construct ways towards planetary sustainability, a methodology team was put together to think about each minute of Confint and to provide everyone with an enriching experience.

The Methodology area was responsible for constructing and organizing the contents of all Conference activities, that included three integrated events:

- i. **Children and Youth Conference**, with the delegates elected in the participating countries, following the principle youth chooses youth, collectively constructing the Charter of Responsibilities *Let's Take Care of the Planet* based on the Charters made in each participating country. The delegates and also took part of thematic, artistic and edu-communication workshops, as well as cultural and integration activities.
- ii. **Facilitator training**, held during the week before Confint to prepare the facilitator, youth between 18 and 25 years old, one from each country and 23 Brazilians, to conduct the Conference activities based on the principle youth educates youth.
- iii. **Adults meeting**, that, following the principle of one generation learns with another, invited chaperones and observers to debate the pedagogical, political, and environmental education dimensions of the Conference, and to envision strategies for the continuity of the process in their countries.

### 9.1 Children and Youth Conference

The Children and Youth Conference offered delegates a series of activities conforming with a collective learning environment and reflection about the topics treated, leading them to identify through theoretical discussions and practical experiences, what their role is in a world of global socio-environmental transformations. As such, the Conference agenda sought to combine moments of in-depth conceptual dialogue with practical, playful and cultural activities, as will be outlined below.

Before entering into the details of each activity on the Conference agenda, it is worth mentioning that because of the diversity of languages present, plenary sessions that require simultaneous translation were avoided wherever possible, as they could be dispersive especially for those that did not speak one of the four official languages. As such, whenever possible, participants were divided into linguistic sub-groups of no more than ten participants. Separation by language was also a strategy that guaranteed fluidity in the adults agenda and the facilitator training.



## Children and Youth International Conference Agenda

DAYS	03 and 04/ jun	05/jun	06/jun	07/jun	08/jun	09/jun	10/jun	11/jun	
7:00 - 8:30	Breakfast								Delegation Departures
9:00 - 10:30	Delegation Arrivals	Delegation Arrivals	Conceptual Dialogue	Eco-tourism/ Games & Arts	Creating the Charter: Linguistic group	Workshops	ExpoConfint		
10:30 - 11:00	Break								
11:00 - 12:30	Delegation Arrivals	Delegation Arrivals	Creating the Charter: Continental Groups	Eco-tourism/ Games & Arts	Creating the Charter: Linguistic group	Workshops	ExpoConfint		
12:30 - 14:00	Lunch								
14:30 - 16:00	Delegation Arrivals	14:30 - 16:30 Delegation meeting with facilitator	Creating the Charter: Continental Groups	Eco-tourism/ Games & Arts	Workshops	Workshops	Let's Take Care of the Planet Walk		
16:00 - 16:30	Break		Break						
16:30 - 18:00	Delegation Arrivals	16:30 - 17:30 Snack Break	Creating the Charter: Continental Groups	Eco-tourism/ Games & Arts	Workshops	Workshops	Charter Launch Ceremony		
18:00 - 20:00	Dinner	18:00 - 20:00 Opening	Dinner and delegation meeting						
20:00 - 22:00	Delegation Arrivals	20:00 - 22:00 Dinner	Video Showing	Culture Festival	Culture Festival	Video Showing	Celebration		
23:00	Silence								

## Opening

The opening ceremony was organized to celebrate the diversity of all the delegations present and to reaffirm the commitment to care for the Planet. The masters of ceremony, four young delegates from the 2nd Brazilian National Conference that participated in the video invitation to the International Conference, emphasized the temporal and spacial distances that passed since the beginning of the mobilization process to the opening of the event, reaffirming the role of the Conference as a continuous process that goes far beyond a specific event. The initial appearance of the masters of ceremony was followed by a parade of representatives of each delegation present, with their national flags.



Opening proclamation by MEC/  
 SECAD Secretary Andre Lazaro



... and a Multicultural Show by Carlinhos Atunes, Orquestra Mundana and  
 Guests

Vamos cuidar do planeta  
 let's take care of the planet  
 prenos soin de la planetè  
 cuidemos el planeta



An official welcome was given by Rachel Trajber, General-Coordinator of Environmental Education at the Ministry of Education (MEC) and also Coordinator of Confint, followed by speeches by Celso Schenkel (Unesco), Mário Volpi (Unicef), Samyra Crespo (Ministério do Meio Ambiente), André Lázaro (Ministério da Educação), Pierre Calame (Fondation Charles Léopold Mayer) and Letícia Souza, a young Brazilian delegate representing all delegations. The ceremony ended with a Multicultural Show by Carlinhos Atunes, the Orquestra Mundana and guests that presented music from across the Planet.

## Conceptual dialogue

The conceptual dialogue, on the second day, counted on the presence of Professor José Eli da Veiga, of the University of São Paulo, and Edith Sizoo, representing the Charter of Human Responsibilities. They were invited to stimulate a reflection about issues of global socio-environmental changes related to climate change, and to develop two concepts that permeated all the Conference activities: responsibilities and actions. The dialogues were guided by questions previously submitted by the delegations and systematized by the coordinators.



Presentation by Edith Sizoo (FPH)



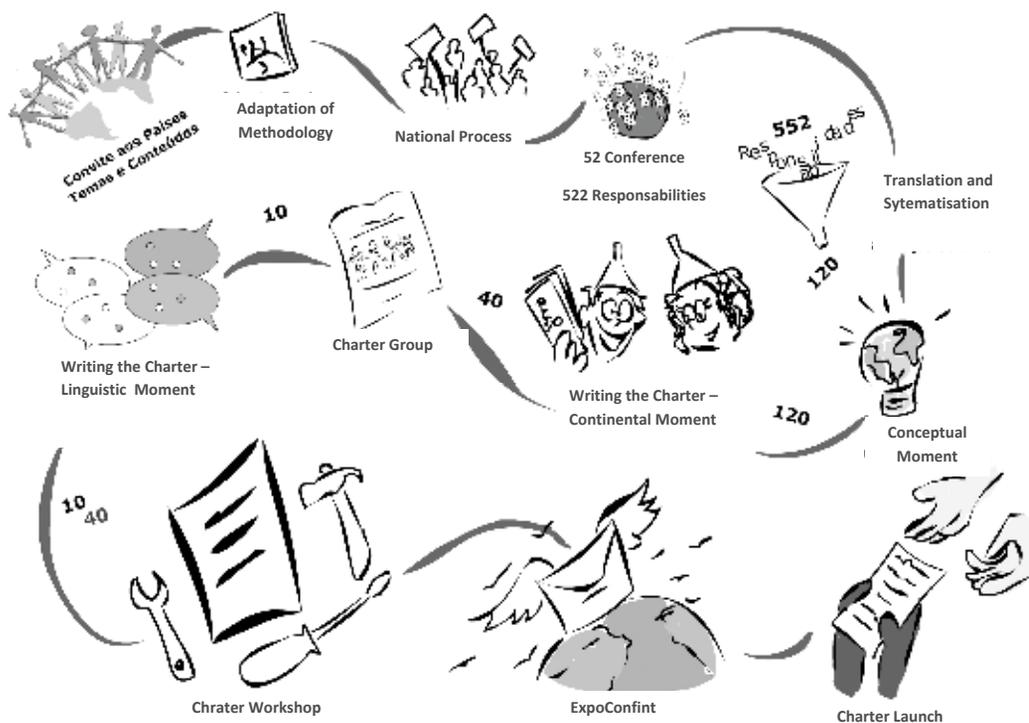
... and FEA/USP Professor Jose Eli da Veiga

## Charter of Responsibilities

The construction of the Charter of Responsibilities represents the convergence of proposals that gather the countries around an ideal shared by all and that unites, at the event, a diversity of cultures and nations: caring for the Planet. In this sense, a methodology was developed based on collective construction and sustained by a logical thread that recognized and valued the national processes and that would, little by little, approach an effectively planetary perspective.



## Logical thread to construct the Charter of Responsibilities



The process of constructing the International Charter began at the National Conferences, when children and youth gathered to discuss global socio-environmental issues from a national perspective and to construct the Charter of Responsibilities of each Country. The 52 National Charters resulting from this process were translated to the four official Conference languages, portuguese, french, spanish and english (Annex 9), and were then analyzed and systematized in order to guide the debates surrounding the construction of the International Charter at the final event.

Using the systematized responsibilities from the national charters, the delegates selected and rewrote responsibilities in order to approach a global perspective, and proposed new related actions to materialize them together.

## Analysis and Systematization

The systematization filled the function of transforming the 552 responsibilities received into a set that effectively represented the diversity and richness of the contents expressed in the charters, but that at the same time, could be used by all delegates in a pedagogical way. Furthermore, systematization allowed delegates to learn about issues from national contexts and progressively approach a planetary perspective capable of covering proposals that made sense for all and that could be assumed globally.

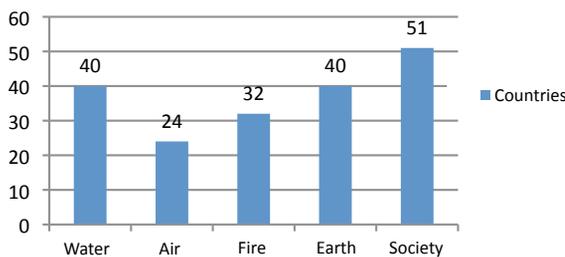


The process was organized in three stages that resulted in a final set of 120 responsibilities: reading and analysis of the charters and separation of responsibilities in topics and subtopics; identifying the most recurrent and excluding equivalent responsibilities; merging of complementary responsibilities.

The thematic distribution of the responsibilities inspired interesting reflections about how youth across the globe prioritize the problems. The predominance of the “society” topic, that included issues such as education, media, production and consumption, civic participation and mobilization, violence and others, was impressive: of a total of 52 charters, 51 raised this topic. Two other topics also greatly present in the charters were earth and water, mentioned by 40 countries, and finally fire and air, or energy and climate change respectively, from which the children were most detached.

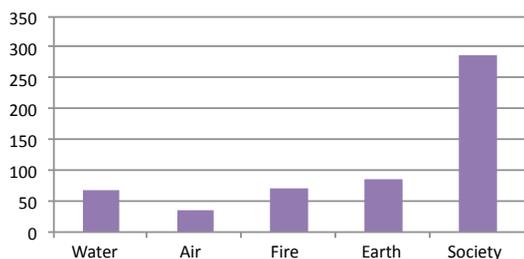
It is interesting to note that the central theme of the Conference, climate change, divided between the topics air and fire, was mentioned in less than half of the charters. Such a fact deserves further analysis, but in principle it suggests a reflection about how the youth have perceived these transformations, what their comprehension is of the phenomenon and to what extent this has directly impacted their realities. It is also worth pondering, that the complexity and distance from these concepts in relation to the daily lives of the children may turn these topics into something rather abstract. The following graph displays the number of charters that mentioned each of the proposed topics.

Occurrence of the themes in the Charters

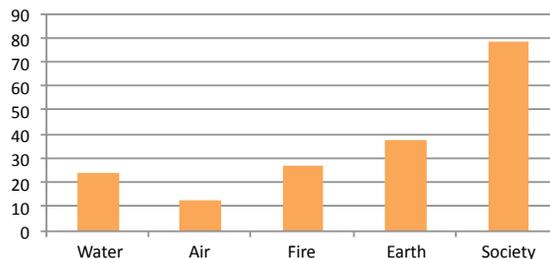


The distribution of responsibilities between the suggested topics, as illustrated by the following graph, allows us an even more precise view of which topics were prioritized by the delegates when thinking about each responsibility. Note that the set of systematized responsibilities maintained the same proportions, respecting the thematic distribution and diversity of the submitted charters.

Total Responsibilities



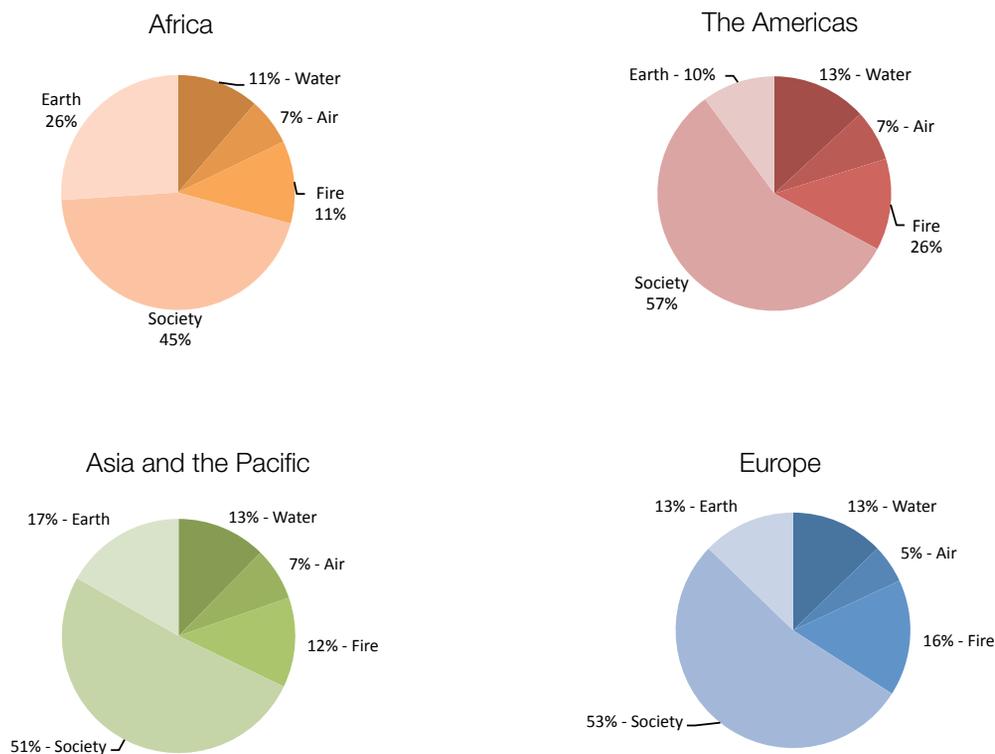
Number of Responsibilities systematized



Vamos cuidar do planeta  
 let's take care of the planet  
 prenos soin de la planetè  
 cuidemos el planeta



Finally, it is interesting to observe that though the climatic conditions of the different regions of the globe differ, there was a very similar distribution of topics across continents. As the below graphics illustrate, the society topic predominated each continent, followed by earth, that encompasses agriculture, eating habits and biodiversity, issues that seem more related to the children's contexts.



## Continental and linguistic groups

During the Conference, the collective construction of the International Charter was divided in to two activities: the continental, that prioritized responsibilities, and the linguistic, that prioritized actions.

### Continental groups

First, the delegations were divided into four continental groups: the Americas, Africa, Europe and Asia Pacific<sup>2</sup>, with the aim of learning about and sharing regional contexts. The delegates discussed the concepts of responsibilities and actions and presented their perspectives and national processes based on illustrations they brought. Then, guided by the systematized national responsibilities, they identified which environmental challenges were shared by everyone and which responsibilities should be selected to jointly address them. Each continental group came up with on average 10 responsibilities each, for a total of 40 responsibilities.

<sup>2</sup> - New Zealand was considered part of the Asia Pacific group at the Conference





Asia Continental Group - Work in sub-groups to come up with the responsibilities

The great challenge was to reconcile the linguistic diversity of this continent while intending to mix nationalities during the work in subgroups, whose participants preferred to speak the same language. This difficulty became especially relevant in continental groups with only one country representing a language, as was the case with Europe and the Americas. In these cases, bilingual or trilingual facilitators helped with translation in the subgroups.



Americas Continental Group - Presenting national processes and perspectives

On the other hand, incorporating into the methodology an activity in which the delegations were organized within their continents, contributed to deepening the perceptions of cultural identity and the environmental challenges shared in each region. Little by little the Confint methodology drove participants towards a more comprehensive and planetary perspective, putting purely national viewpoints into perspective.

Vamos cuidar do planeta

Let's take care of the planet

preñons soìn de la planetè

Cuidemos el planeta





**Europe Continental Group** - Dialogue about global responsibilities based on the national charters

A group of 12 delegates was elected at the end of the continental group, to collectively systematize the responsibilities that resulted from the initial prioritization. Abiding by the same systematization logic previously presented in the application of the national charters, the Charter Writing Group, as it was called, analyzed the set of responsibilities resulting from the continental groups, took out redundancies and linked complementary ideas, arriving at a total of nine responsibilities for the final Charter, that were utilized to guide the following activity.

The election of the Charter delegates deserves further deliberation. This procedure generated a lot of expectations and anxiety on behalf of the delegates, and especially among the delegates indicated as candidates, as well as causing anxiety and frustration among those that were not elected. To ease these expectations, an in-depth debate about the importance of the other workshops and about the function of this group was stimulated among the facilitators and delegates, emphasizing that this was not about a role of national political representation, but rather about editing and organizing collective ideas.

### **Linguistic Groups**

This second Charter activity aimed to generate dialogue about the systematized responsibilities. The delegates were divided in accordance with their languages and jointly suggested a series of actions for the nine responsibilities previously constructed and redistributed among the groups. Using a methodology inspired by world café, where the participants alternate between thematic tables, sharing ideas and synthesizing the collected contents, each linguistic group elaborated one responsibility per action, which resulted in 36 actions, four per responsibility.

After the editing work of the charter writing group, the responsibilities and actions collectively produced during these two activities resulted in the Charter of Responsibilities Lets Take Care of the Planet, presented at the plenary session before the ExpoConfint and handed over to the authorities present at the Closing Ceremony, on June 10th (Annex 10).



**Africa Continental Group** - Facilitators explain the objectives of the continental group activities

## Charter writing group

The objective of this group was to systemize all the ideas resulting from the continental group and do the final editing of the Charter based on the responsibilities and actions proposed by all the delegates, and to come up with strategies to promote the document.

The final editing of the Charter presented a very challenging task, especially considering the linguistic diversity within the group, the time restrictions and the responsibility of the group to hand over a document that maintained the collective identity. At the same time, it was important for the document to be consistent in order to be disseminated internationally as a document representing the richness of the Confint processes.

The dissemination strategies proposed by the group were complemented by the rest of the delegates at the Charter stand at ExpoConfint (Annex 11). In addition to distributing the Charter in the four official languages and receiving dissemination suggestions, the delegates were invited to send a copy of the document to their Ministers of Education and the Environment, and to the Secretary General of the United Nations, Ban Ki-Moon. In total, 1,200 charters were sent with the commemorative stamp created especially for the Conference (Annex 12), according to information from the Brazilian postal service. Finally, the Charter could be signed electronically on the site of the Virtual Community, by delegates as well as by other youth that identified with the proposed responsibilities.



On the last day of the Conference, the Charter delegates read the final version of the document during the opening of ExpoConfint and the Closing Ceremony, and handed it over to the Brazilian Minister of Education, Fernando Haddad, and the President of the Senate, Jose Sarney.



Handing over the Charter of Responsibilities to the Minister of Education, Fernando Haddad



... and the Senate President, José Sarney

## Musical Charter group

The Musical Charter Group, conducted by musician and conductor Carlinhos Atunes, used musical language to express the spirit of the Charter of Responsibilities. The group consisted of at least one child from each country, with musical aptitude, and together they created a song that expressed all the emotion, unity and respect among the cultures present at the Conference.

The youth were able to recognize their own cultures and interact in a planetary community through the most penetrating concept of Confint: caring. With the universal language of music and an underlying traditional melody from Angola (Annex 13), the Musical Charter generated an emotional musical spectacle, presented at both the ExpoConfint and the Closing Ceremony.

Furthermore, another musical composition was created in a smaller group, with help from the NGO Somos Som (We are sound), that contemplated the message of the Charter and integrated the themes fire, earth, water and air. All the audiovisual material produced at the Conference is available on the Virtual Community.





Musical Charter Group - Collective musical composition

## Workshops

Delegates could choose to participate in eleven **thematic** and **edu-communication** workshops at the Conference, offered in different languages (Annex14). The workshops gave participants an opportunity to learn more about tools and technologies allowing them to experience sustainability concepts, as well as ways to disseminate them

The **edu-communication** workshops offered a new perspective with regards to communication languages and techniques, stimulating an active and participative attitude and critical reading of the media elements that the youth have access to. The **thematic workshops** were included at Confint with the objective of working hands-on with the Conference themes, in order to supply and spread knowledge that transformed the concepts into sustainability practices. Also, another characteristic of these workshops was the perspective that these practices learned by the facilitators and delegates could be replicated in their home countries, extending the knowledge – constructed with and through practice – to an even greater number of individuals.

Founded in the principle youth educates youth, all workshops or conference activities were conducted by youth facilitators, trained during the week leading up to the event by the workshop leaders – specialists in the respective areas of the workshops and that were responsible for their idealization. Four to eight facilitators were trained for each workshop, distributed in accordance with their linguistic abilities and their thematic interests, during a total of 12 hours of training. During Confint, it was up to the workshop leaders to follow and guarantee the successful progress of the activities.

On average 30 delegates participated in each workshop , distributed into groups of no more than ten people, in accordance with the linguistic availability of each activity. The results were shared during **ExpoConfint**, an opportunity where many workshops could exhibit and experiment their technologies and practices.



The workshops received very good evaluations by all the Conference delegates and also by facilitators, that returned to their countries with the intention of replicating and diffusing them.

## Background on workshop selection and formatting

The first steps for structuring the workshops took place during the Methodology Meeting, held on 30 October – 3 November, 2009. At this event, with the presence of educators from all continents, it was decided that there would be two workshop categories at the Conference – edu-communication and thematic – for the following reasons:

- the expectation of the methodology group and the international organizers that the Conference have continuity in each country;
- the necessity that the delegates experience the Conference concepts, not just as problems, but as practical and sustainable solutions;
- the possibility that the youth become producers of communication in their communities.

The edu-communication workshops had already been included in the three previous Children and Youth National Conference for the Environment – Let's Take Care of Brazil. The objectives of this category of workshops are:

- provide instruments for delegates to train a group of reporters in their home locations to realize journalistic coverage of local environmental issues that do not appear in the greater media;
- offer continuity for the Conference by using social communication to translate the international and national charters of responsibilities into other languages, and not only written ones;
- use the power of communication to enable commitment to values that respect and preserve life.

The thematic workshops, in turn, were included in Confint as a proposal to develop the Conference themes more in-depth and from a practical perspective. Conceptually, these workshops complemented the teaching materials used for the 3rd Children and youth National Conference – *Let's Take Care of Brazil*. Furthermore, the thematic workshops were intended to permit Conference continuity through replication of the lessons in each country of origin. As such, the workshops should be simple, use materials easily accessible in the different countries, and convey lessons in a practical and experiential way.

Thematic workshop selection was based on the *Thematic Workshop Parameters*, disseminated to interested institutions and individuals in December 2009 (Annex 15). In total, 21 workshop proposals were submitted, from which six were selected by the Confint Executive Coordination. After the selection, a constant dialogue with the workshop leaders was initiated to follow the workshop preparations.



The workshop leaders meeting held on April 28-29, 2010, was fundamental to reconcile different understandings, incorporate methodology suggestions, think about common elements and construct a team of workshop leaders that was integrated and conscience of the work to be realized. Overall, as only the workshop leaders living in Brazil could participate, there were some losses in terms of methodological alignment and fine tuning, but that could be resolved without major difficulties during Confint.

## Edu-communication Workshops

The Edu-communication workshops sought to offer experiences that brought understanding about the power of communication media (radio, TV, newspapers, etc) for the disclosure of socio-environmental issues. They encouraged the participants to be local communicators, contributing to divulge those events in their communities generally ignored by the larger media. In total, five edu-communication workshops were offered: radio, photo-story, magazine, advertising and journalistic coverage (Annex 16).

### Radio

This workshop sought to show each delegate that it is possible to become a community reporter and to tell, via Radio, what is happening in their area. In total, ten radio programs were produced (one during the facilitator training and nine at Confint).

Workshop leaders: 2  
Trained facilitators: 6  
Delegate participants: 21  
Language of facilitator training and conference: Portuguese and French



### Photo-story

The workshop presented delegates with the possibility of becoming a community reporter by using photography and theatrical resources to create visual narratives.

Workshop leaders: 2  
Trained facilitators: 6  
Delegate participants: 28  
Language of facilitator training and conference: Spanish and English



## Magazine

In this workshop, delegates expressed their ideas and feelings through a simple technique called “fanzine”, constructed using collages, written texts and drawings organized on paper.

The workshop included activities to create awareness and to stimulate creativity. The products generated were: two magazines, one during facilitator training and one at the Conference. The topic dealt with was “How to care for the planet”. At ExpoConfint, the participants organized a tree of dreams where they constructed an installation of messages with the intention of diffusing what they had created.

Workshop leaders: 2

Trained facilitators: 5

Delegate participants: 14

Language of facilitator training and conference: Portuguese and French



## Advertising

Starting with individual designs of images and messages about the topics (earth, fire, water and air), the participants developed their work through discussion and systematization of the messages throughout the workshop, generating banners and flags with advertising language. In total, 18 banners and 50 flags were created, all with the Conference topics, and through the designs of the participants.

Workshop leaders: 3

Trained facilitators: 6

Delegate participants: 28

Language of facilitator training: Portuguese and Spanish

Language of conference:

Portuguese, Spanish and English



## Journalistic Coverage

This workshop was responsible for the journalistic coverage of the Conference, using radio, video, photography and written texts. All contents produced are exhibited in the Virtual Community. In total, 17 radio programs and six videos were produced.



Workshop leaders: 2  
Trained facilitators: 6  
Delegate participants: 32  
Language of facilitator training:  
Spanish  
Language of conference:  
Portuguese, Spanish and English.



## Thematic Workshops

The thematic workshops were an expression of practical and sustainable solutions to the Charter of Responsibilities, with a basis in the Thematic Booklets of the 3rd Children and Youth National Conference for the Environment *Let's Take Care of Brazil*.

In total, six thematic workshops were offered: Where is the garbage that was here?, Cultivating Good water, Agro-forestry Gardens, Oasis Game, Climate Change, and Magic of the Sun.

### Where is the waste that was here?

This workshop sought to bring youth to reflect about what they consume and take responsibility for how they discard items used in their daily lives. As such, the activity aimed to bring attention to the waste each one produces: what is it like, where does it come from, where does it go, what are its impacts on the environment. To facilitate this observation, a model was used to show how two small towns treat their wastes.

In the workshop, the youth produced communication pieces that included information highlighting our responsibilities to the Planet as consumers of products and discarders of wastes.

Workshop leaders: 2  
Trained facilitators: 6  
Delegate participants: 12  
Language of facilitator training  
and conference: Portuguese and  
English



### Cultivating Good Water

This was a space for discussion and development of the topic sweet water pollution, specifically by household sewage, where participants learned how to investigate water quality and to construct a type of live ecological water filter to clean the water used at home, in sinks and showers.



Participants also produced models and prototypes of the filter, analyzed water quality before and after passing through the filter and also produced some posters, with the intention of motivating youth to implement this simple solution in their communities.

- Workshop leaders: 2
- Trained facilitators: 5
- Delegate participants: 28
- Language of facilitator training: English
- Language of conference: French, Spanish and English.



### Agroforestry gardens

This workshop incited dialogue, reflection and awareness about agroforestry in the context of sustainable societies, favoring the perception of the importance of biodiversity systems for planetary sustainability and the production of crops and raw materials for human beings.

Two herb spirals, two agroforestry circles and one agroforestry model were constructed, the last one being managed and enriched by the workshop leaders to be utilized as a teaching area to observe and develop concepts.

- Workshop leaders: 3
- Trained facilitators: 6
- Delegate participants: 34
- Language of facilitator training: Spanish and French
- Language of conference: Spanish, French, and Portuguese



### Oasis Game

Participants experimented the collective intelligence of a group in taking community actions related to socio-environmental issues, by seeking to awaken their social entrepreneurial spirits and strengthen the affective relations that unite the group, in a fun and playful way, as well as inspiring them to assume responsibility to lead processes of positive change in their communities.

During facilitator training, the workshop made an intervention in a square close to a playground. They went through steps of a game, where they developed a dream to transform, planned, sought materials and finally implemented the revitalization of the



square, where, after 2 hours of action, had realized: construction of 1 deck and 1 bench of baboo, painting of 4 park benches, and the construction of 1 PET bottle *puff*.

At the Conference, the local selected for intervention was a lake located close to the entrance of the event venue. Participants transformed the lake area into an attractive and cozy location, painted the curb, the trees and the stones, and constructed shade by putting up tents and panels, as well as constructing benches from PET bottles, pillows and benches from bamboo, and turning the area around the lake into an enjoyable place.

At ExpoConfint, a space was set up for the construction of PET bottle *puffs*.

- Workshop leaders: 2
- Trained facilitators: 5
- Delegate participants: 20
- Language of facilitator training: English
- Conference languages: English and Spanish



### Climate Change

This workshop, of a more theoretical sort, dealt with the causes and effects of climate change. Using the *software* EC21, participants made simulations and models of scenarios to predict the possible environmental impacts, depending on mitigation actions implemented by humanity.

The workshop included a study of climate change causes, past effects and expected effects of future climate change.

- Workshop leaders: 2
- Trained facilitators: 4
- Delegate participants: 21
- Language of facilitator training: English
- Conference languages: English and Spanish



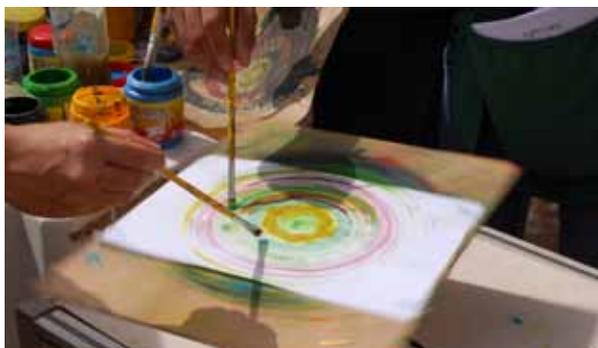
### Magic of the Sun

This workshop dealt with, in a playful way, the historical uses of energy, CO2 emissions and how they can be decreased, fostering debate and information exchange about



renewable energies and responsible consumption. Solar ovens were constructed through which the delegates learned how to use solar energy to cook food. Experiments were also carried out with a drawing tool that utilizes solar energy, “SolArte”.

- Workshop leaders: 2
- Trained facilitators: 6
- Delegate participants: 30
- Language of facilitator training: Spanish
- Conference languages: English and Spanish



### ExpoConfint

ExpoConfint was a space open to the general public, designed for sharing experienced and exhibiting the products generated in the workshops and other Confint activities. During this moment, each exhibit occupied a strategic location to allow the children to circulate freely, in an enjoyable environment that encouraged the integration of participants.

The opening of ExpoConfint took place during a plenary session on June 10, with a presentation of the Charter of Responsibilities produced at the Conference, the Musical Charter and the proposals for continuity of Confint. The entire event venue (Annex 17) was utilized in the expo, where products from the following activities were shared:

Activity	Expo products
Charter Writing	Distribution of the Charter of Responsibilities in the four languages Petition for Charter signatures on the Virtual Community Suggestions for dissemination of the Charter Sending Charters to the Ministers of Education and the Environment of each country by post
Musical Charter	Artistic presentation of the Charter during the plenary session and the closing ceremony
Where is the waste that was here?	Exhibit of model about the waste cycle Exhibit of posters constructed
Magic of the Sun	Experimenting with “SolArte” drawing tool Exhibit of drawings Tasting of food from the solar oven
Cultivating good water	Monitored visits of the filter Observation under microscope Exhibit of posters with water tests and a diagram of the filter
Climate Change	Experimenting with the software to construct scenarios Exhibit of posters



Agro-forestry gardens	Visits to the plantations Tasting of the products produced in the agro-forest
Oasis Game	Visits to the location transformed by the Oasis Game
Advertising	Exhibit of video produced during the workshop Exhibit of advertising materials (banners and posters) produced for the Expo
Photo-story	Printing and distribution of photo-stories produced Presentation of slides about the construction of the photo-stories
Journalistic coverage	Exhibit of photos and texts produced Recording of new video and audio clips
Fanzine	Distribution of fanzines Collective construction of dream tree
Radio	Creation of programs in open studio during Expo
Messages from the water	Exhibit of posters and photos
Country exhibits	Exhibition of National Charter drawings Exhibition of national objects and music

## Cultural Activities

Cultural presentations that aimed to manifest artistic expression of all countries represented, were held through out the Conference. Also, cultural exchange was stimulated through games and art during the arrivals of the delegations and a space was created to exhibit videos brought from their countries.

The Toró musical group played the role of time-keeper and public guide, using artistic presentations to gather and lead participants from one activity to another.

### Festival of Cultures



**Festival of Cultures** - Cultural presentation by South Africa (left) and the Philippines (right)

For two evenings delegations presented and watched various artistic performances especially prepared to celebrate the cultural diversity of the countries present. .

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 let's take care of the planet  
 prenos soin de la planetè  
 cuidemos el planeta





Festival of Cultures - Cultural presentation by Turkey

There were a total of 44 presentations, with an audience of more than five thousand accesses through the live broadcasting on the Virtual Community Let's Take Care of the Planet. The average presentation lasted for 3.5 minutes.



Festival of Cultures - Cultural presentation by Peru (left) and Burkina Faso (right)

### Somos Som

The group Somos Som ("We are Sound") helped to compose and record eight songs and one video clip of various events at the Conference (Annexes 18 and 21). These registers included the children singing *Let's take care of the planet*, composed by the delegates and the project team and based on the continental charters. The recordings were made during spontaneous executions of the songs, and rearranged in a mobile studio. All the media can be found on the Virtual Community *Let's Take Care of the Planet*.



Somos Som - Recording of the song *Let's Take Care of the Planet*



## Video Viewings

During the Video Viewings, 55 audiovisual productions of up to 30 minutes each were exhibited in three rooms divided by language: 1) Portuguese and Spanish, 2) English and 3) French. All sessions received ample audiences.



**Video exhibitions** - video exhibitions for Spanish language delegates

## Cultural Points

The Cultural Points (Pontos de Cultura) program by the Ministry of Culture collaborated with Confind through the following activities: Drums of Paranoá, Yarn Ball (“Bola de Meia”) and Brazilian Invention. The Cultural Points “Bola de Meia” organized cultural welcoming activities for delegations on June 4th and 5th, as well as on the 7th during the games, arts and ecotourism activities. Bola de Meia was also responsible for producing and rehearsing the Brazilian delegation’s presentation at the Festival of Cultures. It is worth mentioning that the mobilization actions of the other two cultural points, Brazilian Invention and Drums of Paranoa, were very important in gathering and distributing the delegations among the various activities on the 7th.



**Cultural Points** - Cultural presentation by the Cultural Points Paranoa Drums and the Toro Group



## Nations Football Game

The games were arranged with support from the Ministry of Sports, that organized the methodology and coordination with physical education teachers. The games were played at the CNTI football field and aimed at mixing countries and genders. Based on a logic of cooperative games, the Nations Football Game adopted the practice where the player that scored a goal changed teams, and thereby avoiding competition and stimulating cooperation between the teams. More than 30 games were held, which were also open to facilitators and chaperones.



**Nations game** - football game between delegates

## Water Messages

This activity was aimed at highlighting the integration of human beings with the environment. The basis of the workshop were experiments by Dr. Massaru Emoto about the forms that water molecules assume when subjected to various vibrations caused by human activities, such as ideas, thoughts, feelings, and above all music. Meditation exercises and songs were performed in front of a container of clean water. Then participants reflected over the fact that 70% of the human body is made of water, and designed t-shirts portraying their visions.



**Messages from the Water** - Discussion about the properties of water and its importance in the human body

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## Eco-tourism Excursions



Eco-tourism excursion - Guided visit to the Botanical Gardens of Brasilia

The eco-tourism excursion consisted of a guided tour of the Brasília Botanical Gardens, on June 7th 2010, with groups of delegates from the Conference, as well as chaperones and facilitators. The excursion took up a half day and was done in two turns, each one with half the Confint participants. The *Guide of the Cerrado and other Brazilian Biomes*, a publication aimed at teaching an international audience about the biodiversity and socio-environmental importance of the Brazilian biomes, was distributed during the excursion (Annex 19).

Also on the agenda was a civic visit to the Square of Three Powers and a bus sightseeing tour through the main tourist attractions in Brasília. During the hikes, groups were supervised by two eco-tourism monitors. A few logistical problems during the excursion were recorded, such as transit problems and difficulties arriving at the location.

## Closing

The closing of the Children and Youth International Conference *Let's Take Care of the Planet*, on June 10th, was filled with emotion. The political moment was initiated with a large spiral formed by all the participants of the event in front of the National Congress in Brasília. This symbolic act drew attention to the importance of the themes addressed at the Conference and gave participants a feeling of the power of political mobilization and collective force in favor of planetary sustainability.





**Closing** - Closing circle in front of the National Congress

The closing ceremony gathered more than 800 people at the National Museum of the Republic. In addition to delegates, facilitators, chaperones and guests of the Education and Environment Ministries, the event enjoyed the presence of ambassadors and consuls from various countries, sponsors and representatives from other Federal Government agencies.

The ceremony was conducted by two Confint delegates, who presented the Conference proposal and the results of the whole process that was initiated a year back.

The theolog Leonardo Boff, representative of the Earth Charter, spoke to participants about the ethics of care and the importance of care amongst ourselves and with everything that affects us. The Education Minister, Fernando Haddad, alerted conference participants to the predatory forms of life. Haddad challenged the youth of the Planet to maintain their commitments to environmental preservation. The moment ended with the Musical Charter presentation.

Afterwards, all were invited to participate in circular dances outside the auditorium. The final celebration took place in a festive spirit, followed by the emotion of farewells.



**Closing** - Musical Charter presentation during the Closing Ceremony at the Museum of the Republic



## 9.2 Facilitator Training



**Facilitator training** - Conceptual Dialogue about global socio-environmental changes



... and revision of training agenda in the spanish sub-group

With the objective of mediating and facilitating inter-generational dialogues during the Conference process, a strategy was established involving youth from the whole world: the facilitators. They are youth between 18 and 25 years old from all Confint participant countries, and based on their experiences and work in the field of youth and the environment, were invited to integrate with the National Organizing Commissions and to engage themselves in the mobilization of schools and communities, the multiplication of training agents for the national conference processes, as well as in offering methodological support at the events.

The different cultural and political aspects of each country resulted in different applications of youth participation in each location. Countries in which public policy related to youth is not very developed nor incorporated in social or political processes, tended to make more profound adaptations to their originally proposed methodology. On the other hand, countries with more advanced youth policies or where effective participation of youth had greater cultural acceptance, youth were involved at all levels of the Conference processes.

### Facilitator Profile

The Facilitation Team was composed by three types of youth profiles:

- *International Facilitators* – youth that participated in the local and national mobilization and facilitation steps of the conferences in their countries and that were elected or nominated to participate in the International Conference. Each country established a selection process for these youths, based on the International Conference criteria.
- *National Facilitators* – members of the Environmental Youth Collective of Brazil – autonomous groups of youth mobilized since the 1st Brazilian Children and Youth National



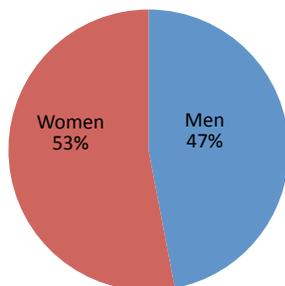
Conference in 2003 – that have maintained themselves involved in a continued training process and multiplication of methodological knowledge, totaling around 200 groups and 2000 youth throughout the country. The selection criteria to for these facilitators, in addition to age, were: experience with group mediation and facilitation, preferably groups of children and youth; proven participation in socio-environmental activities or projects at universities, NGOs or youth groups; knowledge about the 2010 International Conference and active participation in the National Conference process, and availability and interest in continuing the process after the International Conference.

- *Technical Facilitators* – youth between the ages of 18 and 25 with experience in conference processes and the thematic and edu-communication workshop methodologies, in addition to fluency in the Confint languages and a profile to support the methodology coordination activities. The Technical Facilitators were selected through a resume submission process following a notice sent to environmental and youth networks, groups and entities involved nationally and internationally in the Conference process. Also included in this group were facilitators recommended by partnership organizations, such as the Federal University of são Carlos and the Instituto Estre.

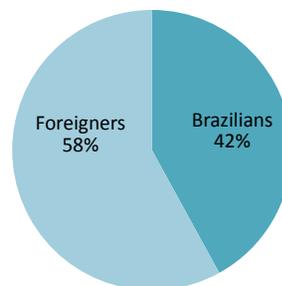
Among the selection criteria recommended by the Confint Coordination were: have understanding of and experience with children, their protection and care; have a greater understanding of the International Conference, capacity to learn and use new facilitation techniques, including innovative participation methodologies; have an interest and capability to learn about the International Conference theme; have great interpersonal skills, including sensitivity to different cultures and ability to work with people from different countries.

Based on these directives and criteria, the Facilitation Team was composed of 69 members, 37 being women and 32 men, demonstrating a balanced gender distribution.

Distribution of facilitators by gender



Distribution of facilitators by nationality



## Training Agenda

The Facilitator Training Event took place during the week leading up to the International Conference, between May 29 and June 4, 2010, at the same venues as Confint, and with the objective of preparing the facilitators for each methodological step of the Conference, as well as training them to deal with human and environmental questions at the event, and seeing it as a sustainable educational space.

An agenda was constructed which focused on the step-by-step of the Conference, training for participative processes and group facilitation, identities of the teams, and workshop methodologies (edu-communication and thematic) to be held with the delegates during the conference.

The agenda was structured to attend to the training demands of the team, connected by a logical thread based on the following demands:

- Integration, security and facilitation team identity.
- Management of time and space at Confint.
- Facilitation of the Charter of Responsibilities processes.
- Methodologies, concepts and practices of the edu-communication and thematic workshops.
- Bases of dialogue, participative processes and group facilitation.
- Structuring the actions of continuity of the Conference processes.

To ensure the greatest possible advantage from the training, the activities that dealt with the conference agenda and the Charter construction methodology were conducted separately in four language groups, a strategy that allowed greater communication and assertiveness during Confint. This alternative also made explicit the great diversity between the linguistic groups and the cultural mixtures that made each group develop its own dynamics. Although they conformed with the proposed methodology, some groups demanded greater understanding of certain stages, while others focused more on the process, suggesting changes based on personal experiences.

### Agenda for Facilitator Training - CONFINT 2010

	May 29 <sup>th</sup>	May 30 <sup>th</sup>	May 31 <sup>st</sup>	June 1 <sup>st</sup>	June 2 <sup>nd</sup>	June 3 <sup>rd</sup>	June 4 <sup>th</sup>
8:30 - 9:00			Integration activity	Integration activity	Integration activity	Integration activity	
9:00 - 12:30	Facilitators arrival and registration	Opening Introduction of National Participants and Processes Principles of the Conference	Conceptual Dialogue: Responsibilities and Global Environmental Changes	Training for Charter of Responsibilities Activities	Training for Thematic Workshops, Educommunication and Charter of Responsibilities	Training for Thematic Workshops, Educommunication and Charter of Responsibilities	Welcoming delegations and answering questions
12:30 - 14:00	Lunch						
14:00 - 16:00	Facilitators arrival and registration	Conference Agenda	Guidance about Well-being during the Conference	Training for Charter of Responsibilities Activities	Training for Thematic Workshops, Educommunication and Charter of Responsibilities	Review agenda step-by-step and roles of facilitators in each moment	Welcoming delegations and answering questions
16:00 - 16:30	Break						
16:30 - 18:00	Facilitators arrival and registration	Recognizing places Integration activity	Dialogues about Group Facilitation and Participative Processes	Training for Charter of Responsibilities Activities	Training for Thematic Workshops, Educommunication and Charter of Responsibilities	Review agenda step-by-step and roles of facilitators in each moment Training evaluation Team Celebration	Welcoming delegations and answering questions
18:00 - 20:00	Dinner						
20:00 - 22:00	Facilitators arrival and registration	Open Space - Youth and Environmental Movements	Open Space - Youth and Environment Movements	Open Space - Youth and Environment Movements	Dialogues about the Virtual Learning Community and International Mobilization	Open Space - Youth and Environment Movements	Welcoming delegations and answering questions

All together  
language groups  
Small Groups, Workshops, Pairs

Vamos cuidar do planeta  
 let's take care of the planet  
 prenos soin de la planetè  
 cuidemos el planeta



## Integration Activities

During the first four days, the facilitator training activities were initiated with circular dances, that revealed a great integrative capacity. Throughout the training, a significant increase in participation and interaction of each person with the group could be noticed. The circular dances generated a sense of joint realization, that contributed to the security and confidence of the team and the communication between different languages and world-views, an indispensable effect for the Conference project.

Each day one linguistic facilitation group was responsible for the integration activity. This arrangement also revealed the spontaneous leadership in each group, that was often fundamental for its consolidation.

## Open Space

Every night offered a self-managed space for articulating and organizing continuity actions for the Conference and the network of facilitators, called "Open Space". These activities proved highly productive.

Among the products of the Open Space are groups in social networks such as Orkut and Facebook, as well as strengthening of the Confint Virtual Learning Community. Other products include a collaborative photo report using cameras from various facilitators, elements for conference continuity starting from focal points on the continents and in the countries, and the contacts data base of all facilitators.

The Open Space faced some challenges in becoming a space of integration and collective construction: communication in four different languages; scarce time for more in-depth activities; being the last activity of the day in an intensive agenda; necessity of the youth to relax. These factors often limited participation. However, the Open Space did fulfill its role: strengthen bonds, sharing contexts and visions of the world, establishing friendships and professional relationships among global youth involved in socio-environmental issues.

## Activities

The first two days of training were dedicated to welcoming the youth facilitators. On May 30th, participants were invited to participate in an activity of group recognition, and then divide into linguistic subgroups where they could present themselves more in-depth and respond the question: "What affected you about the Conference process in your country?". This activity was followed by a presentation and overview of the Conference, including principles, objectives, general statistics about the number of participants and delegations. The logical thread of the Conference, the Coordination Team, and the Confint agenda were also presented. The facilitators participated in a game to learn the various spaces to be used during the Conference.



On May 31st, the agenda was divided between a Conceptual Dialogue to strengthen knowledge about themes to be debated during the Conference, a presentation of the well-being team, division in to linguistic groups, and finally, training about participative processes and group facilitation based on the experiences of each participant. The speakers during the conceptual dialogues were professor Marcos Sorrentino from the University of São Paulo who talked about “global socio-environmental changes”, and Rachel Trajber, General Coordinator of Confint and Environmental Education at the Education Ministry, on the topic of “Human Responsibilities”.

June 1st was dedicated entirely to the methodological processes of the Charter of Responsibilities, in language groups. The objective of the activities was to teach the methodology to the facilitators and to make them feel comfortable in its application. An important stage in this regard was the reproduction of activities that would be experienced by the delegates at Confint, which allowed weak points to be identified and worked on.

The work together with the workshop leaders took place on June 2nd and in the morning on the 3rd. Facilitators selected their workshops in accordance with their preferences and the languages in which they would be offered, and then passed through a process of methodology, concepts and practical training for their selected workshop.

After the workshop training, the Conference agenda yet again gone over with the facilitators. This step was closed with a symbolic ceremony to integrate the Confint teams, by handing out the vests that would identify the facilitators at the Conference.

On June 4th and 5th, the facilitators welcomed and given an orientation to their delegations when they arrived to participate at Confint.

## Training Evaluations

The preparatory moments for the facilitator training were fundamental to the success of this stage, generating tranquility and security, between the organizers of the event as well as the participants.

Another positive factor in this sense was the work of the well-being team, that cared for the facilitators, giving them strategic functions, without overloading them. The circular dances were evaluated very positively and proved important to the integration between the facilitators. According to the facilitators, training about the contents and methodologies of the workshops contributed to deepening the themes of the Conference, stimulating reflection and the search for practical solutions that put the youth as agent for change.

However, despite the success of the methodology used for an event the magnitude of Confint, in the special case of training it would have been interesting to have had greater flexibility in defining products, to open more space for creativity and allowing new ideas to surface and be constructed by the experiences of those present. The same observation can be applied to the Open Space, which demonstrates the great capacity of youth to manage themselves, but that



they need a specific space in the agenda for this that does not compete with their free-time.

The Children and Youth Conference should stimulate the involvement of youth with the methodology and evaluation of the process, so that they feel more responsible and co-authors of this participative process.

### 9.3 Meeting of Adults

The objective of the accompanying adults meeting was to share ideas and experiences about environmental education, discuss the international environmental education policy documents, dialogue about the continuity of the Conference and possible diffusion strategies for the Charter of Responsibilities *Let's Take Care of the Planet*.

#### ADULTS AGENDA

DAYS	03 and 04/Jun	05/Jun	06/Jun	07/Jun	08/Jun	09/Jun	10/Jun	11/ Jun	
7:00 - 8:30	Breakfast								
9:00 - 10:30	Delegation arrivals	Delegation arrivals	Conceptual dialogue	Eco-tourism/ Games & Arts	Round Table 2: Global documents of environmental education Edith Sizoo Michèle Sato Moema Viezzer Auditorium, Fire Block	Round Table 3: Contemporary challenges for educational public policy André Lázaro Jaqueline Moll Samyra Crespo Auditorium, Fire Block	ExpoConfint	Delegation Departures	
10:30 - 11:00	Break								
11:00 - 12:30	Delegation arrivals	Delegation arrivals	Round Table 1: Global environmental governance Pierre Calame José Eli da Veiga Auditorium, Fire Block	Eco-tourism/ Games & Arts	Round Table 2: Global documents of environmental education Edith Sizoo Michèle Sato Moema Viezzer Auditorium, Fire Block	Round Table 3: Contemporary challenges for educational public policy André Lázaro Jaqueline Moll Samyra Crespo Auditorium, Fire Block	ExpoConfint		
12:30 - 14:00	Lunch								
14:30 - 16:00	Delegation arrivals	14:30 - 16:30 General Presentation for all adults Auditorium, Fire Block	Sharing national processes English and French: Auditorium, Fire Block Portuguese and Spanish: Rooms 2 and 3, Moon Block	Eco-tourism/ Games & Arts	Environmental education perspectives dialogues Social room, Moon Block	The conference experience: lessons, outcomes and continuity Rachel Trajber Auditorium, Fire Block	Let's Take Care of the Planet Walk		
16:00 - 16:30	Break	Break							



DAYS	03 and 04/Jun	05/Jun	06/Jun	07/Jun	08/Jun	09/Jun	10/Jun	11/Jun
16:30 - 18:00	Delegation arrivals	16:30 - 17:30 Snack break	Sharing national process  English and French: Auditorium, Fire Block  Portuguese and Spanish: Rooms 2 and 3, Moon Block	Eco-tourism/ Games & Arts	Environmental education perspectives dialogues  Social room, Moon Block	Evaluation and closing  Auditorium, Fire Block	Charter Launch Ceremony	
18:00 - 20:00	Dinner	18:00 - 20:00 Opening	Dinner and delegation meeting					
20:00 - 22:00	Delegation arrivals	Dinner	Video Showing	Culture Festival	Culture Festival	Video Showing	Celebration	
23:00	Silence							

Legenda:  atividades dos adultos  
 atividades conjuntas com crianças

The adults activities took place while the delegates were in their exclusive activities – constructing the Charter and participating in thematic and edu-communication workshops – and were divided into two categories: round tables to discuss education, sustainability and the environment, and interactive activities to share experiences and ideas.

In relation to the first type of activity, four round tables were organized. The first, about “Global environmental governance”, with speakers Pierre Calame, Director of the Charles Leopold Mayer Foundation for the Progress of Humankind (FPH), and Prof. Jose Eli da Veiga from the University of São Paulo, engaged in a dense dialogue about political social and economic processes and the necessity of involving multiple actors to address global socio-environmental changes.

The second panel, about “Global environmental education documents”, presented three speakers, Edith Sizoo, Coordinator of the International Facilitation Committee of the Charter of Human Responsibilities, Celso Schenkel, Coordinator of the Natural Sciences Sector of UNESCO in Brazil, and Moema Viezzer, Coordinator of the Treaty of Environmental Education for Sustainable Societies and Global Responsibility. The speakers spoke about values and principles of Global Environmental Education, based on the Earth Charter, the Charter of Human Responsibilities and the Treaty of Environmental Education for Sustainable Societies and Global Responsibility.

The third table, where “Contemporaneous challenges for educational public policy” was debated among speakers Andre Lazaro, Secretary of Continuous Education, Alphabetization and Diversity (SECAD), Jaqueline Moll, Director of Integral Education, Human Rights and Citizenship (SECAD), both from the Brazilian Ministry of Education, and Claudison Vasconcelos, Director of Environmental Education at the Brazilian Ministry of the Environment. This round table recognized the existence of multiple identities in the school community, capable of generating belonging, solidarity and sustainability in a contemporaneous world.

Vamos cuidar do planeta  
Let's take care of the planet  
preñons soñ de la planetè  
cuidemos el planeta





**Adults meeting** - Presentation of national processes



... and constructing posters to present national conferences

At the end, there was a dialogue about “the Conference Experience: lessons, developments and continuity” with Rachel Trajber, General Coordinator of Environmental Education (SECAD), and Joana Amaral about the conference process experiences in Brazil, and its relevance to the participation of youth in participative democracy, intergenerational, intercultural and inter-territorial practices, encouraging continuity of the International Conference.

The second type of activities focused on sharing experiences about national preparatory processes and strengthening environmental education in the participating countries. The “Sharing national processes” activity enabled participants to share their Confint preparation experiences. In language groups, the adults briefly presented the greatest challenge faced, as well as the most positive experience of their respective national processes, and then moved on to construct a poster with memories from the process. Participants used creativity to draw and post photos, etc, to express their experiences. During an exhibition of the produced materials, the adults had an opportunity to circulate, speak, listen, share and learn about the processes in other countries.

The “Dialogues about Environmental Education perspectives” activity included rounds of conversation about addressing global socio-environmental issues through Environmental Education. Using a methodology based on *world café*, participants were divided by language at tables of six people, and prompted to converse about two questions: “what developments could take place as a result of the conference processes?” and “what can be done in environmental education to address global socio-environmental changes?”. After a 20 minute conversation, the participants dispersed to continue discussions at another table of the same language.



The adults activities were ended with a circular dance, celebrating the constructive integration and dialogue between the countries. The proposed objectives were achieved and all activities were evaluated positively by the participants.

In addition to the accompanying adult chaperones, another group also present at the Conference was composed by 12 members of the Charter of Human Responsibilities, a program also supported by FPH. Furthermore, there was also a fluctuating presence of investors, supporters, sponsors, partners and embassy representatives, especially during the opening and closing ceremonies.

## 10. Logistics

One of the pillars of the Conference, the logistics area was responsible for guaranteeing that the structures, materials, equipment and support teams from the official event organizers of the Ministry of Education, met the needs of the event. The logistics team was responsible for managing financial resources, articulating, monitoring and confirming all demands and ensuring the receipt and delivery of materials.

## 11. Well-being

In addition to being a space for debates and collective construction of knowledge, the Conference was also an intercultural space with the co-existence of children, youth and adults from 47 countries, that brought with them different ways of viewing the world and relating to other people. Accustomed to other eating habits, other climates and time-periods, the Confint participants formed a multifaceted group that required care to guarantee the satisfaction and comfort of everyone.

To deal with the great complexity of this event and to ensure proper care and nice co-existence, not only among the participants but also between them and the Confint coordinators, a team dedicated to the well-being of delegates was formed, whose objective was to identify, absorb and solve potential problems raised by the delegations before and during the event. On one hand, the team provided logistical support, and on the other, sought to protect the methodology from any problems related to the participation of delegations, guests and others involved.

This area included everything from pre-event support to delegations, including air travel, visas, preparatory communication, internal and external communication, focused at the Information Central and support during delegation meetings, to basic conditions to ensure comfort for delegations including boarding, food and health.



## Previous support

During the month leading up to Confint, communication with the National Organizing Commissions (NOCs) intensified, with guidance regarding travel, visas, materials and objects that delegations should bring, as well as information about the spaces and characteristics of the event venue, food, boarding and local transit.

Furthermore, contact was made with the embassies of participating countries in Brasília, to invite them to the opening and closing ceremonies and to inform them of the arrivals of the delegations from their countries. The team also trained the foreign facilitators on welcoming and caring for their delegations.

## Internal Communication

Communication between the event coordinators and the delegations took place during the delegation meetings and at the Information Central. The delegation meetings were intended to offer the delegations a daily space for members to gather and evaluate the day, prepare for the activities of the following day and fill out a feedback form. These meetings were coordinated by the delegation representative, a chaperone serving as spokesperson for the delegations.

The families of delegates and National Organizing Commission members in the home countries could communicate with the delegations principally through e-mail or on-line social networks. Six computers were available during all days of the event, and an electronic message center received messages left by delegation family members, that were delivered to participants via the Information Central. To circumvent the internet connection problems of the first few days, a Skype central was established for delegates to communicate free of charge with their home countries.

## Comfort of delegations

Boarding, food and health were part of the basic conditions of comfort for delegations and were thought and planned keeping in mind the diversity of participants. Given the organization of the event venue, delegations from different countries shared the same rooms and the distribution was made on the basis of gender and language. Most of the chaperones stayed in the same rooms as the delegates, while some adults were given separate rooms upon solicitation.

To ensure the availability of first aid and basic health care, physical and emotional, of the participants, the well-being team cooperated with three other teams: firefighters, trained rescuers that were positioned in areas of large concentrations of people to ensure quick rescue in cases of accidents; a full-time team of four medical doctors. There was also a quiet room, an innovation intended to attend, in a tranquil and relaxing space, individuals that needed special health or emotional attention. Offering alternative treatments in addition to



occidental medical treatment, proved not only beneficial to reduce stress caused by spending many days thousands of kilometers away from home and family, but also necessary given the multicultural nature of participants, many of which were accustomed to differentiated treatments.

Meals using natural ingredients and a varied meal plan were prioritized, considering the cultural diversity of the participants. Dietary restrictions were noted on the registration forms and previously analyzed in order to attend to special dietary needs. The entire meal plan, that included several options of fruits, vegetables and legumes, as well as different types of meat and vegetarian dishes, was translated into the four official languages and the ingredients of each dish were displayed in the areas of distribution. In addition to breakfast, lunch and dinner, light snacks were served mid-morning, mid-afternoon and at the end of the night, before bed-time.

## 12. Communication

The area of Communication at the International Conference was divided between five activities: web, the Virtual Community, publications, press office and audiovisual register. Furthermore, Communication included translations of texts, editing of projects, official letters, presentations and communication with the Virtual Community and the Virtual Learning Circuit, and organization of the Confint images database.

### Web

The web area was responsible for maintenance of the Conference site (<http://www.confint2010.mec.gov.br>). This team was supported by the Department of Technology at MEC, that created the site in 2009 and a new *layout* in May of 2010.

The *site* was organized in four languages (English, Spanish, French and Portuguese) and contained various multimedia sections (videos, photos, *link* to the virtual community, and others). During a one year period, 80 news items were produced about the national and international Confint processes. Furthermore, a Conference *newsletter* was produced in the four official languages (first bimonthly and then weekly).

The site was monitored using the Google Analytics service starting on February 10, 2009. From this date and until June 23, 2010, the site received 42,600 visits, with a daily average of 85.49 visits. The average time of visits was 4min21s. On June 7, 2010, there was a peak in site activity with 2,149 visits.





## Virtual Community

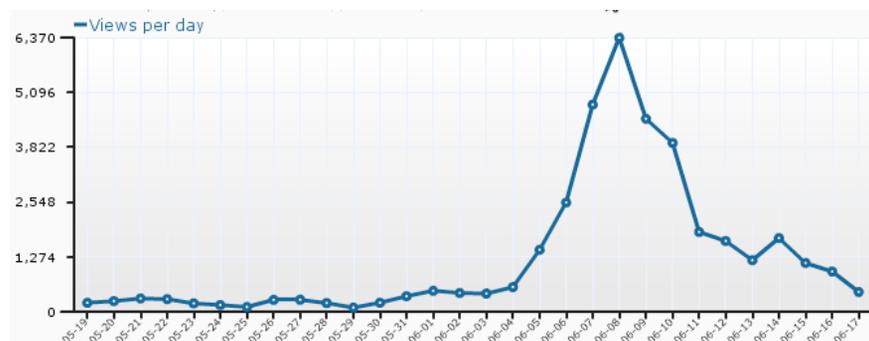
Also part of the Communications area was the Virtual Learning Community *Let's Take Care of the Planet* (<http://www.vamoscuidardoplaneta.net>), a virtual space created to connect all the Conference participants and to enable interaction, participation and involvement of a growing number of individuals in the Confint objectives and results.

The Community is the result of a partnership between the Ministry of Education and the Federal University of São Carlos, and was an experience using free software to construct a social network. This was about a new way to construct knowledge in a collective, participative and continuous manner.

During the step leading up to the Conference, the Community served as a space for discussion about various aspects of the International Conference, in which registered participants could share information and experiences, register their national processes and initiate contact with some people that they would meet at the Conference.

During the event, the community was used to integrate the journalistic coverage workshop, and also was responsible for the live transmission of plenary sessions at the Conference, as well as programs produced of the delegates, chaperones and Confint organizers. There was a total of 12 hours of live transmission, that were then edited to be published on the Community as a register. To promote the live transmission, strategies such as notifications via microblog Twitter were used, to reinforce the perception that other platforms should be used to complement the Community activities.

The following graphic illustrates the number of visits on these days.



## Publications

The publications area was responsible for the production of all printed and electronic Conference materials, including *folders* (Annex 20); *six minute video invitation* (Annex 21); *participant, facilitator and adult guides* (Annexes 22, 23 and 24); *Cerrado Guide*; and all the promotional and communications materials of the Conference, such as t-shirts, backpacks, caps, mugs, banners, stage back-drop, and signs through out the event venue. Most of the materials were produced in four languages. This team received support from the MEC communications area that produced an animated video that was shown on the public TV channels to promote the live transmission of the conference via web TV (Annex 21).

Guides



poster, badge, stage back-drop



Custom made pen and pencil



Commemorative stamp



## Press Office

The press office was responsible for contacting communications vehicles; schedule interviews with delegates and other participants; promote press releases; coordinate Conference promotion together with the MEC communications area, which included notices on the Ministry portal, writing news items, *clipping* and ceremonial.

The conference received ample media coverage. The *clipping* of news published in electronic or printed media can be found in Annex 25. In total, 129 news stories circulated in the electronic media, according to the following distribution:

Region	Number of news items
Latin America	104
North America	03
Africa	09
Asia	01
Europe	12
<b>TOTAL</b>	<b>129</b>



There was also coverage by television channels and radio stations during the event. Announcements and news about the Conference were broadcasted via TV Câmara, TV Brasil (Program Reporter Brazil), TV Globo (Program Goiás and Program Amazon), TV Senado, TV Brasil Internacional and TV NBR. Among the radio stations, there was coverage by Radio Câmara, Radiobrás (Program Voice of Brazil), National Radio of the Amazon (programs Live Nature and National Youth), Radio MEC – RJ, National Radio of Brasília and CBN. Interviews were granted to the Radiobras and Voice of Brazil channels, interested in the construction of the Charter of Responsibilities, national processes and continuity of the project.

## Audiovisual register

In addition to the filming and photography taken by MEC (Annex 26), all the Conference activities were registered by two cinema and video teams, that adopted a sensitive view of the set of materials, and whose final product brought a contemporary dialogue about environmental issues and co-existence. Not only were activities filmed, but innumerable interviews were recorded with participants of the International Conference, delegates, chaperones, members of the coordination team, as well as interviews with specialists about environmental and political issues, human responsibilities and the challenges of the XXI century (Annex 21).

A **photography book**, that captures the plurality of cultures, generations, countries and continents at Confint, will also be published .

# 13. Evaluation

## 13.1 Daily Evaluation

The feedback form filled out by delegations on a daily basis contained six evaluation categories: activities of the day; infrastructure and food; relation with facilitators; relation with coordination team and relation to support staff, which were evaluated as “good”, “average” or “bad”<sup>3</sup> and a space for comments (Annex 27). These daily forms filled the function of identifying eventual operational or logistical problems to resolve them rapidly.

Systematization of the forms involved accounting for numerous responses for each category per day and also summing these responses over the five days of evaluation. It is worth mentioning that not all forms were returned and that not all categories were filled out. The average number of forms submitted per day was 38.6 which corresponds to 82% of the countries present.

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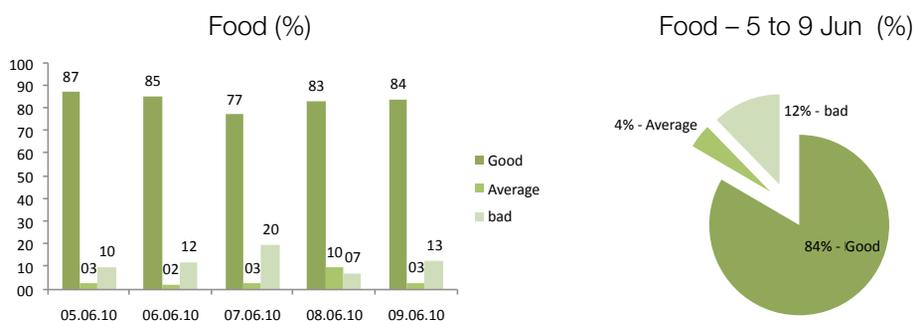
3 - In principle it would only be possible to evaluate the categories as good or bad, but the delegations included the criteria “average”, and it was decided to consider this in the systematization of the feedback forms.



As illustrated by the following graphics, the participant evaluations were very positive. Approval was above 70% in all categories of the daily evaluations and 80% of the total evaluations – sum of the positive evaluations of all the days.

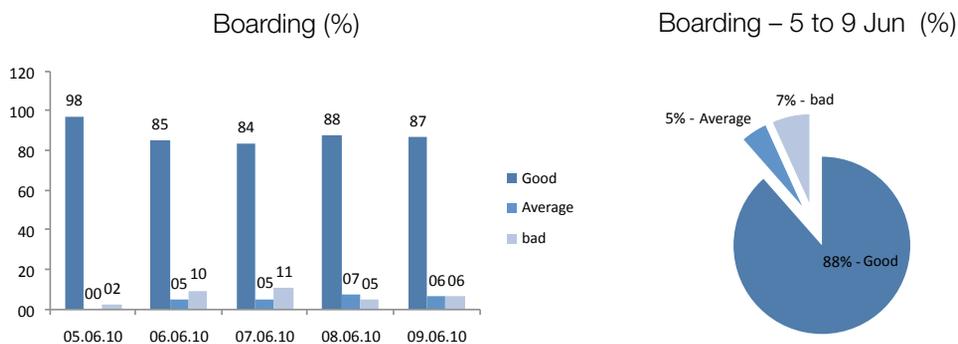
In the **food** category, 84% evaluated the menu as good. Daily evaluations varied from 77 to 88%. The average negative evaluation for this category was 12%, which can be justified by the different food habits between the countries. Various delegations pointed out a “cultural chock” with relation to tastes, spices and also types of food.

**Food:**  
“The food was good considering the large quantity of people.”



**Boarding** obtained 88% approval, varying from 84% to 98% during the period. Practically all negative evaluations referred to specific infrastructure problems observed on a certain day, such as broken appliances or a need to change bed sheets. In general, accommodations were evaluated as comfortable, clean and spacious.

**Boarding:**  
“Good and comfortable rooms.”; “Good structure, clean environment and green surroundings.”



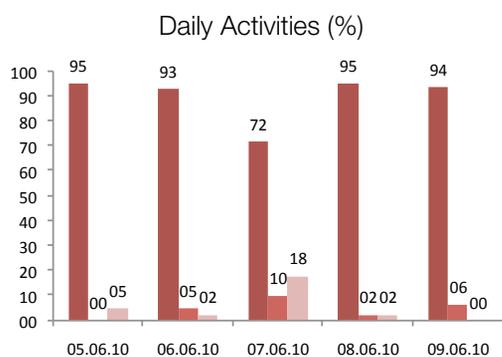
With regards to **activities**, the rates of approval were also high. With the exception of the 7th, all days received above 90% positive evaluations. Negative observations refer to some scheduling delays and some open activities on the first days that did not attract a lot of attention. The specific case of the eco-tourism excursion on the 7th, almost 18% of

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cuidemos el planeta

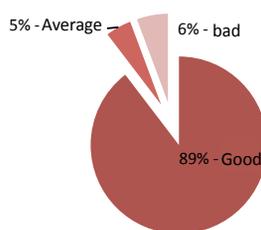


evaluations were bad and 12% average, referred to logistical set-backs. Various delegations noted that they would have liked more time to get to know Brasília.

On the remaining days, the activities received praise. The comments revealed that the activities encouraged integration between participants from diverse countries, the sharing of experiences and a chance to learn about different cultures. The methodology was also praised, especially with regards to the continental and linguistic charter activities. With regards to the workshops, delegations appreciated the dynamics and didactics, innovative contents and also the opportunities for verbal and artistic expression. The Festival of Cultures was also praised.



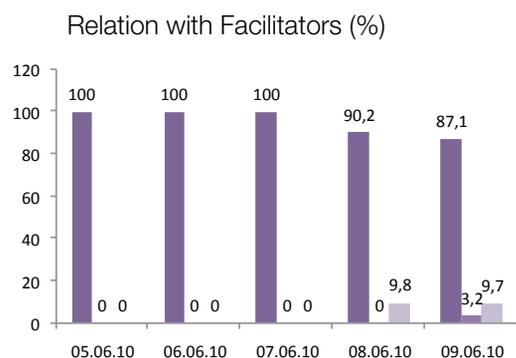
Daily Activities – 5 to 9 Jun (%)



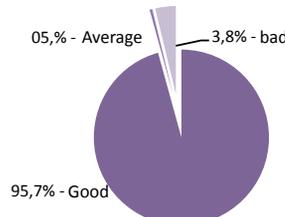
**Activities:**

*"Pleasure working in teams with other children. Good to see our contributions brought into consideration.";*  
*"Festival of Cultures was a party.";*  
*"Active and participative methodology."*

Finally, **relations with coordination team**, with **support staff** and **facilitators** were very well evaluated on all days. The delegations praised the organization for attention to detail, care for the well-being of participants, helpfulness and friendliness of all. Negative observations referred to difficulties of communicating with families, due to connection problems during the first few days.



Relation with facilitators – 5 to 9 Jun (%)



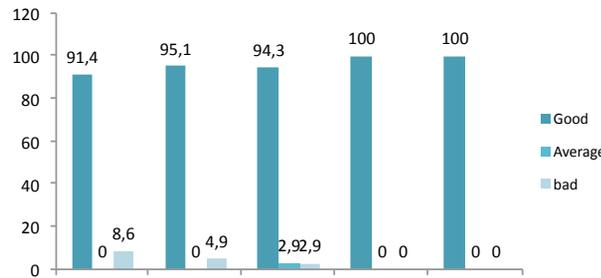
**Relation with facilitators:**

*"Very friendly and respectful, ready to help."*

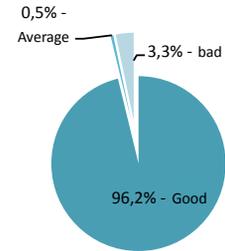


**Relation with coordination:**  
"Great conference coordination with good attention to detail."; "All are kind and collaborative."

Relation with Coordination (%)

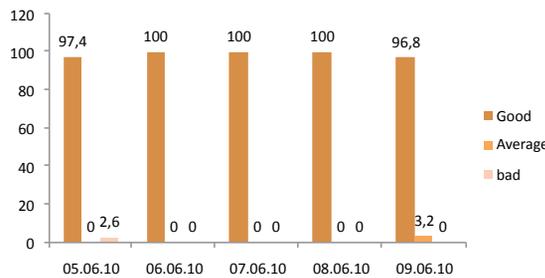


Relation with Coordination – 5 to 9 Jun (%)

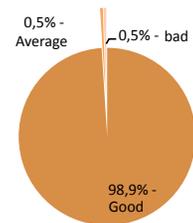


**Relation with support staff:** "Helped with everything. Attentive to details, organized and efficient."; "Very good. Attended to all requirements and concerns."

Relation with support staff (%)



Relation with support staff - 5 to 9 Jun (%)



## 13.2 General Evaluation

As a complement to the daily feedback forms, an evaluation questionnaire was distributed to participants on the 10th of June, in order to obtain a general evaluation of the Conference. These questionnaires were different for each category of participants, that is, facilitators, delegates, chaperones and workshop leaders received distinct forms, given the difference in their agendas (Annex 28). In contrast to the *feedback* forms, that provided daily input from each delegation, the questionnaires allowed access to the individual opinions of each participant.

The evaluations were divided in three parts: infrastructure, activities, best and worst moments of the Conference and suggestions for continuity. The infrastructure evaluations, being common to all questionnaires, are analyzed together. The other parts will be presented by category of participant, since they are referring to different programs. The possible responses were "Excellent or above expectations", "good, as expected" and "bad or below expectations".

Vamos cuidar do planeta  
 Let's take care of the planet  
 prenos soin de la planetè  
 cuidemos el planeta

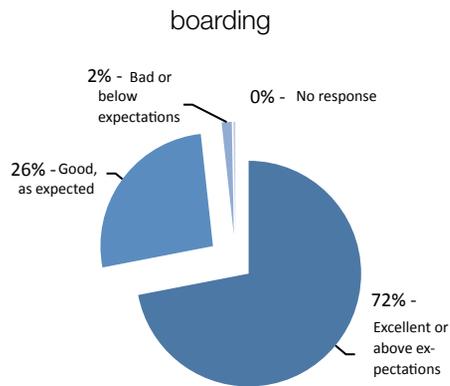


In total, 344 people responded to the questionnaires: 218 delegates, 80 chaperones, 24 facilitators, and 22 workshop leaders. These numbers correspond to more than half of the people present at the closing ceremony and although not close to including all participants, constituted a representative sample and respects the proportionality of each category. Out of the ones that submitted the questionnaires, 56% were female and 44% male. The average age of the delegates was 13, chaperones 35, facilitators 22, and workshop leaders 29.

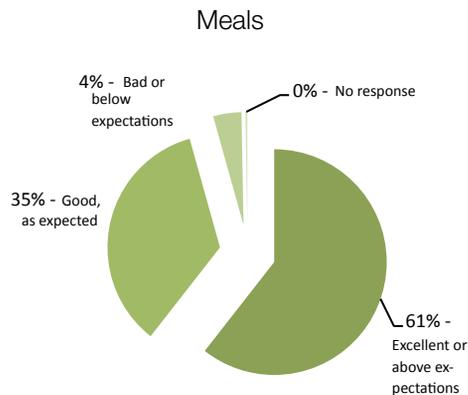
## Infrastructure

With regards to infrastructure, participant evaluations were positive (between excellent and good) in all aspects.

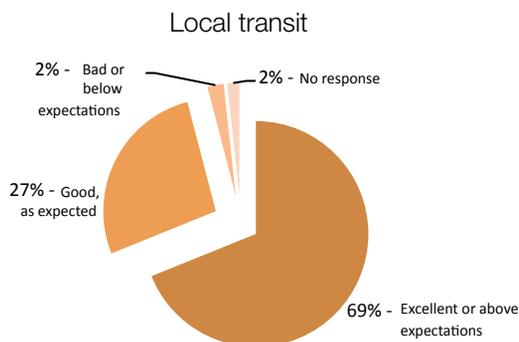
The **boarding** was considered excellent or above expectations by 72% of participants and good by 26%. Negative evaluations came from a few delegates and chaperones.



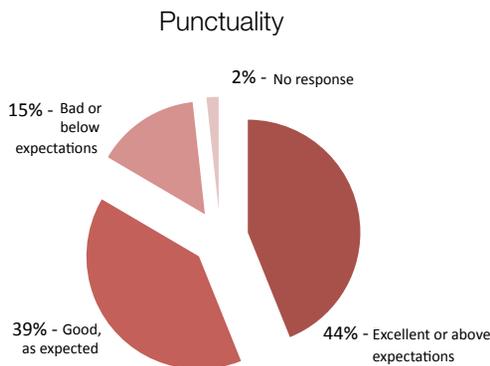
The **food** was also positively evaluated – with almost 96% approval when adding “Good, as expected” and “Excellent or above expectations”.



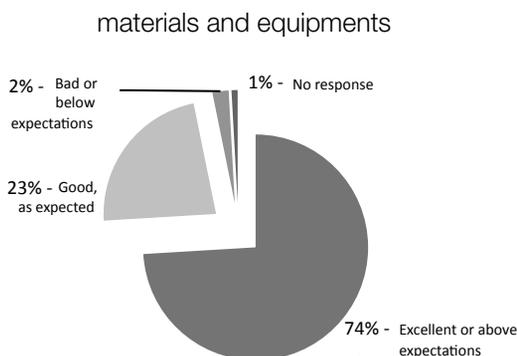
Close to 70% of participants evaluated **local transit** as excellent and 27% as good. The negative evaluations came from chaperones, facilitators and workshop leaders, principally in reference to the eco-tourism excursion.



With regards to **punctuality**, 44% evaluated it as “Excellent or above expectations”, 39% as “Good, as expected” and 15% as “Bad or below expectations”. Negative evaluations could be related to some activity delays that especially inconvenienced chaperones and delegates, notably during plenary sessions, whose delays depended primarily on the distribution of translation devices, the excursion and the Festival of Cultures.



The item **materials and equipments** was well evaluated – positive observations corresponded to more than 95% of responses to each question.

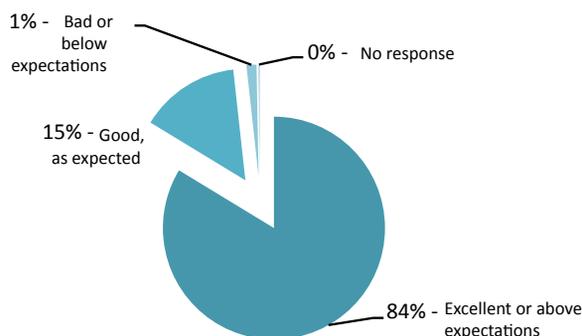


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Finally, as the feedback forms already demonstrated, the **coordination team** was evaluated as “Excellent or above expectations” by almost 85% of participants.

Organization of coordination team



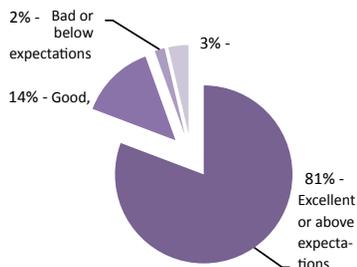
## Activities

### Delegates

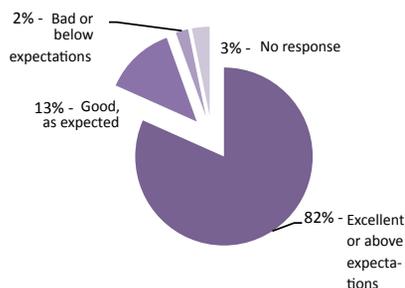
Regarding the evaluations of the Conference activities, the most common words used by delegates to describe the experience of participating in Confint were: “Excellent”, “Genial” and “Unforgettable”. These positive responses also permeate the analysis of the results of the other items.

The activities related to constructing the Charter and the thematic and edu-communication workshops were evaluated as excellent or above expectations by more than 80% of delegates. Negative evaluations did not exceed 2%. This demonstrates the positive response that the methodological proposal received, above all for prioritizing collective construction and for allowing a greater integration among participants from a variety of countries.

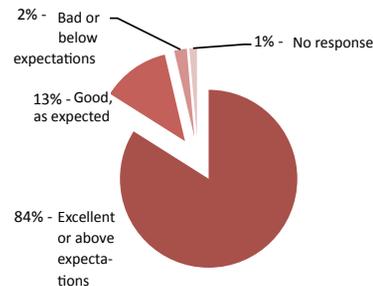
Constructing the Charter - Continental groups



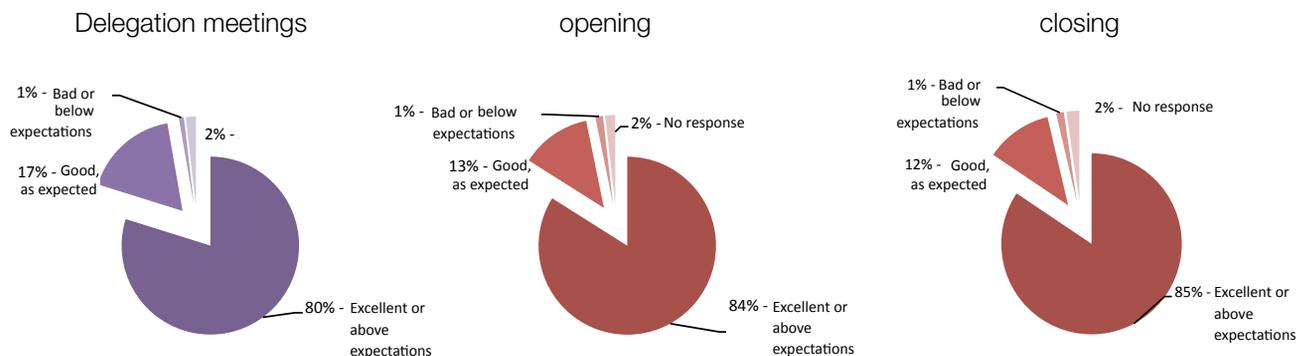
Constructing the Charter - Linguistic groups



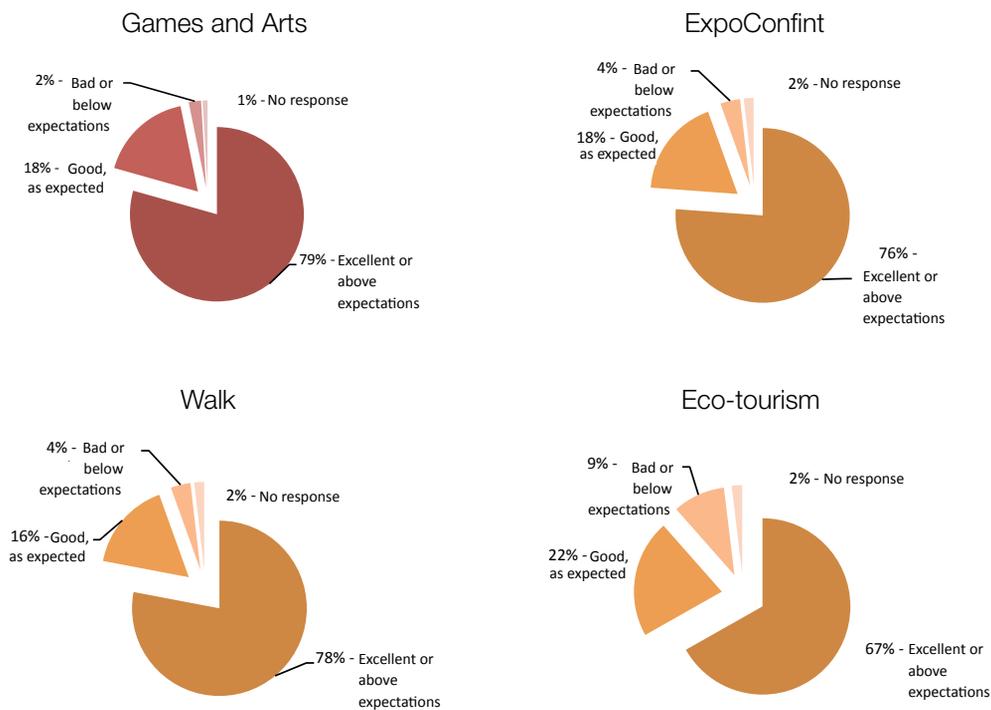
Workshops



The so-called **Delegation meetings**, the **opening** and **closing** ceremonies were also evaluated as excellent by more than 80% of delegates.



Among the other activities, such as **Games and Arts**, the **Walk** and **ExpoConfint**, there was an increase in the proportion of “Good, as expected” (between 16% and 18%) in relation to “Excellent or above expectations” (between 76% and 78%), although the evaluations remain positive. The only item that obtained a greater proportion of “Bad or below expectations” was the **Eco-tourism** excursion, with 9%, as previously mentioned, and the desire of delegates to have more time to visit the city. In the opinions of the delegates, the best moments were the Opening, Closing and the Workshops. .



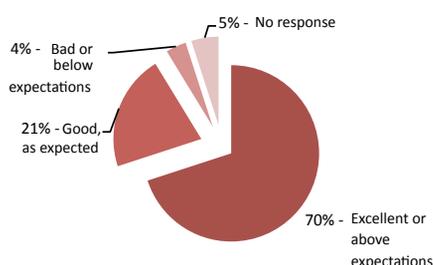
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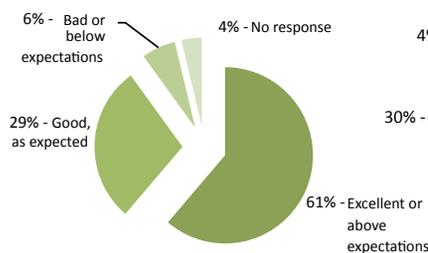
## Chaperones

The item **Integration Activities** obtained the greatest proportion of “Excellent or above expectations” (70%), in addition to 21% “Good, as expected”. The **Methodology** and **Contents** were also very positively evaluated: just over 60% giving excellent evaluations and close to 30% responded that that they were good or met expectations.

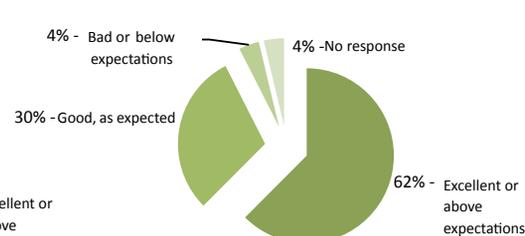
Integration Activities



Methodology

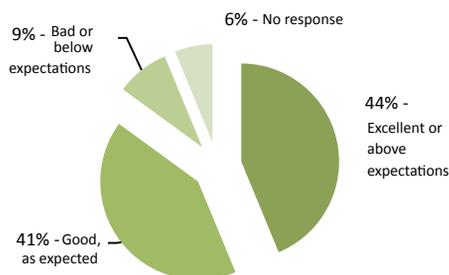


Contents



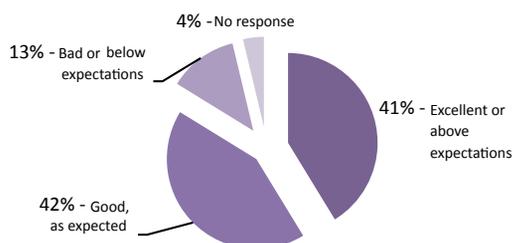
**Time distribution** and **work developed during adult agenda** obtained more varied responses and a greater proportion of negative responses. In the case of workload, 44% evaluated it as “excellent”, 41% as good and 9% as bad. Based on the comments, it is possible to assume that this is linked to the feeling that the first days did not have activities with a lot of contents, while others were involved in a more dense program.

Time distribution



Regarding the program of the adults, 41% submitted an evaluation of excellent or above expectations, 42% as good and 13% as bad or below expectations.

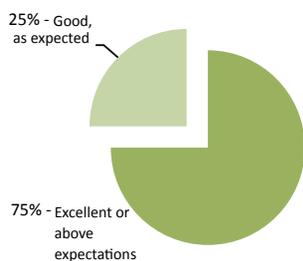
work developed during adult agenda



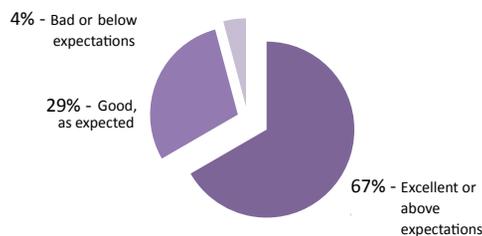
## Facilitators

Among the facilitators that responded the questionnaire, the evaluation of the **methodology** used in the **work realized with the delegates** in the workshops was predominantly positive, generating around 96% and 100% approval by adding the responses “Good, as expected” and “Excellent or above expectations.” More than 80% of facilitators also affirmed as excellent the integration activities at the Conference.

methodology

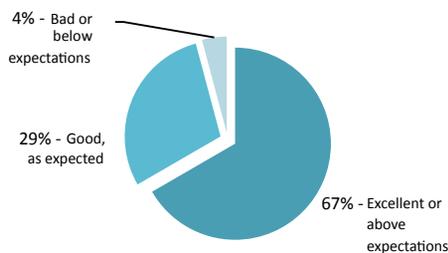


work realized with the delegates in the workshops

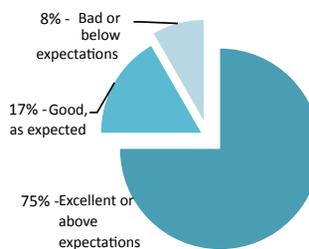


The interaction with the facilitators with the **coordination team** was considered good or met the expectations of 29% and was excellent for 67% of them. **Interaction with workshop leaders** was evaluated as excellent by 75% of facilitators, and as good by 17%, and “Bad or below expectations” by 8%.

Interaction with coordination team

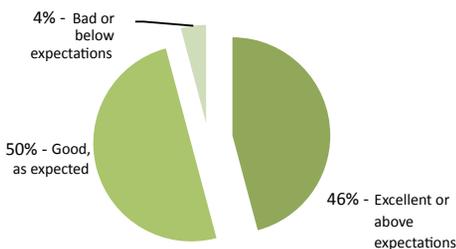


Interaction with workshop leaders



The item **workload** was well evaluated, according to the below graphic.

workload

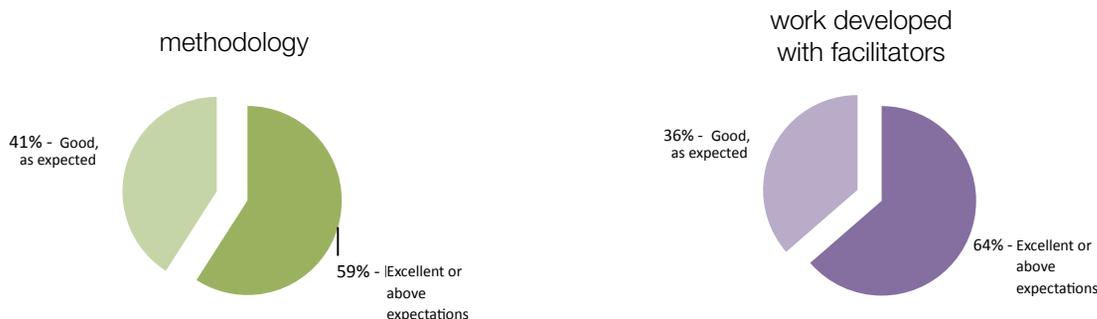


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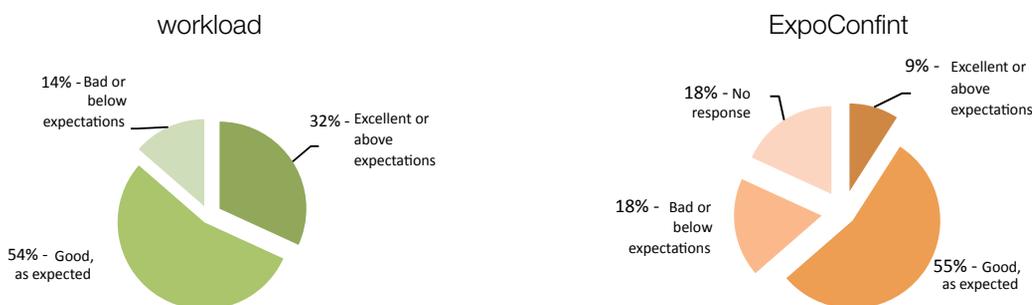


## Workshop leaders

In accordance with the responses from workshop leaders, the **methodology** and **work developed with facilitators** met or exceeded expectations. There were no negative evaluations for these items. With regards to the work with the delegates, evaluations were excellent for 77% of respondents, good for 18%, and bad or below expectations for only 5%. For integration activities, half of the workshop leaders gave excellent evaluations, while 41% good and only 4% bad.



The **workload** and **ExpoConfint** received the most negative evaluation. Only 32% of workshop leaders considered the workload excellent, while 54% considered it good and 14% bad. With regards to ExpoConfint, 18% gave an evaluation of “Bad or below expectations”, while 55% considered it good and only 9% excellent. Such an evaluation refers to the fact that the exhibit was spatially dispersed, which made the mobility and integration of participants difficult.



## 14. Costs and fundraising

The International Conference budget, including the **preparatory process** and the **final event**, consisted of various sources of financing, government and private, national and international, as will be detailed below.



## Preparatory process

The preparatory process for the Children and Youth International Conference includes: sustaining a base-team together with the Brazilian Ministry of Education, holding local and national conferences in the registered countries, holding planning meetings, constructing a platform that sustains a communication network, and ensuring continuity of the project.

The Confint team, formed in the beginning of 2008, was sustained by support from Fondation Charles Léopold Mayer pour le Progrès de l'Homme, a French-Swiss institution that encouraged the transformation of the Brazilian National Children and Youth Conference into an international project.

The majority of the national processes were funded by the National Organizing Commissions or local supporters, with an exception of the CPLC countries, that received resources from MEC and the Brazilian Agency of Cooperation.

In addition to supporting the CPLC, MEC assumed costs related to preparatory meetings that enabled planning of the project, such as the International Observers Meeting held during the 3rd Children and Youth National Conference for the Environment in April of 2009, the Confint Methodology seminar for Latin America held in Iguacu Falls in relation to Mercosur Educational and the UNESCO Decade of Education for Sustainable Development, and the Methodology Meeting in October 2009, that gathered several of the international observers, members of the Charter of Human Responsibilities, representatives from the Portuguese Language countries and partnership international organizations.

Also part of the preparatory process was the creation and launch of the Virtual Community, that came out of a partnership with UFSCar and that will give continuity to the networks constructed in relation to the Conference.

The budget of this stage was distributed as follows:

Costs of the preparatory process (January 2008 – May 2010)

	R\$
Sustaining the support team (FPH)	1.900.000
CPLC Project (MEC/MRE)	815.000
Virtual Learning Community UFSCar project (MEC)	250.200
International Observers Meeting (MEC)	20.000
Methodology Meeting (MEC)	30.000
<b>TOTAL</b>	<b>3.015.200</b>



## Final event

The budget for the Children and Youth International Conference final event was R\$ 4,359,735, whose sources were distributed as follows:

Budget for final event Confint

	<b>R\$</b>
Ministry of Education	3.364.933
Ministry of the Environment	139.553
Other Ministries	85.729
Sponsors	769.520
<b>TOTAL</b>	<b>4.359.735</b>

The Brazilian Ministry of Education was responsible for the greatest part of the costs of the final event, which included boarding, food and local transit for participants, equipment and event venue rentals, contracting support staff and printing some graphical materials, as well as some international airfare purchased in partnership with Unicef.

The Ministry of the Environment contributed with the purchase of some national airfare and with promotional materials. The Ministry of Culture financed the participation of the “Culture Points”, while the Ministry of Foreign Relations supported the international airfare of two delegations, Haiti and Burkina Faso.

Through multilateral technical cooperation, the Conference received financial support from various international organizations. In addition to Unesco and Unicef, that contributed with management of the raised funds, the General Iberomamerican Secretary, SEGIB, financed the travel of the Bolivian delegation, the Organization of American States (OAS) financed via FMCIDI airfare for latin american facilitators and workshop leader fees.

The remaining costs, especially related to cultural activities and international airfare, were financed via sponsorship resources and/or donations, form among others Itau Social, Itau Binacional, Petrobras, Vale, Alcoa, Instituto Estre and Banco do Brasil.

To raise funds from businesses, the Special Account MEC/UNESCO was opened. Several strategies were proposed to raise funds, such as financing quotas, “adopting a delegation” and support of cultural activities.

The Institutional Relations team mapped the businesses associated with the Instituto Ethos and promoted a meeting in June 2009 during the Ethos International Conference of Social Responsibility to present the project to potential sponsors. Present at the meeting were representatives from 60 businesses, allowing those interested an opportunity to better get to know the project. The GIFE network – Group of Institutes, Foundations and Businesses – facilitated access to entrepreneurial institutions interested in environmental education. Specific projects were constructed and presented to the state enterprises that offer sponsorship, in



partnership with the Ecoar Institute for Citizenship.

In total, the team maintained permanent contact with approximately 50 businesses, foundations and institutes. Partnerships with seven supporters and ten sponsors were established according to the following list:

**Supporters:** IBM, Faber Castell, Gife, Yágizi Internexus, Instituto Ethos of Businesses and Social Responsibility, Havaianas, Rotary Foundation of São Paulo - Rotary International.

**Sponsor:** Petrobrás, Itaipu Binacional, FEMCIDI, Instituto Estre, Itaú Social Foundation, Alcoa, Vale, Banco do Brasil, SEGIB- General Ibero-Americana Secretary and FPH.

**Partners:** UNESCO, UNICEF, PNUMA, UFSCar, Ecoar Institute, Earth Child Foundation, CPLC, SEGIB- General Ibero-Americana Secretary , Ministry of Culture.

**Co-implementors:** FPH – Fondation Charles Léopold Meyer pour le Progrès de l’Homme

**Implementors:** Ministry of Education and Ministry of the Environment .

## 15. Suggestions for the next Confint

The participant evaluations, as well as informal and formal conversations among all those involved in the Confint process, during and after the event, gave rise to various suggestions of what could be prioritized for the next editions of the event.

The richness of the experiences described in this interactive evaluation process was converted into suggestions that could improve a potential second International Conferences as well as local, regional and national conferences in the countries interested in continuing this process.

The results from this dialogue are summarized below:

In relation to the **Facilitator Training**, the self-recognition of the youth as local and global actors for change could have been stimulated by a more flexible agenda constructed collectively with the facilitators. This training could have constituted a forum of effective experiences of a sustainable educational space. The dialogue between different experiences and languages could make up an integrated knowledge and practices circuit to conduct the educational space. In this way, facilitators could share real experiences of social sustainability in their interactions with the delegations, and not just transmit methodologies and skills acquired during the training.

The open space demonstrated that the young facilitators possess great capacity for self-organization, but need time available within the agenda for creative relaxation, that do not



compete with the time for relaxation and leisure. In this way, they could also use time for the articulation of youth movements around the world.

In relation to the **Charter of Responsibilities *Let's Take Care of the Planet***, it can be noted that the construction of the international responsibilities could be made in a more creative and free manner, leaving space for delegates to make suggestions based on experiences in their countries, but without necessarily being based on the responsibilities of the National Charters.

The function of the charter writing group should be made much more clear, and if possible even before the Conference, emphasizing that it is not meant to give political representation to the countries, but rather to write and finalize a global process that was collectively constructed by all participants. The selection of delegates should utilize less competitive methods, avoiding election processes that could generate anxiety and frustration.

As the workshop leaders brought up in their evaluations, the participation of the delegates in the workshops before involving themselves in the collective construction of the charter could aggregate more value to the process and the project, since the workshop contents could have been incorporated as practical examples of the responsibilities and actions selected. The edu-communication workshops could take place either after or simultaneously as the charter constructions, in order to aid in the dissemination of the results and in coming up with strategies for large-scale diffusion.

The Charter of Responsibilities resulting from a process such as this one reflects the real disposition of the children and youth of what should be done, but especially how to do it. Furthermore, if the conceptual workshops had occurred before the continental and linguistic charter activities, then perhaps the selection of the Charter Writing Group would have been more democratic and collective, since the children would have had more time to get to know their representatives.

Regarding the **Workshops**, a need was expressed to give greater visibility to the products. ExpoConfint could have provided a greater dissemination of the results, to ensure that the workshop lessons could be learned by all. It is necessary to think about strategies for divulging the products, a more detailed explanation of the activity in the plenary session, the map presenting the exhibition areas, the distribution of stands in a closer vicinity, etc, in order to permit a continuous flux of people.



## 16. Process continuity

*That the new makes space for the even newer, sings Brazilian poet Caetano Veloso.*

In 2010, a cycle of three Children and Youth National Conferences was closed by a successful International Conference, in many ways thanks to the experience that accumulated since 2003. Each one consisted of innovative topics and actions forged by creativity, in cumulative learning, complex concepts and methodologies that were developed over time.

Starting from this first cycle, Brazilian in its essence, new leadership possibilities are opened for other countries on all continents, that already held their own school, regional and national conference processes that helped us to construct Confint with quality. In at least the 47 countries that were present at the final Confint event, multiples cycles in various places, with other people, and other cultures, have already been implemented.

By assuming a dialogic perspective that unites the diversity of nature, culture, ethnicity, and the plurality of wisdom and knowledge, Brazil amplifies its connections and the pedagogical and political dimensions of Confint. This is about an environmental education that is open to the *pluriverse*, a term created by Indian philosopher Raimond Panikkar.

With regards to visions of the future, the Ministry of Education is promoting the beginning of a new cycle, by articulating in various directions, covering the consolidation of the Virtual Learning Community to diffuse the Charter of Responsibilities and the promotion of local actions, as well as the continuation of the international, national and local processes.

On one hand, the educational process that began two years ago reached 62 countries and involved a lot of cooperation both locally and at a distance and will continue through the VLC, with more school communities thinking and acting globally and locally. The delegates of the event mobilized their schools, as did other people that participated during other steps of the Confint activities. In the VLC, everyone can reaffirm and promote sustainability knowledge and wisdoms in their local cultures. This resulted in a network of care with the planetary biosphere.

On the other hand, a new international cycle is proposed that will be sustained based on three pillars:

- a **government** that, through its Ministry of Education, invites countries to participate, hosts the 2nd Children and Youth International Conference Let's Take Care of the Planet, and offers a conceptual and methodological basis for the processes and the event;
- **international organizations** of multilateral cooperation, that support the mobilization activities and organization in the host country;



- **civil society organizations**, that contribute to the consolidation of the concepts and methodologies utilized, maintaining the principles of responsibilities and actions to promote sustainable societies of Confint.

The below table presents some lines of action and a time-line of the Confint II processes:

Year	Expected Activities
2010	<p><b>Virtual Learning Community:</b> Federal University of São Carlos (UFSCar)</p> <ul style="list-style-type: none"> <li>• Campaign to collect signatures for the Charter of Responsibilities <i>Let's Take Care of the Planet</i>.</li> <li>• Take Action Now – Delegates and their schools develop projects based on responsibilities and actions from the Charter of Responsibilities. Involvement of facilitators from each country. Partnership and funds: US\$ 5,000 / Earth Child Institute</li> <li>• News from National Organizing Commissions and Delegations. Information distribution platform.</li> <li>• Maintenance and planning of VLC for 2011.</li> </ul> <p><b>National Processes</b>                      Diffusion of the Charter of Responsibilities and experiences in each country.</p> <p><b>International Process</b>                      Creating the reports and publications that divulge Confint 2010.                      Articulating Confint 2014 and establishing a new cycle sustained by a tripod: government, civil society and international organizations.</p>
2011	<p><b>Virtual Learning Community</b></p> <ul style="list-style-type: none"> <li>• Continuing the campaign to gather signatures for the Charter of Responsibilities.</li> <li>• Amplifying the network of schools beyond those of the delegates – developing projects based on the responsibilities and actions of the Charter of Responsibilities.</li> <li>• Including all schools involved in the national processes.</li> <li>• Video conferences: Facilitation by UFSCar.</li> <li>• Host country assumes VLC as of second semester.</li> </ul> <p><b>National Processes</b></p> <ul style="list-style-type: none"> <li>• Amplifying participation of the countries, especially the 15 countries that held national processes but were unable to attend the final event.</li> </ul> <p><b>International Process</b></p> <ul style="list-style-type: none"> <li>• Decision about country to host Confint 2 (first semester).</li> <li>• Host country assumes mobilization (second semester).</li> </ul>



2012	<p><b>Virtual Learning Community</b></p> <ul style="list-style-type: none"> <li>• Election and preparation of a Confint delegation for Rio 92+20.</li> <li>• Report of systematized actions resulting from the 2010 Confint Charter of Responsibilities.</li> </ul> <p><b>National Processes</b></p> <ul style="list-style-type: none"> <li>• Formation of National Organizing Commissions (NOCs).</li> <li>• Support and preparation of delegates to Rio 92+20.</li> <li>• Development of methodologies for national processes.</li> </ul> <p><b>International Process</b></p> <ul style="list-style-type: none"> <li>• Open invitation by host country Education Ministry to countries of the world.</li> <li>• Define and promote theme of Confint 2.</li> <li>• Creation of a basic step-by-step guide to be adapted by the countries.</li> <li>• Begin defining potential sources of fundraising</li> </ul>
2013	<p><b>Virtual Learning Community</b></p> <ul style="list-style-type: none"> <li>• Report of systematized actions resulting from the 2010 Confint Charter of Responsibilities.</li> <li>• National and continental spaces for debate.</li> </ul> <p><b>National Processes</b></p> <ul style="list-style-type: none"> <li>• National Organizing Commissions (NOCs) organize school, national and regional conferences, with successive elections of delegates.</li> </ul> <p><b>International Process</b></p> <ul style="list-style-type: none"> <li>• Intensive mobilization of countries.</li> <li>• Support for national processes.</li> <li>• Defining logistics and methodology for Confint 2.</li> </ul>
2014	<p><b>International Process</b></p> <ul style="list-style-type: none"> <li>• Support continental meetings.</li> </ul> <p><b>Realization of 2nd Children and Youth International Conference <i>Let's Take Care of the Planet</i></b> (date to be set by host country).</p>

## 17. Final considerations

At the International Conference, young students between the ages of 12 and 15 from 47 countries – elected by other students in their countries – could gather to debate a topic that affects all humanity: global socio-environmental changes, with a focus on climate change. They collectively constructed the Charter of Responsibilities *Let's Take Care of the Planet*, with actions aimed at sustainability. A mix of origins, cultures, languages, but with a common intention – caring for planet earth – attracted various countries to an innovative form of learning.



We understand that the *environment* cannot be reduced to worries about just *ecology* – an area of biological sciences – or about *nature*, that constitutes the basis for sustaining life in the biosphere. Nature has transformed itself into areas of action in which we need to take political, practical and ethical decisions. Confint is one of these areas of action, aimed at contemporary education where everyone is learning about sustainability. Through environmental education, each school has the opportunity to be a space of permanent learning, based on dialogue and the respect of all forms of life.

The final event as a whole was considered a harmonious and stimulating environment, and obtained great evaluations from each adult, child and youth participant. In qualitative terms, expressions such as “marvelous”, “great” and “incredible” appeared innumerable times on the written forms. One adult, generalizing, nick-named Brazilian education “pedagogy of happiness”!

Based on the activities developed and the inter-generational dialogues, large steps were taken in the direction of great objectives: contributing to the empowerment of the delegates to assume global responsibilities and local actions, strengthening youth movements and networks, and advancing the implementation of integral and environmental education policies through educators in the other countries.

The debate began with the invitation by the Brazilian Ministers of Education and the Environment to the national governments to transform their schools and local communities into public spaces of education for everyone, throughout life, in the search for other forms of possible and healthier societies. Now, after the great meeting, the debate returns to the school communities, that are not limited to being just reproducers of knowledge, principles and responsibilities, but are above all producers of new knowledge and more actions.

This first Children and Youth International Conference *Let's Take Care of the Planet* needs to be a lot more than just the nice memory of a past event. The conference could become a reference for educators of different countries and regions of the world to unveil methodologies and concepts to be studied, adapted and replicated, and especially contribute to the diffusion and advance of pedagogical practices as fundamental as addressing global socio-environmental changes.



## 18. Technical specifications

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Rita Silvana Santana dos Santos  
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**Facilitation support** Carla Hirata  
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### Conference activities/workshops

**Radio** Gracia Maria Lopes  
Mariana Casellato

**photo-story** Mariana Manfredi

**Fanzine** Anna Karine de Menezes Lima  
Jéssica Gabrielle de Menezes

**Advertising** Bruno da Costa Andreoni  
Júlia Azevedo  
Vitor Massao Kodaira de Medeiros

**Journalistic coverage** Isis Soares

**Agro-forestry gardens** Fabiana Mongeli Peneireiro  
Helena Maria Maltez  
Juã José Pereira



<b>Where is the waste that was here?</b>	Adriana Norte Fernanda Branco Belizário Mariane Pintor
<b>Magic of the sun</b>	Ofélia Bolívar Leticia Martinez
<b>Oasis game</b>	Thais Polydoro Ribeiro Rafael Cecon Paulo Ricardo Farine
<b>Cultivating good water</b>	Isabel Campos Salles Figueiredo Sérgio Borges Paim Pamplona
<b>Climate change</b>	Martin Jarrath Moritz Rehfeld
<b>Message from the water</b>	Nádia Campos Solange dos Santos Bueno
<b>Carta Musical/Show de Abertura</b>	Carlos Eduardo Coltro Antunes (coord) Daniela Kolhy Ferraz Danilo Camargo Penteado Debora Nefussi Douglas Felis Fanta Konatê Gustavo Breier Dos Santos Kuntal Maradan (Kanchan) Laura Solokowics Luis E. F. Kinugawa Luis Eduardo de la Hoz Cabrera Mador Diaeg Mariângela Assad Simão Roberto Angerosa de Souza Lima Romy Angelica Maria Martinez Garay Rui Barossi Garcia Silvestre Garcia Junior Simone Bento de Souza Themístocles Ponciano de Almeida Thomas Rohrer Ursula Pacolo Correa Vanessa Soares Barbalho



**Circular dances** Karina Perpétuo

**Somos Som** Angel Luis  
Celina Lerner  
Daniel Telles  
Fernando Fegatto  
Luciano Sallun

**Grupo Toró** Adriana Giacomini  
Edite de Jesus Neves  
Felipe Spina  
Gabriela Marques Mendes da Silva  
Maria Tereza de Almeida e Silva Rollo  
Ricardo Henrique Branco  
Braga Marcondes  
Roberta Lelis  
Romoaldo Rosário da Costa  
Rubens Antelmo  
Tethê Rollo  
Thais Hangai Ushirobira  
Thayla Godoy

**Video documentary** Carlos Nascimbeni (Coord.)  
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Julio Brunet  
Marco Romiti  
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Ruy Fialho  
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Geraldo Tadeu Souza  
Gilmara Leles Cardoso  
Juliana Alves Baptista  
Leonardo Daniel de Oliveira  
Livia Mara Sant'Ana Sousa



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Miguel Peixoto Costa Carvalho  
Angelo Moscozo Silveira  
Romina Daisy Castro Rojas  
Samuel Coelho  
Tainá Amanara Aguiar Santos  
Vanessa Emika Ito

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Cristiane Aoki

**Nations Football Game** Luiz Roberto Malheiros Araújo  
Daniel Souza M. dos Santos  
Priscila da Silva Ricardo  
Michelle Antoniazzi  
Marina de Ávila Tolosa  
Thompysom Ribeiro

**Bola de Meia** Alessandro Zamah Timoti  
Celso Pan  
Cristina Mcpol  
Dani Bomio  
Jacqueline Baumgratz  
Luci Ferreira  
Luis Gabriel  
Paulo Castro  
Rafael Ribeiro  
Sílvia Araújo

**Brazilian Invention** Andressa Ferreira  
Chico Simões  
Clélia Maria da Trindade  
Cristiana Santos Teixeira  
Fabiana Leonardo de Oliveira  
Fabíola Cristina de Oliveira  
Fernanda Vitória de Oliveira  
Frederico Leonardo de Oliveira  
Ivonete Fernandes Ferreira  
Joaley Almeida  
Maisa Amorim  
Raldal Pereira de Andrade  
Sandra Oliveira Santos



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François Soulard  
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Lydia Nicollet  
Nina Greeg  
Panagiota (Yolanda) Ziaka  
Pierre Calame  
Pink-Fleur de Lis Cupino  
Ricardo Jimenez  
Sudha Reddy



## 19 - Annexes - ( DVD )

- 1 - Invitation of Ministers to countries
- 2 - International Regulation
- 3 - Step-by-Step
- 4 - Thematic booklets
- 5 - National Charter Parameters
- 6 - Terms of Reference Chaperone
- 7 - Terms of Reference Facilitator
- 8 - Step-by-step guide for School Conferences in the Community of Portuguese Language Countries
- 9 - National Charters of Responsibilities
- 10 - Charter of Responsibilities *Let's Take Care of the Planet*
- 11 - Suggestions for disseminating the Charter of Responsibilities
- 12 - Commemorative stamp
- 13 - Musical Charter
- 14 - Workshop report
- 15 - Parameters for Thematic Workshops
- 16 - Media produced by the Edu-communication workshops
- 17 - Maps ExpoConfint
- 18 - Confint music
- 19 - Cerrado Guide
- 20 - Promotions Folder
- 21 - Confint Videos
- 22 - Participants Guide
- 23 - Facilitators Guide
- 24 - Adults Guide
- 25 - News Clipping
- 26 - Selection of photos from Conference
- 27 - Daily Feedback Form
- 28 - Evaluation Form





**Apoio:**



**Parceria:**



Cooperação  
**Representação  
no Brasil**



Secretaría General  
Iberoamericana  
Secretaria-Geral  
Ibero-Americana



Secretaria de  
Cidadania Cultural

Ministério  
da Cultura

**Patrocínio:**



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**Co-realização:**



Fondation Charles Léopold Mayer  
pour le Progrès de l'Homme



charter of human responsibilities

**Realização:**

Ministério do  
Meio Ambiente

Ministério  
da Educação

