

Brazil: A Case for NGOs or The Impact of the Citizen
Sector

Curriculum Project

Fulbright-Hays Summer Seminar Brazil 2007
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Brazil: A Case for NGOs or The Impact of the Citizen Sector

Unit Objective: This unit will explore the role of the citizen in a democratic society to address social and economic challenges. NGOs in Brazil will be used to illustrate the range and depth of involvement of civil society in a democratic country. Through research and simulations, students will have the opportunity to discover how individuals and groups have made a difference in Brazil.

Grades: 9-12, Government and Global Issues

National Social Studies Standards

Civic Ideals and Practices

- analyze and evaluate the influence of various forms of citizen action on public policy
- evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government
- participate in activities to strengthen the common good, based upon careful evaluation of possible options for citizen action.

Global Connections

- analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.

Denali Borough School District Standards: Alaska

Social Studies 6.11: Understand the impact of non-governmental groups on government policy (lobbying and public interest groups).

Essential Questions:

- What is the role of international NGOs in social and economic issues in the world and in Brazil?
- In what social and economic areas can citizen organizations be involved?
- How does an NGO affect government policy?

Summary of Unit: Students will be able to demonstrate an understanding of these questions through a study of Brazil and further be able to demonstrate their understanding through a simulation. The simulation will be the culminating assessment activity in which students will role play the job of consultants to a chosen Brazilian NGO.

Phase I: Overview of Brazil

- Brief History
- Map Activity identifying regions/geographical features
- Museum walk of artifacts
- Current events, economic and social issues

Phase II: Study of Brazilian NGOs

- UN Millennium Development Goals and Brazil
- Individual research devoted to area of interest/Brazil
- Teacher presentation: NGOs from Fulbright-Hays 2007

Phase III: Social innovation through entrepreneurship

- *The New Heroes*
- Selected Readings:
 - *How to Change the World*, David Bornstein
- Examples of Social Entrepreneurs in Brazil
- Selection of Brazilian NGO for simulation and project proposal
- Presentation to local NGO panel

Phase IV: Local Organizations, active citizenship and the economy

- Identify local social and economic challenges
- Identify local non-profits or need for them
- Select area to support or for further research

Phase I: History and Geography of Brazil

Activity 1: What do you know?

Using the KWL technique, students will identify their current knowledge or understanding about Brazil. Additionally they will complete an anchor chart answering the question "What do you want to learn?"

Activity 2: PowerPoint Presentation: regions with map ("Schmidt_BrazilLandPeople" is available via the Web: <http://lanic.utexas.edu/project/etext/llilas/outreach/fulbright07/>)

Activity 3: Using an evaluation tool, students will examine artifacts. ("Artifact Evaluation: Brazil" worksheet is included in this document.)

Artifact Mystery: regional and economic artifacts

- * SHOES (São Paulo)
- * PRE-COLOMBIAN POT (Amazon)
- * BEADS FROM THE AMAZON (use of natural materials)
- * MASK FROM THE AMAZON (cultural identity)
- * ROSEWOOD OIL (use of natural materials: Amazon)
- * UNCUT SEMI-PRECIOUS STONES (Minas Gerais)
- * BLUE MACAW WOODEN SPOON (Pantanal)
- * WEAVING (Pantanal)
- * POSTCARDS FROM BRASILIA
- * MUSIC FROM SALVADOR/AFRO-BRAZILIAN
- * FABRIC FROM SALVADOR (ORIXAS)
- * MUSIC FROM TOM JOBIM (BOSSA NOVA, Rio de Janeiro)
- * FOOD SAMPLE: Cashews
- * Other representative items may be added

Activity 4: Socratic Seminar Style: current readings on news events in Brazil ("Socratic Seminar: Current Issues in Brazil" worksheet is included in this document.)

• Web sources of suggested articles:
<http://www.economist.com/countries/Brazil/>

<http://topics.nytimes.com/top/news/international/countriesandterritories/brazil/index.html?inline=nyt-geo>

• Web reference on Socratic Seminar :
http://www.studyguide.org/socratic_seminar.htm

Activity 5: Assessment Activity: What social or economic concerns can be inferred from the artifact analysis and the literature discussion?

Phase II: The Citizen Sector

Activity 6: Students will understand what the UN Millennium Development Goals are, and will use them to identify current development in Brazil and Brazil's contribution to the world's progress in reaching them.

- Use TeachUNICEF curriculum to learn the Millennium Development Goals.

http://www.unicefusa.org/site/c.duLRI800H/b.25991/k.DD9/TeachUNICEF_Youth_Action_US_Fund_for_UNICEF.htm

- Watch video produced by Christian Picciolini, available for download at www.christianpicciolini.com (permission received)

- Dialogue of possible challenges today in Brazil.

Activity 7: Students will identify several NGOs active in Brazil. Both International and local non-profit groups will be highlighted.

Student Research: using worksheet guidelines ("The Citizen Sector in Brazil: NGOs," included in this document), students will prepare summary statements on NGOs. Summaries will be shared with others through publishing and presentations. (Assessment activity)

Activity 8: Teacher presents examples of NGOs visited during Fulbright-Hays summer seminar 2007

Each of the following NGOs represents community-based and/or internationally supported non-profits, which have a demonstrated effect on policy or public involvement.

- Greenpeace Brazil, www.greenpeace.org.br
- Friends of the Amazon, CAAGP at www.greenpeace.org.br
- SOS Mata Atlantica: Atlantic Forest, <http://www.sosmatatlantica.org.br/>
- ISER (Promoting sustainable societies, reducing poverty, eradicating social inequality, respecting diversity, primarily through research for policy and decision makers), <http://www.iser.org.br/>
- Cultural Center Tom Jobim (Designed to link art and the environment through education), http://www2.petrobras.com.br/cultura/ingles/patrimonioedificado/proj/edif_centrotomjobim.asp

- Nature Conservancy Amazon (International NGO with offices in Brazil),
<http://www.nature.org/wherewework/southamerica/brazil/work/art5079.html>
- Instituto de Pesquisa Ambiental da Amazonia (IPAM),
<http://www.ipam.org.br>
- Novo de Novo (community-based recycling cooperative),
<http://www.novodenovo.art.br>
- English Language Learning in Candeal,
<http://www.sqafoundation.org/oproject.html>
- Ta Rebocado (Habitat International Coalition) long-term community development program, <http://www.hic-et.org/document.asp?PID=375>
- Pantanal Forever (project of WWF Brazil with numerous business and community partnerships, including the Blue Macaw Project),
http://www.panda.org/about_wwf/where_we_work/latin_america_and_caribbean/country/brazil/our_work/pantanal/project/wwf_brazil/partners/index.cfm
- Green Life Association of Amazonia (Avive -womens' cooperative using sustainable forestry and natural products to promote community development),
<http://www.avive.org.br/index2.html>
More information can be found at
http://www.undp.org/equatorinitiative/equatorprize/EquatorPrize2002/awards_winners.htm#two
- Oficina Escola de Lutheria da Amazonia (OELA , project in which students are trained in the career of guitar making),
<http://www.oela.org.br>
- Project Tamar (environmental sustainability project, turtles at Fernando de Noronha,
<http://www.tamar.com.br/ingles/default.htm>
- Project Golfino Rotador (environmental project, spinner dolphins at Fernando de Noronha),
<http://www.golfinhorotador.org.br/>

Assessment Activity: Identify how each of these NGOs may have an impact on public policy in the development area of focus.

Phase III: Social Innovation Through Entrepreneurship

Activity 9: Introduction to Social Entrepreneurship

- Selected lessons from *The New Heroes*, a PBS video series which introduces cases of social entrepreneurs.
<http://www.pbs.org/opb/thenewheroes/teachers>
- Selected lessons from Room to Read, students helping students, introduction to social entrepreneurship
http://www.roomtoread.org/shs/teachers/social_what.html
- Selected readings from *How to Change the World, Social Entrepreneurs and the Power of New Ideas*, David Bornstein, Penguin Books, 2004,2005, examples from Brazil
- Teacher-presented examples from Fulbright-Hays summer seminar 2007 (ecotourism as well as referencing previously presented NGO work)

Activity 10: Social Innovation Simulation ("Social Innovations in Brazil: A Simulation" rubric is included in this document.)

In a simulation environment, student teams will seek to create an innovation or an innovative way to target one of the Millennium development goals in a chosen NGO operating in Brazil. They then create a business plan, possible prototype, and a presentation on the strengths of their solution. This presentation is given to a community board of volunteers from local NGOs to help students evaluate their plans.

Additional Resources at:

<http://www.socialedge.org>

<http://www.youngmoney.com> (articles on social entrepreneurs, March-April 2006)

http://www.youngmoney.com/entrepreneur/business_planning/business-plan-basics (article on the basics of writing a business plan)

Phase IV: Locally Active Citizenship

Students will identify local community development goals which may be addressed through a non-profit or a social entrepreneur project. This phase will be developed in partnership with volunteer board members. It is envisioned that students will become actual consultants to an NGO, sharing their knowledge about what is possible, through the study of Brazil.

Artifact Evaluation: Brazil

Instructions: For each artifact displayed, complete an evaluation.

Name of artifact

From what region of Brazil do you think it came?

What does the artifact reveal about the economy of the region?

What do you wonder?

Socratic Seminar: Current Issues in Brazil

Read the assigned text prior to class.

Text

Write at least one question in each category.

Global connection question.

Closed question: this question will help to understand the content of the article.

Open-Ended question: this question will open discussion and focus the topic.

Question about a social or economic problem that might arise from reading this article.

The Citizen Sector in Brazil: NGOs
Research Assignment

Using an Internet search, locate two international organizations and two community-based non-profit organizations operating in Brazil. These Web sites are a place to begin:

<http://brazilink.org/internationalngos.asp>

<http://www.nonprofitexpert.com/countries/brazil.htm>

This is a Web site explaining what an NGO is, and how they are used in the United Nations to help set policy.

<http://globalpolicy.org/ngos/index.htm>

For each organization complete a summary which includes the following items:

Name of Organization

Mission

Founding date and/or years of operation

Social area the NGO targets (e.g., environment, education, health, poverty, etc.) Although all organizations don't need to be from one area, if you do select them from one area you will have a better opportunity to compare programs and opportunities.

Current and past projects in Brazil

Funding sources and size of budget: is it a grassroots organization operating on a small budget or a larger one?

Identify ways in which each NGO affects public policy, either through public opinion, published studies available to universities or government agencies, and any government agency affiliation the organization may have.

Future plans and projects the organization has stated?

Social Innovators of Brazil: A Simulation

Presentation Rubric

Team _____

NGO **25 possible** _____
Background and details of NGO presented?

Innovation **25 possible**

Is the purpose clearly explained? Is the purpose tied to the mission or issues of the chosen NGO? Does it seem possible?

Is the uniqueness of this project stated?

Business Plan **25 possible** _____
Is a simple business plan presented? Is it reasonable?

Questions **25 possible** _____
Did the group seem well prepared and have a clear understanding of their project?

Evaluator Comments:

Selected Resources for NGO Brazil Curriculum Unit

1. Bornstein, David. *How to Change the World, Social Entrepreneurs and the Power of New Ideas*. New York, NY: Penguin , 2005.

- "The Light in My Head Went On," Fabio Rosa, Brazil: Rural Electrification
- "If the World Is to Be Put in Order," Vera Cordeiro, Brazil: Reforming Healthcare

Additional examples from this publication:

- Ismael Ferreira, Valente, Brazil, Market Access for Small Sisal Farmers
- Marilena Lazzarini, São Paulo, Brazil, Consumer Protection
- Rodrigo Baggio, Rio de Janeiro, Brazil, Access to Technology in Slum Areas
- Harley Henriques do Nascimento, Salvador, Brazil, AIDS Treatment and Prevention

2. Swarts, Frederick A., *The Pantanal*, World Conference on Preservation and Sustainable Development in the Pantanal. St. Paul, MN: Paragon House Publishers, 2000.

Part IV: International Organizations and the Pantanal

- "Implementation of Integrated Management Practices for the Pantanal and the Upper Paraguay River Basin," Nelson da Franca Ribeiro dos Anjos
- "Ramsar Convention and the Pantanal," Bill Phillips
- "The World Bank and the Pantanal," John Redwood
- "UNEP and the Pantanal," Ricardo Sanchez Sosa

3. Feldeman, Fabio and Biederman, *National Policy on Climate Change for Brazil Basic Elements*, written during the Brazilian Climate Change Forum, 2003, IPAM, Brasilia, 2004.

4. Wallace, Scott, "Farming the Amazon," *National Geographic*, January 2007.

5. *Developing Community-based Management Systems for The Amazon Floodplain: Lessons we are Learning*, World Wildlife Fund, Brazil and IPAM (Instituto de pesquisa Ambiental da Amazonia), 2006.

6. Levine, Robert M. and Crocitti, John J. editors, *The Brazil Reader*, Durham, NC: Duke University Press 1999.

- "The Reality of the Brazilian Countryside" Landless Movement (MST), p. 264.

This entire collection of essays and excerpts is suggested for teachers to attain personal knowledge of Brazilian history and current issues related to Brazil.