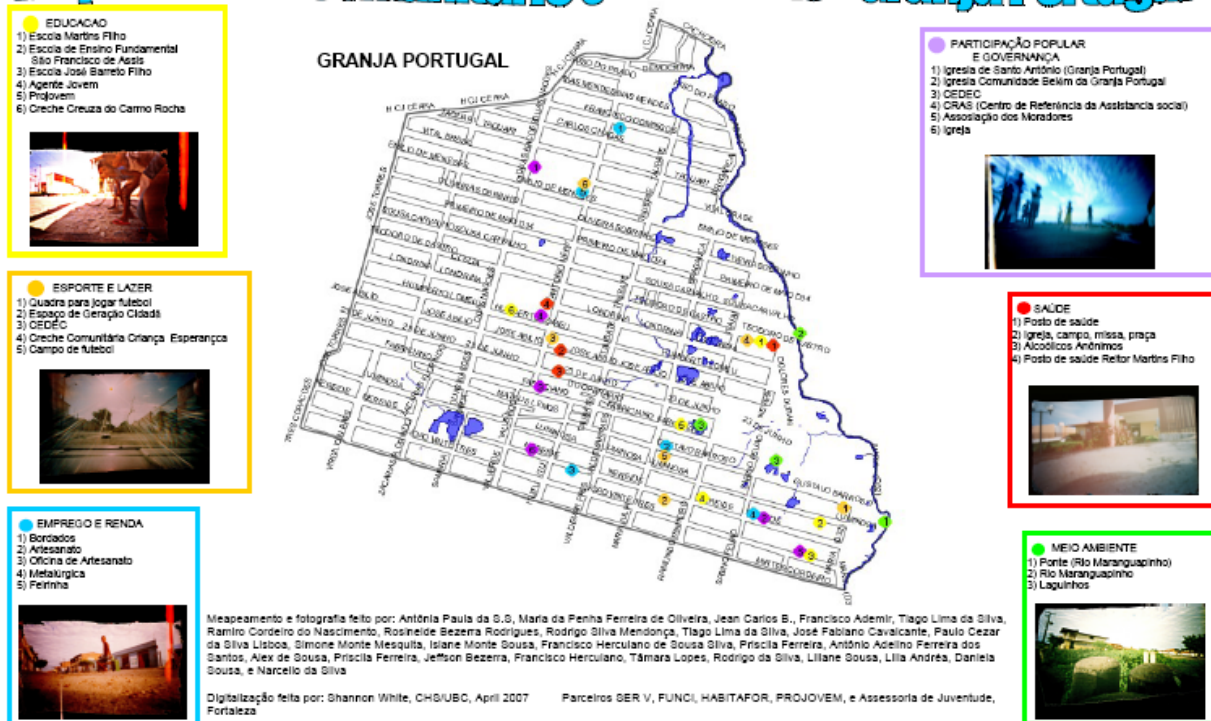


# Building Regional Citizenship:

## Emerging Voices from Socially Excluded Youth in the New Public Consortia Project

### Mapeamento Comunitário com Jovens - Granja Portugal



Municipal Governments of Belo Horizonte, Recife, Santarém, & Fortaleza  
 Environmental Youth Alliance & University of British Columbia - NPC Project  
 2007 - 2008

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### **Appendix: Detailed Methodology and Results**

## **Executive Summary**

This report summarizes emerging concepts of regional citizenship among Brazil's most socially excluded population: the young urban poor living in favelas. Community mapping is the primary tool we use to communicate ideas about citizenship in the metropolitan regions of Santarém, Pará state; Fortaleza, Ceará state; Belo Horizonte, Minas Gerais state; Santo André, São Paulo state, and Recife, Pernambuco state. Brazil, as part of the New Public Consortia for Metropolitan Governance Project. The principal focus of the NPC project is to reduce poverty in Brazil's informal settlements through the formation of regional governance structures known in Brazil as public consortia. Through a process of collaborative action research, the consortium experiences of the five metropolitan regions participating in the project are to improve the quality of life for residents of their peripheries and generate knowledge to help guide other efforts at regional collaboration for poverty reduction. While public consortia are by definition governmental institutions, the consortia's "user groups," i.e. the residents of informal settlements – particularly women and youth – are to be protagonists in the consortia project's development. In working directly with local citizens we have prepared a summary of their vision for regional citizenship and the expressed dire need for new public consortia.

Community mapping is a process that gathers local knowledge through collaborative communication about social, cultural, economic, and ecological assets that describe a community. This information is shared spatially on a base map and often metaphorically through other mediums such as photography. Community-based mapping has become a tool to facilitate asset-based planning with communities around the world. Community mapping is useful to policy makers who are moving away from "needs based" resource analysis to asset based planning and decision-making. The goal of community mapping is to have the mapping conducted by local people and is meant to be a tool in the hands of community members.

### **Emerging Concepts of Regional Citizenship**

The creation of dialogue between people can be the most valuable aspect of the mapping process including dialogue between neighbours, neighbourhoods, inter-municipally or regionally. Community mapping: (i) creates a sense of place and provides a framework for people to share knowledge; (ii) facilitates dialogue and brings together a diverse set of world views in creating a common vision; (iv) can have transformative effects because of its collaborative and easy to understand process of sharing knowledge and experiences.

Map making in peripheral communities exemplifies transformative pedagogy because it facilitates people to *describe their world and to see the possibility for change*. Community mapping is an inclusive tool that builds community capacity because it requires participation from community members. The Environmental Youth Alliance has engaged in community mapping with children and youth for over a decade in an effort to build knowledge about the perspectives, assets, and strength of children and youth to transform their communities. EYA and CHS are working in partnership with youth and municipal officials in five regions of Brazil to support asset based research and planning for effective regional governance that includes youth voices, regional identity, collaboration, and ultimately increased quality of life.

## **2. Goals and Objectives**

### **2.1 Overall Goals**

- Build capacity for socially excluded citizens to participate in processes of urban governance and public policy-making;
- Contribute to processes of economic and socio-environmental development of the community;
- Inform the formation of public policies that could be implemented by the public consortium that is to be created in the region;
- Develop knowledge regarding participatory management methodologies that can be used by other public consortia in the region.

### **2.2 Specific Objectives:**

- Train community residents (including youth, children, and women) to identify indicators of community and citizenship
- Develop a map that spatially communicates community resources and priorities to strengthen social, environmental, and political security;
- Document the process and write a manual on emerging regional citizenship concepts in the New Public Consortia Project in an effort to transfer knowledge where applicable.
- Ensure wide dissemination of results & resources through web based free downloadable documents, base maps, and tools.

### **Initial Results**

The work of the project is still in progress however below we share some preliminary results of our efforts. In general the work has resulted in very encouraging and inspiring engagement of youth living in the peripheries as well as engagement of policy makers:

- Municipalities are building their own knowledge and capacity by participating in the mapping work with youth in peripheral communities. The effort of the NPC made this a reality.
- The knowledge and skills of young people who live in the peripheries is being heard often for the first time: not only between each other, but also to municipal officials, inter-municipally, and within communities. The profound value of this can not be understated.
- Youth participation in planning mechanisms is being strongly considered by participating municipalities in an ongoing way. See comments and documentation throughout this report.
- Those living in the peripheries themselves are recognizing the possibility of change and their own role within that transformation.

## 3. Methodology

The following pages are a brief summary of the methodology used for community mapping in the cities in NPC project zone. Methodology evolved with the local decisions of participants in how the story of communities was to be told, however a consistent use of base maps to represent information spatially and thematically was used throughout the process.

### 3.1 Methodology - Recife

The implementation of the mapping activity in Recife involved three days (3 hours each day) carried out in the community with 15 to 18 youth between the ages of 15 to 22 years, and one fraternization day. In day one individual maps were created based on the following questions: What do you do during a typical weekday/weekend? Where do you go? With whom do you pass the time? Participants are to identify their favorite (positive) and least favorite (negative) places on the map. Participants individually presented their maps in groups of five to six youth. Here the facilitator recorded principal themes.

Questions to facilitate discussion:

- Why do the youth spend more time in one place than in another?
- Are there “key aspects” of the community/environment that sustain the youth?
- What are the characteristics of these locations?
- Are there key people in the community (adults or other youth) that support the youth?
- Who are these people and what are their characteristics?

**Sharing Information Spatially:** From here participants create a collective map either spatially communicating geographic concepts or thematically. Youth reflect on the relations with the locations and people within their community. The activity culminates with a visit to the community (the most popular locations identified on the collective map) to take photos.

*\*\*\*Current Video Production is underway:* The inclusion of video recording in this part of the activity is of great benefit because video can document the youth's perspectives on their community in an intimate form. The video enables access of the information to other people, including municipal government workers & politicians enabling them to become familiar with the reality of these young people. This methodology is known as “participatory video”. Video is currently available in Recife and is currently being prepared on the mapping projects of Belo Horizonte and Santo Andre.

### **Emerging Regional Citizenship and the Fraternization Day**

The fraternization day was a remarkable experience where youth met intermunicipally and shared their maps between each other and also with officials from other municipalities. The most significant aspect of the day was the realization that the youth had never shared this type of information before and neither had government officials. It created an extremely valuable opportunity to share resources, challenges, strategies, and to build trust and understanding intermunicipally. The extreme success has led the NPC to incorporate the Fraternization day into all the mapping projects in the communities. The Fraternization day also enabled the visioning of a regional collective map – the youth put up the photos of the community visits and the valorization of the work and perspective of the youth. If youth have an opportunity to present the map ideas to family/friends and representatives of City Hall it

validates the knowledge and builds hope, inspiration, and opportunity for real change to occur. Relationships are built and citizenship emerges that spans regions. This is an incredible opportunity for creating a foundation of regional citizenship.

**Table 3.1<sup>a</sup> Youth Participation Recife**

<b>Youth Participation in the 1<sup>st</sup> Workshop</b>			
Municipality	Average number youth in the workshops and fraternization day	Activity Hours	Total hours ***
Recife	20	15.5	310
Camaragibe	17	14.5	246.5
Olinda	6	13.5	81
Total	43	43.5	637.5

<b>Youth Participation in the 2<sup>nd</sup> Workshop</b>				
Municipality	# of young youth	# of older youth	Activity Hours	Total hours ***
Recife	2	2	8	32
Camaragibe	4	4	8	64
Olinda	5	3	8	64
Total	11	9	8	160

\*\*\*The total is the result of the number of activity hours multiplied by the number of youth.

### **3.2 Methodology – Santarem**

The region of Santarem continues to participate in community mapping through a two fold process. First, an initial series of capacity building workshops was carried out with several groups in the community in 2006 and early 2007. In each session, youth identify key assets or resources in their community, such as social services, community institutions, education, the environment, business and industry. The data from the workshops was synthesized into 4 thematic maps to enable the information to be communicated spatially.

The workshops were carried out through a diversity of groups in order to be more representative of the community. In the case of Santarem the public school’s administration and the coordinators of the Pastoral da Juventude in the Nova República neighbourhood carried out workshops culminating in several groups completing the mapping exercise.

The workshop framework used evolved over the course of the project’s development. The method used in the first workshop consisted of introducing the activity, discussing themes of governance, community development, and resources, along with the purpose of maps,. Youth then engaged in a collective brainstorm of all the resources in the neighbourhood. These resources were organized into categories and numbered by the group and located on a piece of transparent paper covering a large map.

Youth brainstormed some of the problems or risks existing in their neighbourhood, as well as the resources. The brainstorm produced another level of complexity to the project, and yielded the

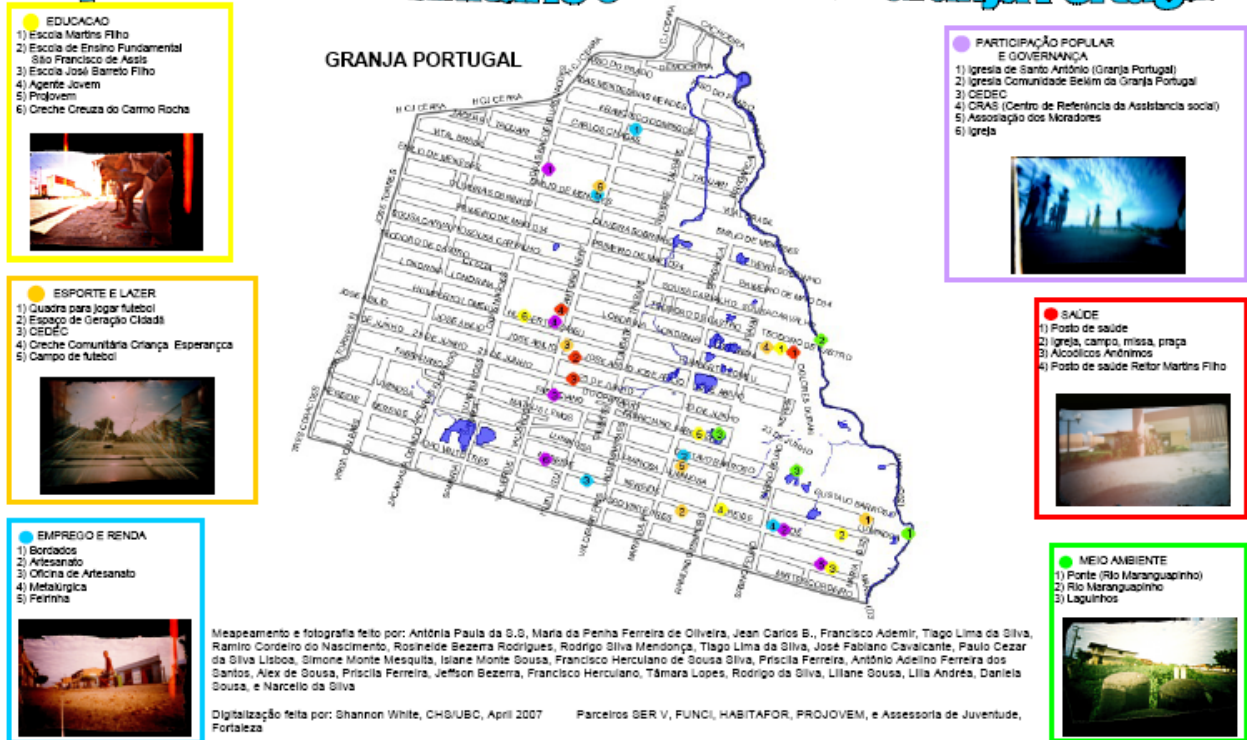
categories of “social risks” and “environmental risks” in the maps. A member of this group carried out a second, action-oriented stage of the project, namely to think of ways to address some of the challenges raised.

After the workshops were completed, the resources mapped by the youth groups were organized using a Microsoft Excel spreadsheet.. The results were synthesized into thematic maps: The Environment and Sanitation; Education, Sport and Leisure; Social Risks and Community Institutions; and Commerce and Industry. The thematic maps were created by importing the AutoCAD base map obtained from the Municipal government into the design software Adobe Illustrator. Only the Pastoral da Juventude groups’ maps were included in this synthesis. Once completed the digitized thematic maps were presented to the youth for feedback. Photos from the neighbourhood tour with some of the youth were subsequently inserted into the maps.

A second, community visioning and planning stage was carried out with the school group. This workshop began with a collective brainstorm to describe *the neighbourhood that we desire*. The group was subsequently divided into smaller groups, and each sub-group asked to select several of the desired changes, and describe actions that might be taken to achieve these changes. In lieu of mapping the changes, the students were asked to illustrate with coloured pencils and markers one of the changes discussed. While this workshop did not yield any additional final product, the ideas from the brainstorm are presented in – Results Metropolitan Region of Santarem.

### 3.3 Methodology – Fortaleza

## Mapeamento Comunitário com Jovens - Granja Portugal



Two series of mapping workshops were conducted in the Metropolitan Region of Fortaleza: one in Granja Portugal and one in Maracanaú. The methodology was adapted significantly after the pilot mapping workshops in Granja Portugal, and thus there are two methodologies presented for the Metropolitan Region of Fortaleza.

#### a) Granja Portugal

Granja Portugal in Fortaleza was the pilot neighborhood for Community Youth Mapping in the Maranguapinho River Basin. A group of thirty youth between the ages of 13 and 18 was established from youth already involved in municipal youth programs. The youth met a total of six times to carry out the mapping workshops.

The team of facilitators consisted of a Canadian representative (from the Environmental Youth Alliance – EYA) and Brazilian representatives (from Fortaleza's Youth Office, NGO "Roots of Knowledge", and Fortaleza's Foundation for Children and Family Citizenship). The facilitation team from the Maranguapinho River Basin developed a methodology based on youth mapping techniques from Canada, but adapted for the unique local context. The mapping consisted of identifying resources that the youth can access in their communities, within the six themes of Education, Health, Environment, Employment and Income, Sport and Leisure, and popular participation and Governance.



The mapping also included an important creative component. It was originally thought that to create a visual representation of their community, in addition to the map, the youth would use disposable cameras to take pictures of their community. However, the Brazilian facilitators suggested the use of ``Pinhole Cameras`` as a cost-effective, environmentally-sensitive alternative to disposable cameras. The pin hole cameras allowed the youth to explore and catalog their community using a unique medium. The cameras were constructed from simple, easy-to-buy materials, as well as empty film canisters that would typically be delegated to the landfill. However, the youth were able to turn these common-day materials and garbage into cameras.



#### **b) Maracanaú**

One group of thirty youth between the ages of 13 and 18 were formed from the students of Maracanaú State Secondary School. The youth met a total of six times to carry out the mapping workshops.

The facilitation team consisted of a Canadian representative (from Environmental Youth Alliance – EYA) and Brazilian representatives (from the Maracanaú Youth Office and the Maracanaú Secretariat of the Environment). A facilitation team composed of representatives from the Maranguapinho River Basin developed the methodology, based on lessons learned from mapping in Granja Portugal and mapping techniques used with youth in Canada. Instead of focussing on youth resources in the neighborhood, the mapping consisted of the places normal frequented by youth. The mapping also included the Pinhole Cameras used in Granja Portugal as an important creative component.

### **3.4 Methodology: Belo Horizonte**

An initial youth engagement scan was conducted by a UBC student in the fall of 2006. In the fall of 2007 two EYA interns returned to Belo Horizonte to follow up on the consortia theme of girls, women, and violence. To this end youth community capacity building, research and consortia considerations are currently underway considering the following methodology

In Belo Horizonte youth interns are following a 5-day methodology (as per the EYA's mapping booklet), to ensure a good group dynamic, to build trust and to yield more information on a very sensitive topic: girls and violence. The curriculum follows the following themes:

## Mapping Curriculum Belo Horizonte

- **Day 1 - personal/body mapping** - the individual maps are then collated into a 'typical' girl body map, which intends to yield valuable information about gender stereotypes;
- **Day 2 - workshop on race and body image** - '*Confecção dos Bonecos Pretos*' (making black dolls). This workshop will raise the image of black women by placing value (through the creation of dolls) on an image rarely seen in the media or in the form of barbie dolls, etc... As well as ideas from the *Oficina do Corpo*, developed by the BH's *Núcleo de Relações Etnico-Raciais e de Gênero* (Secret. of Education), which uses magazine clippings to build a new, fictitious body - this will help initiate a discussion on beauty patterns and the aesthetics imposed by the society and the media;
- **Day 3 - meditation on dreams/ideas for an ideal community** - using ideas from Agenda 21's *Árvore de Sonhos* (tree of dreams) & EYA's mapping handbook. Gláucia (women's group in Contagem) help re-create the meditation text to better fit our substantive theme);
- **Day 4 - community mapping** –We will work with youth documenting a day in the life of a young person in that community called *Caminhada da Semana* – Here young people map assets and analyzing them according to gender;
- **Day 5 - action plan** using the Jenga game (as per the EYA booklet) & Agenda 21's methodology on writing collective '*planos de trabalho*' to produce a 'change' (*ambiente humana* as well as physical) in the community. Sabará wants to organize a campaign: "**Campanha em defesa da vida: Diga sim aos direitos dos jovens, diga não a violência contra mulher**". The results for this section may differ from one community to the next.

- The project in Belo Horizonte is still in the data gathering stage and emerging analysis and spatial mapping of the data is still underway. However, a mapping strategy for long term incorporation of mapping within the municipality and with women and girls is emerging and discussed further in the results section.

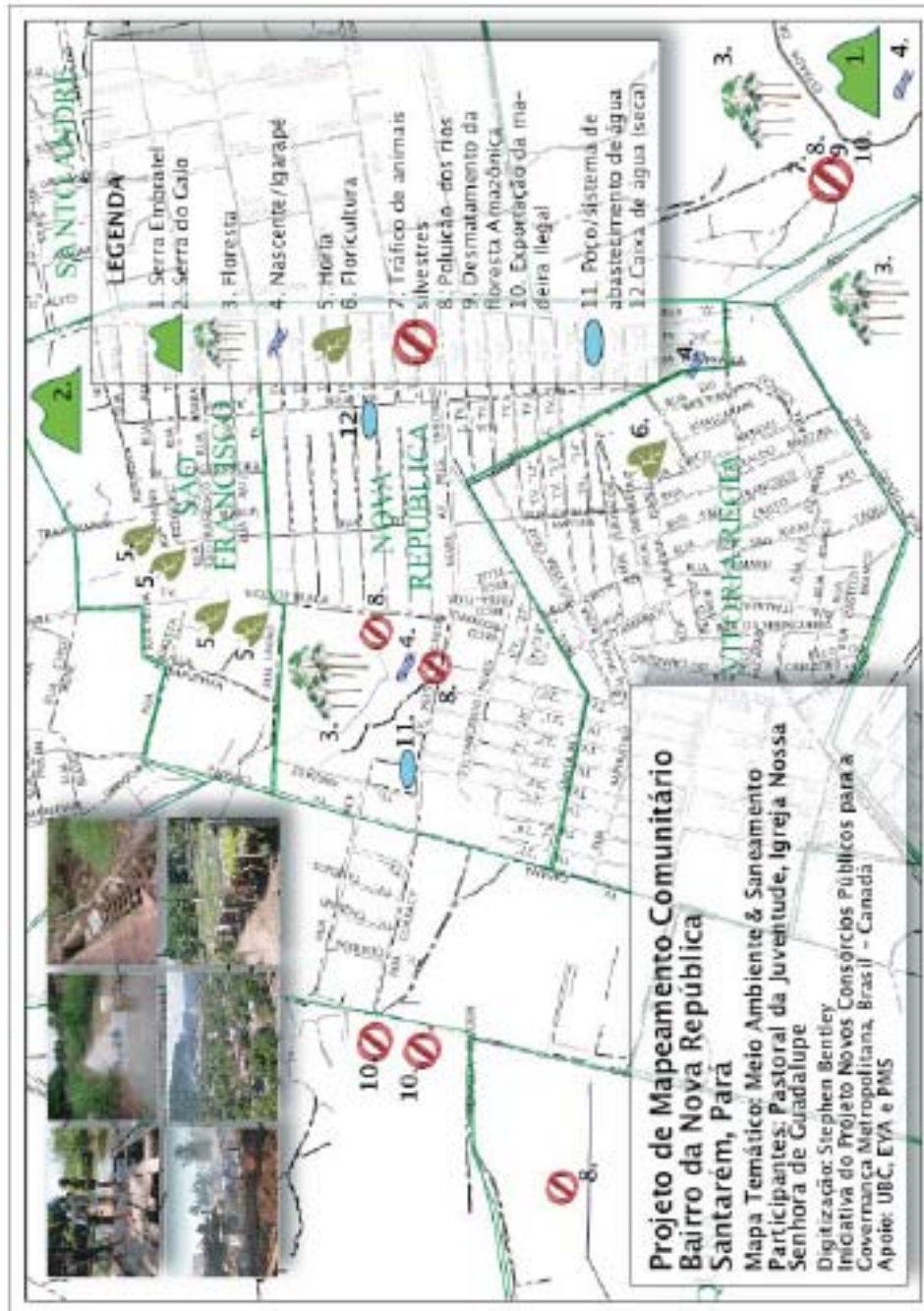
## 4. Results

The work of the project is still in progress but here we share some preliminary results of our efforts all of which are very encouraging and inspiring particularly to youth living in the peripheries:

- Municipalities are building their own knowledge and capacity by participating in the mapping work.
- The knowledge and skills of young people who live in the peripheries is being heard often for the first time: between each other, to municipal officials, inter-municipally, and within communities. The profound value of this can not be understated.
- Youth participation in planning mechanisms is being strongly considered by participating municipalities in an ongoing way.
- Those living in the peripheries themselves are recognizing the possibility of change and their own role within that transformation.

Specific results by municipality is prepared in greater detail in the following pages

## 4.1 Results- Santarem: Thematic Maps The Environment and Sanitation



### Santarém: Discussion

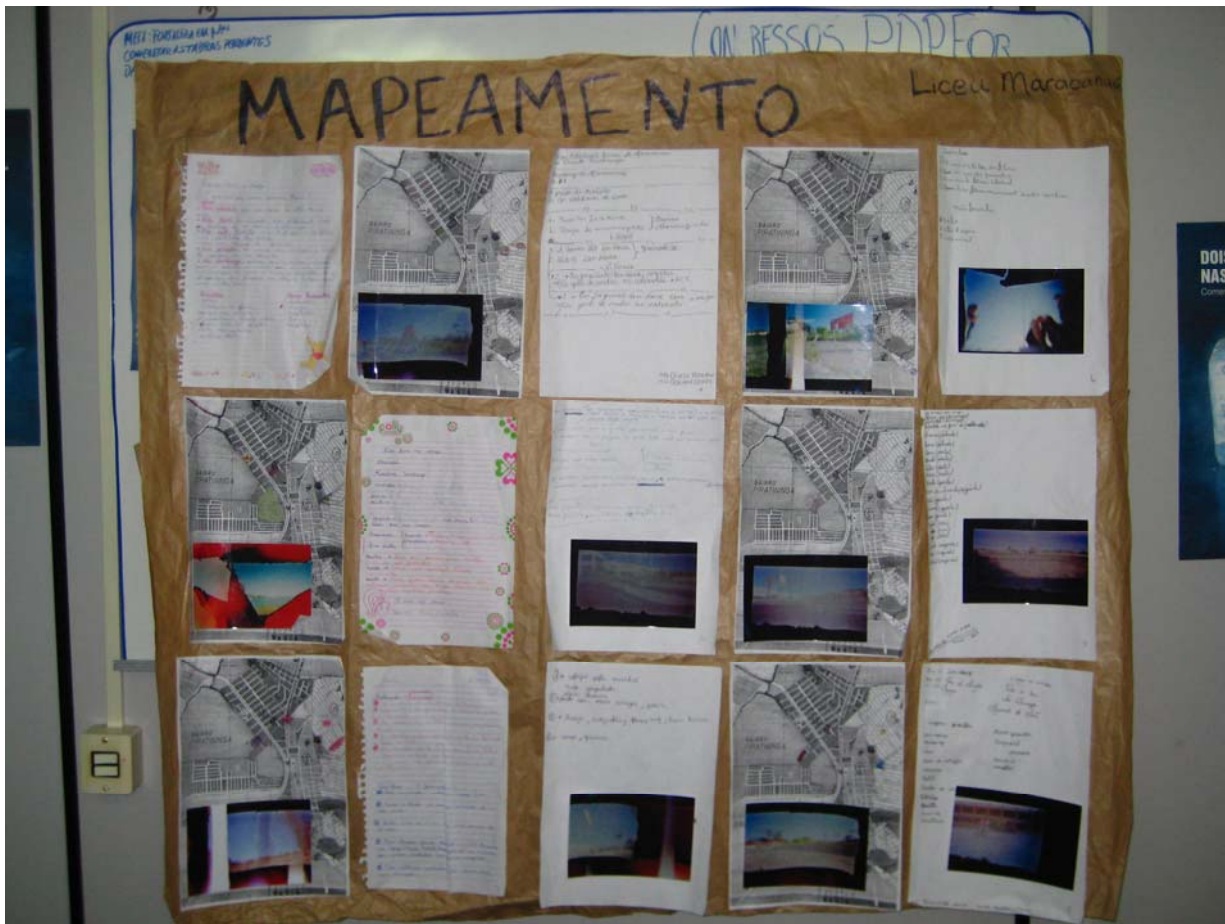
Along with Santarém's neighbourhoods of Santarenzinho, Maracanã, and Mapiri, Nova República is among the most reputed for its social problems. However, several of the youth participating in the

project informed me that much of these are not within the borders of Nova República, but rather in other neighbourhoods in the “Greater Nova República” area, such as Vitória Régia and Santo André. A look at the “Social Risks and Community Institutions” map demonstrates this point: gang violence, prostitution, and drug activity are concentrated on the neighbourhood’s frontiers. While Nova República itself (as its name “New Republic” suggests) was created as a model neighbourhood in the 1980s, the surrounding neighbourhoods were initially created through land occupation, and subsequently consolidated into “regular” neighbourhoods. The land invasion process is being repeated on southern frontier of Vitória Régia.

While the neighbourhood includes an abundance of businesses, industries, services, and educational facilities as the Comércio e Indústria map demonstrates, the youth complained of the poor quality of the services. It was also pointed out that local services serve not only Nova República proper, but also the surrounding neighbourhoods such as Santo André, Vitória Régia, and São Francisco, and residents from the interior since the Nova República stands on the urban-rural fringe, such that services cannot keep up with demand. (This is one of the key regional “discoveries” made through the mapping process). Many residents feel Nova República has been abandoned by governmental institutions. The giant water supply tank that stands empty in the middle of the square in front of the church – heritage of the “model community” era, stands as the ultimate symbol of governmental neglect.

Despite its reputation as host to social unrest, the youth identified a number of environmental problems in the neighbourhood. The largest sawmill in the neighbourhood was responsible for deforestation of the Amazon, and produced smoke and toxic foam. The watershed that supplies the neighbourhood was polluted, not just because of lack of proper sewage infrastructure, but also because the neighbourhood’s residents used it to dump garbage. Traffic of animals from the forest and the disappearance of the creek that crossed the area where the neighbourhood now stands were also identified.

Changes in the neighbourhood that youth from the public school community visioning workshop identified included: better/asphalted roads, the regional hospital functioning, the schools cooler, more organized, with better quality and cheaper meals, a poli-sport court, a pool, clean/hygienic bathrooms, better policing to prevent gangs and violence, an end to smoke and noise pollution, an end to deforestation, respect for people in the neighbourhood (not littering), expanded public lighting, no more [domestic] animals in the streets, a public library with internet access, better transit, better entertainment (including a movie theatre, a pool club, leisure area, and public gym), and less dust.



## 4.2 Results - Recife

		Results	
Map	#	Description	Objective Reached
Individual	42	Represents the <i>journey</i> of each participant	Personal visualization of important locations and people in the life of the youth
	11		
Thematic	6	Represents the themes of the community in general. Ex. Health, School and Violence	Abstract visualization of the relationships between the youth and the community through the main themes. Permits a larger inclusion of the youth.
Collective	2	Represents the whole community	Traditional visualization (roads and buildings) of the community and the relationships between the community and the youth.
	3		

Legend: 1<sup>st</sup> workshop, 2<sup>nd</sup> workshop

### Analysis of Theme Maps:

The youth produced six theme maps that represent the principal themes of the individual maps.

### Health

The health map indicates the illnesses that are present in the community, such as leptospirose (indicated

through the drawing of the big rat), the flu, and drug use. The youth indicated positive points such as the health centres, drug treatment, and visits from the health agents. They also drew a clinic, but discussed the delay in treatment, the few doctors, the lack of materials for the dentist, and the fact that to get a place in line one needs to arrive at midnight.

### **House/Family**

This map has colour, hearts, and a large brilliant sun – indications of the happiness that the theme to the youth. The map has drawings of dogs and birds, of parents (smiling), and of their own houses. The messages on the map say: *A family lives in union, My family is happy, Family should never fight, A united family doesn't have falsities, Who has their own house should give thanks to God because there are many people that live under a bridge without a place to live.*

### **Infrastructure/Pollution**

The map has some illustrations of both sides – there is a happy face and sad face. The positive represents a park and a school, and the negative (which is the bigger) has trash, broken telephone booths, lack of buses, streets without pavement, the Jacarezinho canal full of garbage, dead animals, and pollution (plastic). The message says: *Don't put trash in the street.*

### **Social/Leisure/Diversion Programs**

In big letters under the title, there is a beautiful graphic readings, *Youth Centre*, that is referring to the CSU Novaes Filho that is found in the community. This centre is very important for the youth because it sustains them with programs like: *Agente Jovem* (also mentioned on the map), or participate in the workshops that are part of the *Escola Aberta* program: capoeira, soccer, painting, culture and dance. There is a drawing of a football field, a Lan House, and an ice cream parlour.

### **Security/Violence**

This map is very full – the youth have a lot to say about this theme. There is a large drawing of a soccer field and on the side there is a man dealing drugs. The messages say, “Every day that passes the drugs increase more: crack, marijuana, heroin. Millions of people start using, and don't know how to stop, and finish dead or in prison” Above this there is a family: the dad with an angry face and his hand on the mom's arm, her with a sad face, and the son with tears in his eyes. The message says, “Violence only generates violence.” Continuing through the page there is a pistol (the size of it being larger than the father) and a dead man with blood at his side. There is also a lot written and expressed on the subject of violence towards women. The drawings show a man pointing a pistol at a woman and a message saying: “WOMAN, a man has to give love and care” and “Violence against women continues to grow in Brazil.” Around the word 'Security' the youth drew a road with an assault occurring (a man with a pistol and a woman with a bag), the light in the road has a big X through it and the following words: “The lack of illumination (assaults).” Finally, there is a drawing of police with a message saying, “In the city of Recife there isn't much policing, because of this violence grows more and more”, “The violence is too much. Let's stop with all this. Let's cultivate peace,” and “It is not with disgrace that we are going to change this world but with art we will change a good part of it”.

### **School**

This map has many coloured stars and many messages. Five schools are drawn on the map – Cold Waters Municipal School, which includes the messages, “This school is very good,” and “There are snacks, air conditioning, good teaching, good principal/professors”; São Judas Tadeu School with the youth painting on the wall and the message: “children make the school dirty”; and Jarbas

Pernambuncao School, Antonio Heraclio Do Rego Municipal School and Alredo Freire School, also with messages: “The teaching is very good.” A church is drawn with the following message: “Jesus is the sun of justice. He is king. And Jesus saves you and gives you life eternal.

Other messages are:

“Lack of teaching, there is no security, there are no lessons, broken roofs”; “Learn to read”,

“School is the place of learning. From children to elderly.”, “School is our place”,

“There are professors. The teaching is good, the infrastructure is good, and there are lessons”.

“But the place for all children is in the school can be bad or good”, “The place for children is in the school”, and “School is cool”.

### **4.3 Results – Fortaleza**

#### **Community Recommendations Workshop**

At first the youth were hesitant to answer the questions posed requesting feedback on their community. It seemed they were not accustomed to having their views valued, and that they were perhaps intimidated by the questions. Youth were not initially discussing any positive attributes of their community so other subjects were suggested and followed.

The first topic addressed by youth was the lack of security and policing in the neighborhood. When the group brought up the subject of “security”, all the youth proceeded to tell their individual robbery horror stories, many of them having stories of being robbed multiple times in their community. They pointed out the absence of an effective policing presence in the neighborhood, due both to an inadequate number of police, and an observed apathy among the existing police officers. They suggested that more police be installed, and that the role of police in dealing with crimes be increased. They also lamented the need for better street lighting at night.

The map demonstrates that there are indeed resources available to youth in the community, but this open discussion permitted the youth to address the quality and utilization of these resources. Youth identified two barriers to their use. First, the lack of quality of the resources discourages the youth from using existing resources. For example, the workshop was held in the library of the community center. Within the three hour span of the workshop, no one had entered the library, and the youth said it was because all the books in the library were outdated, old, used, and generally unattractive. The youth also pointed out the lack of awareness of resources.

According to the youth, however, the problem is not only under-utilization and low quality of existing resources. The youth also broached the subject of scale in provision of resources. They identified a gap between what is being provided and what is needed by the population. For example, although some of the youth participate in professional development courses, the youth identified a lack of professional courses for the youth population as a whole. Also, there are certainly health centers in the community, but it seems they are not adequate to service the population, as the youth detailed that to obtain an appointment it is necessary to sleep at the health center to be in front of the line the following day.

The youth also expressed their desire for a cleaner environment and greater respect for the environment among members of the community. However, youths themselves contribute to this problem by littering. The youth lamented the lack of garbage collection, but according to the representative from the region, there is garbage collection, but it is simply under-utilized. (One must note, however, that according to the document “Fortaleza in Numbers”, 8.7% of the dwellings in

Granja Portugal are without garbage collection). Youth discussed what they can personally do to help this problem, such as making a personal commitment to never litter. Youth also discussed the possibility of creating an environmental education group that would operate in the schools, teaching the students about the importance of proper garbage disposal.

The youth feel the lack of leisure and sport opportunities. Youth noted a lack of leisure areas, and that the community needs a square where the youth can meet. Also, youth in the neighborhood do not have access to a cultural center. There is a cultural center in the neighboring community, but the distance makes it inaccessible for the youth of Granja Portugal. This was confirmed by one of the facilitators who is familiar with the layout of the communities. They also commented upon the lack of internet access. There are computers in the community centers but they do not provide internet access.

Although social resources are clearly lacking in the community, the youth also pointed out the need for basic infrastructure. Basic sanitation infrastructure, such as sewage and water, is lacking in parts of the community. For example, the state-run school that the youth attend has been completely lacking water for the last two months.

**Community Recommendations:**

**Sports and Leisure** need ecological park, diverse sports

**Sports** need more health posts, hospitals, doctors, need to increase family health programs

**Education** should have more covered sports courts, need decentralization to access to middle school

**Employment and income**, programs exist, but as the demand is grand, there still is little

**Seguranca Security**, better to stay in house, neighborhood members have to purchase private security

**4.4 Results: Belo Horizonte**

The mapping workshops are underway in the Belo Horizonte Metropolitan Region, with two of the four municipalities having completed their week-long workshops. In collaboration with the departments of Women, Education and Youth from all four NPC municipalities, an original methodology titled: *Juventude Fazendo Genero* was developed to explore the youth's relationship to their communities and the NPC substantive theme: gender. Starting with Canadian mapping techniques, the group further elaborated a unique 5-day workshop through both an inter-institutional and inter-municipal planning process. The week's activities include body mapping with a gender focus, a workshop about race, a meditative exercise; envisioning the youth's ideal community, community asset mapping, and a closing exercise which models the existing community and seeks to identify viable avenues to improve it through community action. A participatory photography exercise was conducted seeking to further explore each day's themes with photography homework tasks. More than 20 Youth participated in each municipality. Betim has only just completed its workshops, but intends to follow the lead of the Sabará youth who have continued to meet weekly to follow up on the workshop activities and plan their community action.

Two of the youth participants from Sabará have started training as facilitators, assisting this past week in Betim. They will be joined by two more from Betim in Contagem, together becoming members of an inter-municipal youth facilitator team gaining increasing experience running the workshops themselves. On February 23, 2008, 34 local municipalities participated in the first ever Metropolitan Youth Conference in Nova Lima, a venue for amalgamating the youth perspectives and suggesting actions around a range of themes. The conference was a direct pre-cursor to the National Youth Conference in April, where National Youth Public Policy will be developed.



## 5. Next Steps

### 5.1 – Recife

The *Weekly Journey* workshops represented an opportunity of learning for the youth and the facilitators. The youth thought a lot about their community and observed that they have many shared thoughts. Also, the activities of constructing map themes of a collective form showed the importance of community to them. For the facilitators the workshop represented a moment of youthful energy and perspective. All of us are with hope for the future that the youth hold in their hands. A channel of dialogue between the youth and the government was opened by this activity. The aim now is to incorporate the demands of youth into the construction of public policy in the fight against violence for the management and formation of a health and safe environment. We also want to continue our work with the youth and we are thinking about the next steps to identify concrete initiatives inside the community to capitalize on our largest resource: the human capital within the community.

### 5.2 – Building Regional Citizenship in Santarém

Staff from the municipal government have been interested and impressed with the maps produced, and feel that they could inform public policy. Staff from ISAM were particularly interested in the environmental themed map, and are interested in using the method in relation to the municipal tree planting program (mapping areas already planted and to be planted, and to be planted), as well as areas of environmental risk. The chief of the Technical Planning Nucleus of Santarém's Secretariat of Planning, also commented that the maps, which build on a Youth Profile Survey carried out in the same neighbourhood (following the visit of Naira Pedrosa from the OP division to the World Urban Youth Forum in Vancouver in June, 2006), could also inform public policy in the neighbourhood.

The NPC project's local coordinator, Maria Auxiliadora Nogueira, would also like to see the methodology continue to be used in the consortia project. One of the next major steps of the project will involve carrying out a sanitation and environmental education inventory within the five municipalities participating in the Santarém region's project. Specifically, the proposed inventory would include an identification and location of relevant problems (e.g. degraded watersheds, littering, organic waste going to landfills, etc.), existing initiatives and responsible agencies working to address these problems, resources and partners that could potentially be employed to deal with challenges that are not being addressed, and proposals for concrete actions to be taken. An adapted version of the community youth resource mapping methodology would be an ideal tool for carrying out this inventory. The next project intern will facilitate this process, in partnership with local universities and members of the consortium project's grupo gestor (local management group).. More detailed community mapping projects could take place in the pilot project areas of the five municipalities after this event. Alternatively, more concrete community development and environmental education actions could be carried out as a result of the inventory.

### Santarém Mapping in the future

Indeed, it's been a while since the last time I sent my weekly reports. Things have advanced at an extraordinary pace for the mapping project in Belterra. We now started the workshops. It's really intensive (2 full days) and then we'll have the day of the final presentation on March 22nd. My co-workers are really eager to learn how to make community mapping and they'll undoubtedly try to replicate the experience in other parts of Belterra once I'll be gone (that'll depend of the mayor, obviously).

Youth from Santarém has been invited to participate in the workshops to create an Atlas of the Region. The project will eventually be introduced to people from the prefeitura of Santarém who might be interested on the project. Finally, the GG members of all municipalities will be invited to assist to the final presentation. I hope to convince other municipalities to go into the project. Placas got interested too. Mapping activity has been presented in 3 schools in the urban area of Belterra. Application process is now started.

### **5.3 Next Steps– Fortaleza: Emerging Regional Citizenship**

The Youth Office in Fortaleza has shown interest in continuing the mapping process among the various neighborhoods in Fortaleza, including a request from the Secretariat of the Environment in Caucaia for the mapping methodology so the knowledge/methodology can be transferred to other agencies. The Maracanaú municipal government did not wish to continue with the mapping project. This may be because Maracanaú's Youth Office was recently inaugurated, and they have a full agenda of projects to develop.

There is not yet any initiative for a collaborative Consortia-based mapping program, but the interest shown suggests that this could be possible. However, there is a large gap between planning and executing a project, there was a promise made months ago by the Fortaleza Youth Office to dedicate a municipal worker to running the mapping program. However, this exciting proposition was simply never followed through, and the mapping remains to begin in Fortaleza independent of the Canadian intern.

There have been some comments on the mapping process indicating politicians perceive it as a useful, timely tool to engage youth, particularly in the planning process for the environmental and social revitalization of the Maranguapinho River Basin. One politician remarked that these are the type of projects that need to be implemented, that this is the way of the future, in lieu of traditional, non-participatory projects. There also is praise for mapping because it is easy to implement and does not require many funds.

Representatives from Fortaleza and Maranguape, but not Caucaia or Maracanaú, attended the presentation of the mapping project. At this presentation there was considerable interest and surprise regarding the youth's astute recommendations for the community. The beneficial insight of youth was highly commended by officials and promises were made to incorporate the ideas of the young into policy. Also, if the Consortia project is implemented, the maps will be consulted in the planning process for projects in the Maranguapinho Basin. In Fortaleza there is a similar initiative to community mapping, including MIRE, Maps of Images and Representations of Encounters, which aims to transform the children and adolescents of Fortaleza into community researchers. This project, and others, ensure an ongoing role for youth participation in community development in Fortaleza. It would be very beneficial to evaluate and synthesize current projects. The mapping reports are published on the Consortia website, [www.consortio.fortaleza.ce.gov.br](http://www.consortio.fortaleza.ce.gov.br). Emails were sent to all 74 participants in the Consortia Project to create awareness of the documents.

### **5.4 Next Steps: Belo Horizonte**

The Belo Horizonte work will be disseminated through the METROPOLITAN YOUTH CONFERENCE whereby youth from the girls and violence "work group" will disseminate information on the NPC and its opportunities for regional collaboration among youth and other levels of

government to help address violence among girls and youth. The Metropolitan youth conference will address public policy ideas for related to 13 themes.

Extensive video work of the mapping process is being documented to prepare a capacity building tool for use in other municipalities with interest in involving youth in their planning decision making. An online resource is also underway to make the process of community mapping and youth engagement available free throughout Brazil. Seeing emergent relations between youth in regional municipalities is a core benefit of using the internet and free access to all the documentation collected.

## 6. Participating Institutions

### 6.1 Participating Institutions – Recife

PMR: SDHSC: Beto Silva, Cida, Cacilda, Laudecina, Felipe.  
Habitation: Ceiça  
PROMETROPOLE: Sara

PMR: SDHSC: Beto Silva, Cida, Cacilda, Laudecina, Felipe.  
Habitation: Ceiça  
PROMETROPOLE: Sara

PMC: SEPLAMA: Etna  
Agente Jovem Teacher: Cris

André Barros (Olinda), Luana de Oliveira (Camaragibe), Augusto César Cabral (Recife)

Neila – Coordinator of Agente Jovem – Speakers

Karla Menezes – Secretary of SDHSC  
Ana Paula – Coordinator of PROMETROPOLE

Agente de Saúde - Luçia

### 6.2 Participating Institutions – Santarem

#### The Municipality of Santarém

Daniel Fernandes – Educação Ambiental e Informação, Secretaria Municipal de Infraestrutura (SEMINF). Cel: (93) 9656-7570; email: [cravosroxo@bol.com.br](mailto:cravosroxo@bol.com.br) .

Nelcilene Palhano – Cooredenadora de Educação Ambiental, Secretaria Municipal de Educação (SEMED). Cel: (93) 8115-8934; email [n\\_palhano@yahoo.com.br](mailto:n_palhano@yahoo.com.br) .

Naira Pedrosa, Orçamento Participativo, Secretaria Municipal de Planejamento e Coordenação Geral (SEMPPLAN). Cel: (93) 9904-9907 email: [princesacriativa@yahoo.com.br](mailto:princesacriativa@yahoo.com.br) .

Gléz, Instituto Sócio-Ambiental (ISAM). Phone: (93) 3522-5452; email: [isam@netsan.com.br](mailto:isam@netsan.com.br) .

#### Community (FORMAT)

Myrton Creison S. Aguiar, Grupo Sejug, Pastoral da Juventude, Igreja Nossa Senhora de Guadalupe. Cel: (93) 9951-8147. Address: Rua D, 472, Bairro Nova República, Santarém, Pará.

Adílio, General Coordinator of the Pastoral da Juventude (office located behind Igreja da Matriz). Phone: (93) 3522-2705; cel: (93) 9974-1914; email: [adiliopj@yahoo.com.br](mailto:adiliopj@yahoo.com.br); [adilioguimaraes@hotmail.com](mailto:adilioguimaraes@hotmail.com) .

Ricardo, Coordinator of Grupo Jit, Pastoral da Juventude, Igreja Nossa Senhora de Guadalupe. Cel (93) 9973-0900; email: [rickardorce@yahoo.com.br](mailto:rickardorce@yahoo.com.br); [rickardorce@hotmail.com.br](mailto:rickardorce@hotmail.com.br) .

Francivaldo, Diretor da Escola Municipal Princesa Izabel, Bairro Nova República; Tel: (93) 3526-8158. Ernani, Vice-diretor. Cel: 9654-2394.

Lúcia, Vice-diretora, Escola Municipal Ester Ferreira, Bairro Vitória Régia. Cel: (93) 9121-5953, 9951-0105. (Note, I never worked with this school, since it only runs to grade four or so. However, the principal, and especially the vice, are very enthusiastic about environmental education, and I am sure would be interested in related activities going on in the school.)

### **6.3 Participating Institutions – Fortaleza**

#### **a) Granja Portugal**

For the mapping of Granja Portugal, the mapping team consisted of Fernanda Rodrigues from the Fortaleza Youth Department, Fabricio do Nascimento Feitosa from the SER V Youth Department, and various representatives from FUNCI. Afonso Tiago, the Fortaleza Youth Department Manager, and Francisca Rocicleide Ferreira da Silva, the Regional V Executive Secretary, gave their institutional support to the project. Habitafor and SEPLA supplied materials, and Beatriz Rufino from SEPLA edited the Portuguese report. The workshops were held in the Granja Portugal Community Center (CEEC).

Contact Info:

Granja Portugal Community Center - 3294 6429 – 1350 Antonio Neri

Fernanda Rodrigues – 8821 3163 – [fernandarmf@gmail.com](mailto:fernandarmf@gmail.com)

Fabricio do Nascimento Feitosa – 8805 6404 - [fabricio\\_feitosa@hotmail.com](mailto:fabricio_feitosa@hotmail.com)

FUNCI – 3452 2325 - [nupafunci@yahoo.com.br](mailto:nupafunci@yahoo.com.br)

Afonso Tiago – 3255 8346- [afonsotiago@ig.com.br](mailto:afonsotiago@ig.com.br)

Francisca Rocicleide Ferreira da Silva - 88148244 - [rocicleide@terra.com.br](mailto:rocicleide@terra.com.br)

#### **b) Maracanaú**

In Maracanaú, Manoel Rodrigues de Sousa Filho from the Fortaleza Youth Department and Anderson Rafael Cavalcante Nunes from the Environment Secretary helped with the workshops. Antonio Pereira dos Santos, the Secretary of the Environment, and Josebertini Clementino, the Youth Office Manager gave their institutional support. The workshops were held in the Maracanaú State High School.

Contact Info:

Maracanaú State High School – 3101 2888 – Rua Oriente, no number, Piratineauga Neighborhood - Placido Jose Sousa Cavalcante (Director) [placidus@oi.com.br](mailto:placidus@oi.com.br)

Manoel Rodrigues de Sousa Filho – 8868 8682 - [mrodriguessousa@gmail.com](mailto:mrodriguessousa@gmail.com)

Anderson Rafael Cavalcante Nunes – 3371 8501 - [andrersonrafael@hotmail.com](mailto:andrersonrafael@hotmail.com)

Antonio Pereira dos Santos – 87393728 - [arydopv@bol.com.br](mailto:arydopv@bol.com.br)

Josebertini Clementino – 8873 4327 - [josebertini@uol.com.br](mailto:josebertini@uol.com.br)

## Next Steps: Youth Atlas and the NPC Regions

Youth mapping workshops are currently underway in the Belo Horizonte metropolitan region, the Santarem metropolitan region, and the Santo Andre metropolitan region. In collaboration with the departments of Women, Education and Youth from three NPC municipalities in Belo Horizonte, the department of Health in Santarem, and the department of Labour in Santo Andre, opportunities to continue to use the mapping tool as a regional citizenship catalyst and capacity building continue. Further results will be disseminated in late May with inter-institutional and inter-municipal actors as key target groups for participation and further discussion on the value of the process to the NPC project. In February, 2008, 34 local municipalities participated in the first ever Metropolitan Youth Conference in Nova Lima, a venue for amalgamating the youth perspectives and suggested actions. The conference is in preparation to the National Youth Conference in April, where National Youth Public Policy will be developed. The NPC project had significant presence at the conference, including regional citizenship strategies within work groups dealing with gender/sexuality/health, and decent work.

The final outputs related to regional citizenship and the NPC will be geographic and thematic maps that are explorable through interactive windows activated by the community base map on the web. These maps use JUMP software that is widely used in Brazil because it is a free. Having a web based downloadable youth atlas of the 5 regions will facilitate the dissemination of the results and more importantly be a living document that can evolve as emerging data is added over time. Hard copy Youth Atlas' will also be printed and widely available. The Atlas will include: NPC substantive themes (quantitative/qualitative), methodology, maps, analysis, indicators of regional citizenship, as well as: *Youth Lenses Photos* - An exposition of the best photos and accompanying descriptions.

In closing, peripheral communities are building their understanding of the need for inter-municipal communication and collaboration to address community development goals. It is clear that the task is a complex one when working vertically and horizontally to accomplish development goals through collaborative measures. Capacity building, knowledge creation, and emerging regional identities are helping bring the urgency as well as the awareness to Brazilian politician, administrators, academics as well as to the public at large. It is a tremendously exciting and challenging time to embrace progressive urban management mechanisms to enable a better quality of life for all Brazilians.

# PHOTOS AND MAPS

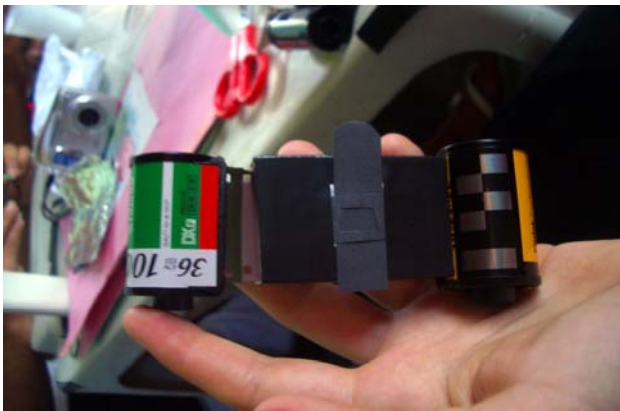
## Fortaleza

Day 1: Training and discussion on Regional citizenship



## Day 2 – Camera Construction

- Workshop to construct Pinhole Cameras made with matchboxes.



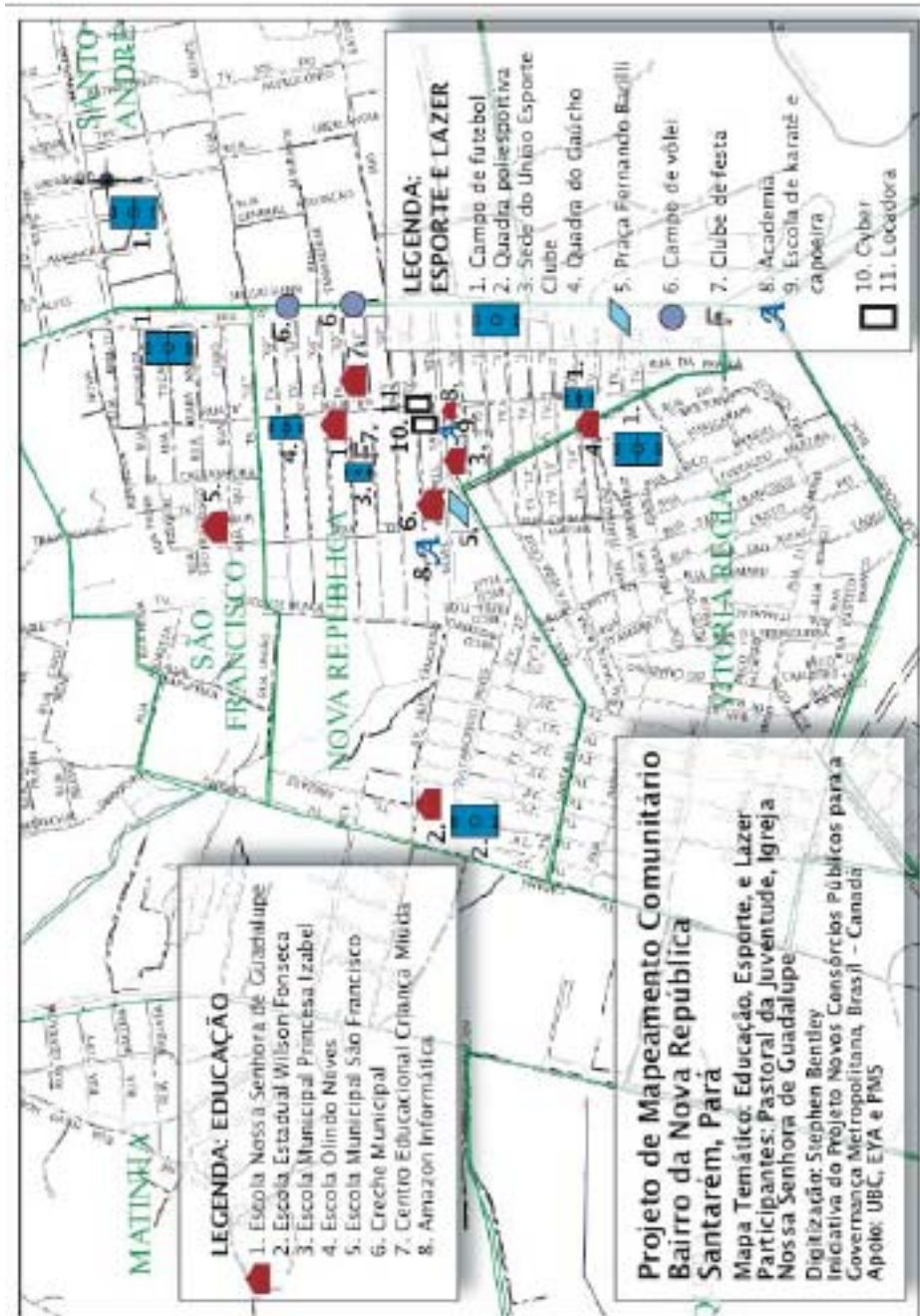
## Day 3 – Photography, Day 4: Collective mapping and Presentation Day



4.2

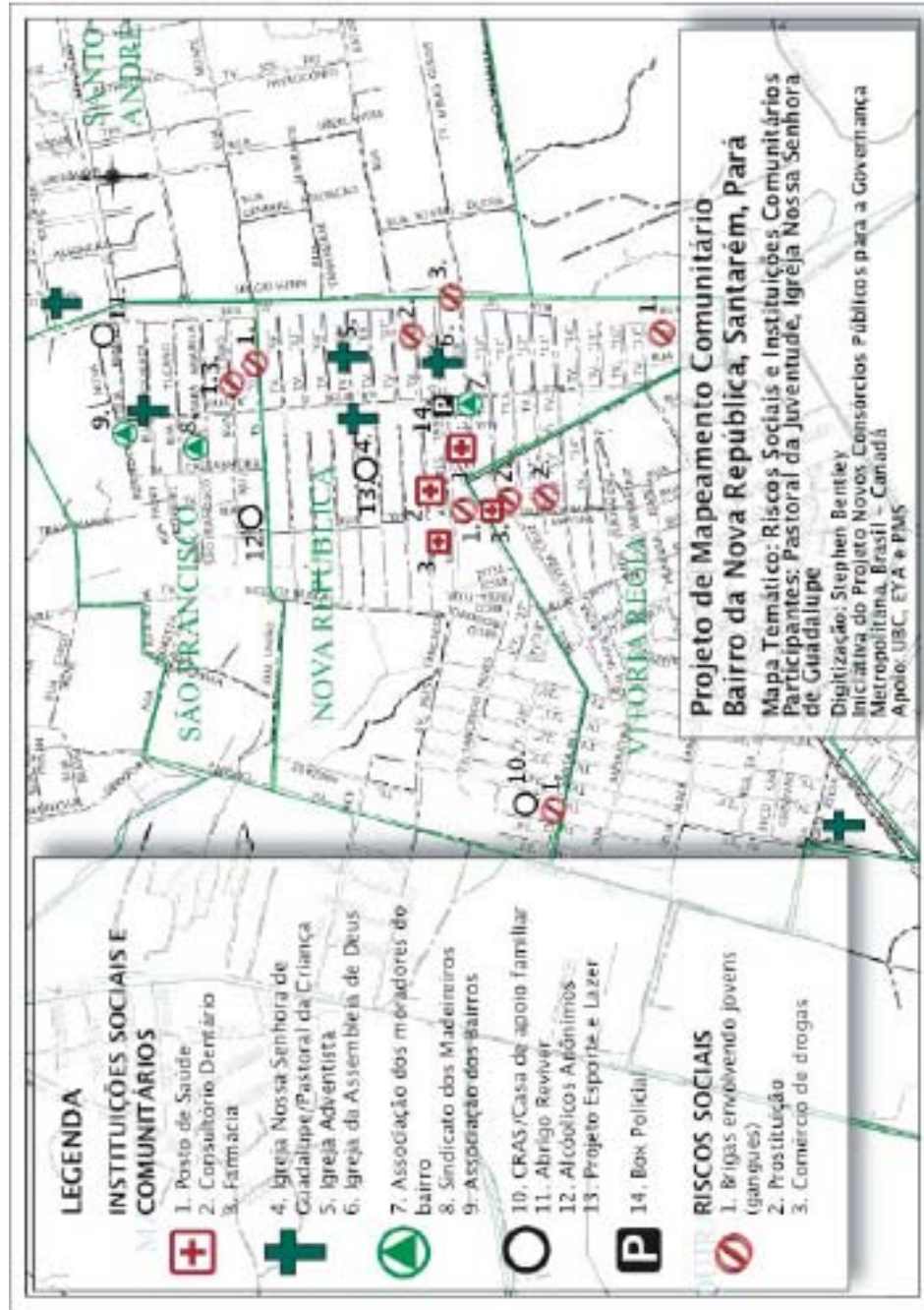
# Santarem: Three Other Thematic Maps

## Education, Sport and Leisure

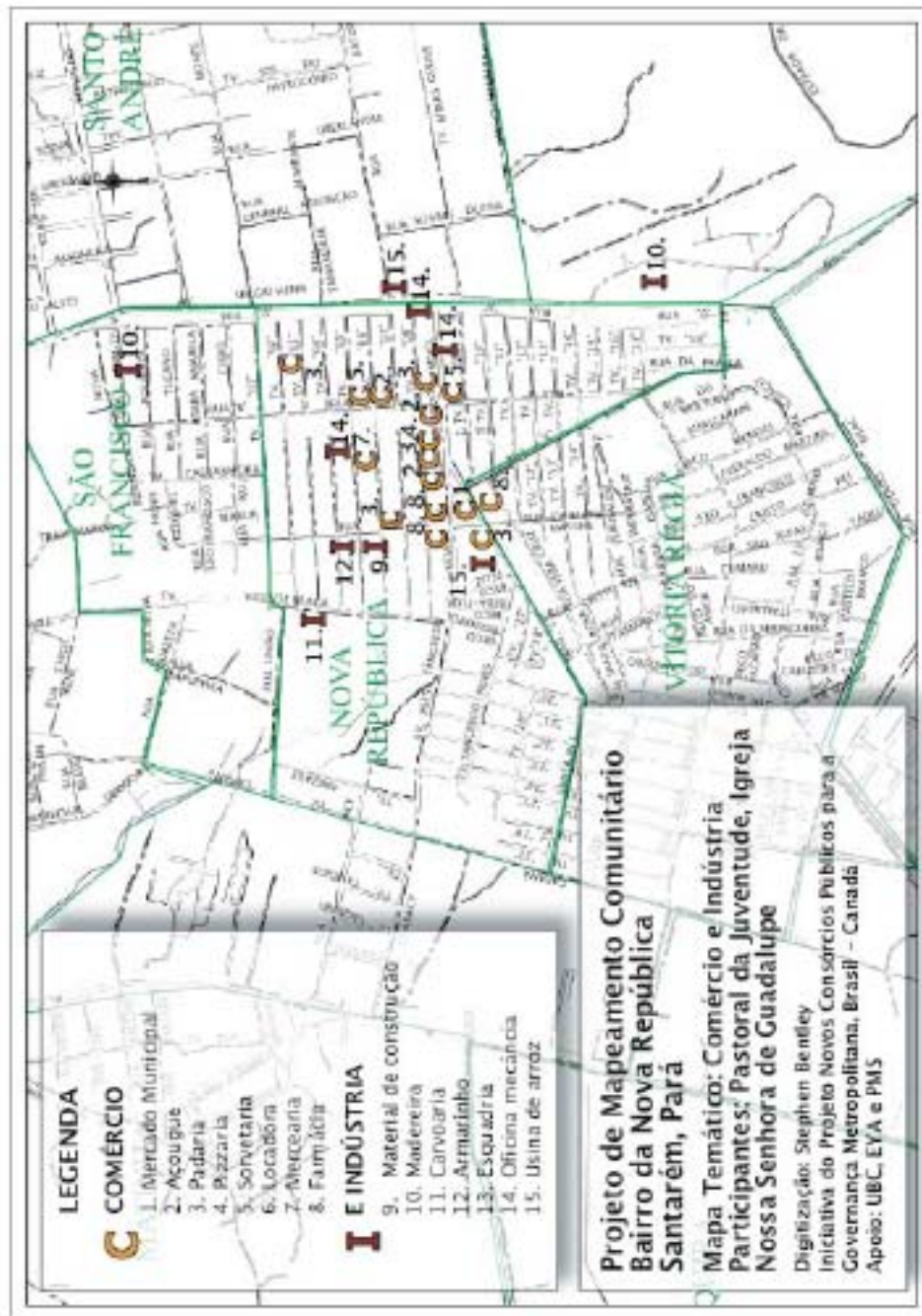




# Social Risks and Community Institutions



# Commerce and Industry



# APPENDIX

## Detailed Methodology

### 1 Methodology - Recife

The methodology of implementation of the described activity involved three days (3 hours each day) carried out in the community with 15 to 18 youth between the ages of 15 to 22 years, and one fraternization day the week afterwards.

#### Day 1

- Create individual maps based on the following questions (the youth map their answers):
  1. What do you do during a typical weekday/weekend?
  2. Where do you go?
  3. With whom do you pass the time?
- Ask the participants to identify their favorite (positive) and least favorite (negative) places on the map.
- Ask the participants to individually present their maps in groups of five to six youth. Here the facilitator can take down information about the main points and the principal themes of the principal maps.

Questions to facilitate discussion:

- Why do the youth spend more time in one place than in another?
- Are there “key aspects” of the community/environment that sustain the youth?
- What are the characteristics of these locations?
- Are there key people in the community (adults or other youth) that support the youth?
- Who are these people and what are their characteristics?

#### Day 2

- In a participatory manner, create a collective map. This map can be traditional (with roads and blocks), or it can be more abstract (a theme map). Both should reflect the relations of the youth with the locations and people within their community.

#### Day 3

- Visit the community (the most popular locations identified on the collective map) and take photos.
- Document any places that were not previously identified.  
\*\*\*The inclusion of the video in this part of the activity is of great benefit because video can document the youth's perspectives on their community in an intimate form. The video also permits that other people, such as youth participating in another workshop, or employees of the municipal government, to become familiar with the reality of these youth. The methodology used could be “participatory video”.

#### Fraternization Day (the next week)

- Revision of collective map – the youth put up the photos of the community visits.
- Valorization of the work and the perspective of the youth – the youth have an opportunity to present the map to the family/friends and the representatives of City Hall.

<b>Youth Participation in the 1<sup>st</sup> Workshop</b>			
Municipality	Average number youth in the workshops and fraternization day	Activity Hours	Total hours ***
Recife	20	15.5	310
Camaragibe	17	14.5	246.5
Olinda	6	13.5	81

Total	43	43.5	637.5
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Youth Participation in the 2 <sup>nd</sup> Workshop				
Municipality	# of young youth	# of older youth	Activity Hours	Total hours ***
Recife	2	2	8	32
Camaragibe	4	4	8	64
Olinda	5	3	8	64
Total	11	9	8	160

\*\*\*The total is the result of the number of activity hours multiplied by the number of youth.

## 2 Methodology – Santarem

The basic methodology followed closely that used for the NPC project by Daniel Gerson in the city of Belo Horizonte. Using this method, a series of series or workshops are carried out with different groups in the community. In each session, youth identify key assets or resources in their community, organized under different headings such as social services and community institutions, education, the environment, and business and industry. The data from the various workshops are then synthesized into one or more final maps. Follow-up work is then required to check the accuracy of the final product and add additional information. Ideally, the workshops would be carried out through a diversity of different groups in order to be more representative of the community. In my case, however, the public school’s administration invited me to carry out two workshops with a group of students, and the coordinators of the Pastoral da Juventude in the Nova República neighbourhood invited me to carry out workshops with its six local youth groups, while. Believing that seven workshops were adequate for the project’s purposes, I did not seek out additional partners since.

The workshop framework used evolved over the course of the project’s development. The method used in the first workshop consisted of introducing the activity, discussing themes of governance, community development, and resources, along with the purpose of maps, and then carrying out a collective brainstorm of all the resources in the neighbourhood. These resources were organized into categories and numbered by the group, then located on a piece of transparent paper covering a large map. While all group members were involved in locating the various resources on the map, the process itself was rather time-consuming, the result being that at any one time, the majority of group members sat idle. The youth groups’ coordinator suggested that working with breakout groups might be a better way to keep people engaged, not to mention being less time-consuming. By the last three workshops, I had procured smaller maps, and both the brainstorm session and mapping element were conducted in breakout groups. In these workshops, the categories were defined from the outset, and each sub-group assigned a category. This latter method was also used in the first public school workshop.

One fruitful variation of the workshop included a brainstorm of the problems or risks existing in the neighbourhood, as well as the resources. I was hesitant to facilitate this brainstorm for fear that the participants would get bogged down in the negative aspects of the neighbourhood and not be able to move on. As such I only tried it with one of the groups. However, the brainstorm produced another level of complexity to the project, and yield the categories of “social risks” and “environmental risks” in the maps. Coincidentally or not, a member of this group was among the most keen on carrying out a second, action-oriented stage of the project, namely to think of ways to address some of the challenges raised. After the workshops were completed, the resources mapped by the youth groups were organized using a Microsoft Excel spreadsheet to make sure nothing was duplicated or excluded. The results were synthesized into thematic maps: The Environment and Sanitation; Education, Sport and Leisure; Social Risks and Community Institutions; and Commerce and Industry. The thematic maps were created by importing the AutoCAD base map obtained from the Municipal government into the design software Adobe Illustrator. Only the Pastoral da Juventude groups’ maps were included in this synthesis. While I might have made the maps more representative by including the data from the first public school workshop, I did not feel that this data would contribute much to what the Pastoral da Juventude youth groups had expressed. I also felt that the latter, acting as a cohesive unity in themselves, might like to have their

own set of maps. Once completed the digitized thematic maps were presented to the youth for feedback. No comments were made, aside from spelling and grammatical corrections. Photos from the neighbourhood tour with some of the youth were subsequently inserted into the maps.

Carrying out a second, community visioning and planning stage was part of the proposed methodology. While this failed to materialize with the Pastoral da Juventude groups, I did carry out such a second workshop with the school group. This workshop began with a collective brainstorm to describe “the neighbourhood that we desire.” The group was subsequently divided into smaller groups, and each sub-group asked to select several of the desired changes, and describe actions that might be taken to achieve these changes. In lieu of mapping the changes, the students were asked to illustrate with coloured pencils and markers one of the changes discussed. While this workshop did not yield any additional final product, the ideas from the brainstorm are presented in 5.2 – Results Metropolitan Region of Santarem.

### **3 Methodology – Fortaleza**

Two series of mapping workshops were conducted in the Metropolitan Region of Fortaleza: one in Granja Portugal and one in Maracanaú. The methodology was adapted significantly after the pilot mapping workshops in Granja Portugal, and thus there are two methodologies presented for the Metropolitan Region of Fortaleza.

#### **a) Granja Portugal**

Granja Portugal in Fortaleza was the pilot neighborhood for Community Youth Mapping in the Maranguapinho River Basin. A group of thirty youth between the ages of 13 and 18 was established from youth already involved in municipal youth programs. The youth met a total of six times to carry out the mapping workshops. The team of facilitators consisted of a Canadian representative (from the Environmental Youth Alliance – EYA) and Brazilian representatives (from Fortaleza's Youth Office, NGO "Roots of Knowledge", and Fortaleza's Foundation for Children and Family Citizenship). The facilitation team from the Maranguapinho River Basin developed a methodology based on youth mapping techniques from Canada, but adapted for the unique local context. The mapping consisted of identifying resources that the youth can access in their communities, within the six themes of Education, Health, Environment, Employment and Income, Sport and Leisure, and Popular participation and Governance.

The mapping also included an important creative component. It was originally thought that to create a visual representation of their community, in addition to the map, the youth would use disposable cameras to take pictures of their community. However, the Brazilian facilitators suggested the use of “Pinhole Cameras” as a cost-effective, environmentally-sensitive alternative to disposable cameras. The cameras allowed the youth to explore and catalog their community using a unique medium. The cameras were constructed from simple, easy-to-buy materials, as well as empty film canisters that would typically be delegated to the landfill. However, the youth were able to turn these common-day materials and garbage into cameras.

**A summary of the methodology and photos of the workshops are included below:**

#### **Day 1 – Brainstorming**

- Tree of Dreams – construction of a tree based on the dreams of the group, by asking, “What are the dreams for our community?”
- Definition of the term Environment – Collective definition of the *environment* (creative meditation).

#### **b) Maracanaú**

One group of thirty youth between the ages of 13 and 18 were formed from the students of Maracanaú State Secondary School. The youth met a total of six times to carry out the mapping workshops.

The facilitation team consisted of a Canadian representative (from Environmental Youth Alliance – EYA) and Brazilian representatives (from the Maracanaú Youth Office and the Maracanaú Secretariat of the Environment. A facilitation team composed of representatives from the Maranguapinho River Basin developed the methodology, based on lessons learned from mapping in Granja Portugal and mapping techniques used with

youth in Canada. Instead of focussing on youth resources in the neighborhood, the mapping consisted of the places normal frequented by youth. The mapping also included the Pinhole Cameras used in Granja Portugal as an important creative component. A summary of the methodology and photos of the workshops are included below:

**Day 1 – Community of Dreams**

- The youth are asked to close their eyes and form images of their dreams for the community.
- A visualization exercise is conducted, consisting of a visit to the youth's dream community.
- The dreams for the community are represented in a creative form, i.e. drawings, cartoons, poetry.
- Afterwards, the youth present their individual ideas of a dream community to the group.

**Day 2 – Photography Workshop**

- The youth constructed pinhole cameras with matchboxes.

**Day 3 - Photography**

- Community visit to take photos of places the youth frequent.

**Day 4 – Collective Mapping**

- Use a map to describe “One Week in my Community”
- Ask: What do you do in a typical week?
- Where do you go? With whom?
- Which are your favorite places?
- Which are your least favorite places?

**Day 5 - Recommendations**

- Use key questions to arrive at community recommendations.

**Day 6 – Fraternization Day**

- During this event the youth present the photos, maps, and recommendations to their families, friends, and the management group of the New Public Consortia Project.



- Their work is celebrated and their receive certificates.

**Detailed Results Results - Recife**

Concrete Results			
Map	#	Description	Objective Reached
Individual	42	Represents the <i>journey</i> of each participant	Personal visualization of important locations and people in the life of the youth
	11		
Thematic	6	Represents the themes of the community in general. Ex. Health, School and Violence	Abstract visualization of the relationships between the youth and the community through the main themes. Permits a larger inclusion of the youth.

Collective	2	Represents the whole community	Traditional visualization (roads and buildings) of the community and the relationships between the community and the youth.
	3		

Legend: 1<sup>st</sup> workshop, 2<sup>nd</sup> workshop

#### a) Example of Individual Map – The *Journey of Each Youth*

##### Olinda Personal Maps

- All the maps included school and home.
- 7/9 maps contained the beach
- 5/9 maps contained Praca do Carmo.
- None of the maps mentioned violence.

##### Positive:

- Home – security, harmony, happiness.
- Paved streets - also, in areas with paved streets the structure of the houses improves as the inhabitants are compelled take better care of their houses.
- The leisure locations are close to their community, but not in their community. Thus, there is always a dislocation. Pracas are popular for conversing with friends or date, and studying. The pracas are illuminated. “Alto da se” is a location to go for dancing or a coconut, and a popular place to take a date.
- Schools – friends, professors, learning. Mascarenhas School – good teaching.
- Church – leisure space
- Many pharmacies
- Good health clinic
- Many police - security
- Many transport options

##### Negative:

- Roads – many potholes, weeds, trash – missing basic sanitation and pavement – floods during rain. Lack of public lighting – creates dangerous spaces.
- Mangroves - trash.
- Police – abuse of authority, abusive relation between police and youth. Treat the youth as delinquents, not as inhabitants of the area. The public areas, such as roads, can not be utilized as leisure areas, like to play football, because the police always arrive in a hostile manner.
- School: Lack of professors, books and classes. Park in school Santa Teresa – broken.
- Neighbours - gossipy
- Water lacking, precarious water supply.
- Neighbourhood Association abandoned.
- Bars: confusion and fights

##### Olinda Community Maps

###### 1<sup>st</sup> map

- Schools – underqualified and underpaid teachers, lack of practical lessons.
- Cyber café – internet games.
- Houses more organized and with better appearance near paved roads, with sanitation. Houses inside the community are more precarious and less organized.
- Sanitation precarious near Rua do Guedes.
- Lack of lighting in Rotary School.
- Alleys – have neighbours fofoqueiros.

- Rotary School road – half of the road has pavement, other half has dirt and potholes, has good illumination but lacks water.
- Avenida de Joaquim Nabuco – the only avenue with bus traffic, gas station, pharmacy, school (Guedes).
- V8 Centre - drugs, trafficking.

#### **2<sup>nd</sup> map**

- More security, more sanitation, more police (police station).
- Police – violence. “I want peace”.
- There is a drawing of a dead man.
- Police enter the community shooting and yelling, 'Run, run.'
- Relation with drugs and violence – the drawings.

#### **Commentary of the Relation between the Youth and the Community:**

The youth are embarrassed of the name V8&V9, and wish the community was identified as Varadours instead of by the name of roads. There are preconceptions with the name V8&V9. There is a negative relation with the community because of drugs and traffickers. It is a community without much structure.

The majority of youth leave the community to find leisure areas, to meet with friends or their dates. The youth do not live their lives within the community. They go from house to school, and do not have a strong relationship with the community.

#### **Recife 1<sup>st</sup> map**

Positive:

- Church – congregation, the only place that Felipe likes. Full of trees – beautiful place.
- Many mention potholes - bus that does not enter
- Schools: Meet with friends, information, and soccer. “The walk to school is more or less beautiful because there are trees”. “I like school very much.”

#### **Statistics**

##### **22 maps:**

- 11/22, mention the school as positive. Some do not mention the school.
- 2/22, mention the school as negative.
- 16/22, mention the school as positive. One youth drew a house where he lives – in the canal, but also drew a new as a positive aspect. In many maps the house is the focus – home was mentioned in the majority of the maps.
- 7/22 mentioned CSU (Agente Jovem) on the map. CSU – ceiling leaks, lacks water and fan.
- Violence – 7/22 mentioned. ‘Dangerous people because they kill – Rua da Constancia.’
- Drugs – 2/22 mentioned drugs without reference to violence.
- Trash - 7/22. Pollution causes illness. Collection is done but the inhabitants do not collect the trash; they throw the trash in front of their houses. Dead animals cause illnesses.
- BARES – locales of consumption, drugs. Noisy. Affects sleep.

#### **Phrases**

- ‘There is not much to do on the weekends but I can not leave the house because it is violent. Generally I do not have fun within my community.’
- ‘Violence arrives and turns into blood.’
- ‘I do not like the men that stick around the terminal smoking’
- ‘After school I go home and stay in front of my house chatting with my friends.’
- ‘I do not like Favela do Mercado Velho.’
- ‘You can only stay in the city square until 9:30 PM.’
- ‘The community has bad people – people that do bad as people.’
- ‘People have given up on life’
- ‘The parties have violence’.

#### **2<sup>nd</sup> Map**

- The square is broken.



- Local specifically for trash – to the side of CSU.
- Many houses – shabby appearance.
- Canal de Jacarezinho – dirty (all colour black).

### **Camaragibe**

#### **1<sup>st</sup> Map**

- Title of map: “Vera Cruz, Bairro Verde”
- Maps well organized, structured, coloured.
- School: studying, friendship, dating. “It is positive where there is love, studying, friendship, and respect. But there is a lack of teachers and organization.”
- City Square: “Addicts gather here because there is a lack of public lighting. Reforms are necessary, some marijuana users frequent the local”. There are bars in the city square – negative. The relation is general is negative. One positive aspect of the square is the CRAS which supports the youth.
- Soccer field: leisure but also gathering point for addicts, lacks public illumination.
- Almost every house functions as a bar (in Avenida Vera Cruz).
- CRAS: learning, friendship, money, responsibility, pleasant place.
- Roads: crossings - full of potholes, lack sanitation. Access difficult. Much mud in the streets – causes illness. Trash on streets causes illness and stinks.
- Favela do Sapó – drug trafficking centre.
- Creche Mr. Frier – Place which attends to children (Zero to six years) – positive point in the community.
- Lan House – Can connect with the world and obtain information.
- ‘Eskina Dona Zefina’ – point to meet and chat with friends.
- ‘João do Bar’ – prostitution of minors.
- Green areas – sustain the youth (waterfall).
- CEMEC – Health centre – lacks doctors and the service is horrible.

#### **2<sup>nd</sup> Map**

- Points similar with the first one.

**e) Analysis of the Personal Maps and the Metropolitan Map -** (Created during the second workshop by the youth of the 1st group)

#### **People – The Puppets**

##### **Comments put inside the puppet**

##### **What are the qualities that make you unique and special?**

##### **What are the qualities that make you important?**

- |                               |  |
|-------------------------------|--|
| • Punctual                    | • Active                                 |
| • Organized                   | • Pernambucan                            |
| • Romantic (2x)               | • relaxed                                |
| • Eclectic                    | • Academic (study/school) (4x)           |
| • Sensitive                   | • Friends (9x)                           |
| • Smiley ☺                    | • My daughter                            |
| • I'm not fat, I'm not skinny | • Worker (3x)                            |
| • Extroverted                 | • I wear simple clothes (flipflops) (7x) |
| • Fast                        | • Patience (2x)                          |
| • Intelligent                 | • I am very tidy (2x)                    |
| • Thoughtful                  | • Nice (2x)                              |
| • Caring                      | • My mom (3x)                            |
| • Responsible (5x)            | • Good looking                           |
| • Playful (2x)                | • Generous                               |
| • Timid (2x)                  | • Healthy                                |
| • Helpful (2x)                | • Conscientious                          |
| • Happy (6x)                  | • My favourite colours are blue, red and |

black

**What activities do you do well?**

- Internet
- Soccer (6x)
- Trips
- Not drinking Coca Cola
- Television
- Beach
- Volleyball
- Drawing
- Theatre
- Politics
- Kissing
- Hip Hop
- I like to learn and get to know new things
- I like to read
- Karate
- Sports
- Work
- Po

**Comments put outside the puppet**

**What is important to you?**

- Family (9x) “My parents are the people that make me special.”
- My daughter
- Friends (9x)
- Boyfriend/Girlfriend (5x)
- Teacher (2x)
- Woman's soccer team

**What are the places that you like to frequent?**

- Concerts
- Home (2x)
- Library
- Junina Inspiração Nordestina Block
- Open School Program – my lesson-mates
- Square (3x)
- Evangelical church
- Dances
- Beach (3x)
- Football Field (3x)
- School (6x)
- My favela
- Sports
- Trips
- I like trees
- Camaragibe
- Mall (2x)
- Neighbours
- Lan House
- CRAS

**What exists or needs to exist to support you in feeling special?**

- Speak more
- Social projects
- More education

**Results Fortaleza**

**b) Maracanaú**

**Community of Dreams**

The youth identified the following key characteristics of their dream community:

- without homophobia
- renewable energy technologies
- space for people with physical disabilities
- peace in nature and our selfbeing
- people conscientious of how to live a healthy life

- secure community
- space for healthy leisure
- conscientious citizens
- public security
- quality education
- adequate city square for youth leisure activities
- leisure areas
- botanical park
- sports
- industries responsible for the environment
- solidarity
- without pollution
- art and culture centre
- better income distribution
- equal rights for all

### **Morning**

1. stay in house
2. go to cyber cafe
3. play basketball in the block
4. go to the gym

### **Night**

- watch TV in house or converse with friends or family
- work 7:00 to 10:00 PM in a café, with 11 person team
- go to church
- stay at home
- go to central avenue
- go to the square
- visit friend's house
- go to cinema
- eat at pizzeria

### **Afternoon**

- go to school
- eat at icecream shop
- help parents with work
- go to lessons (theatre and portuguese)
- work as tutor

### **Saturday**

- go to church
- visit friend's house
- at night go to a concert
- go to square
- eat at pizzeria

### **Sunday**

- stay with family
- go to mass
- have Sunday lunch with family
- socialize with friends or boyfriend in the mall, or at a city square in a place where youth feel comfortable
- go to square
- go to pizzeria

### **Favourite Activities/Places**

- my house
- Liceu Estadual State High School
- football field
- friend's house
- cyber house, alone or with friends
- pastelaria cafe
- BBQ
- club
- avenue
- shopping
- point
- square
- neighbourhood block
- church
- cinema
- beach
- theatre
- events
- stadium
- ice cream parlour

### **Actividades/Lugares Menos Favoritos**

- sidewalk, street meat vendor, bar, hospital
- my house

### **Typical Week – Summary of results for the individual maps**

- shopping, market, cemetery

### **Why are some places better?**

according to each personality, group security

### **Fortaleza Community Recommendations Summary**

The youth of Granja Portugal highlighted the need to address the following resources in the community:

- Security and policing
- Street lighting
- Professional courses
- Health centres
- Clean environment
- Cultural centre
- Leisure and sport opportunities
- Internet access
- Basic infrastructure, sanitation
- Quality of existing resources
- Awareness of existing resources

### **Recife Mapping**

### **Environmental characteristics that give support to youth & shared favourite places:**

Mountains – trails & indigenous reserve, Theatre, schools

### **People who help to create places that make youth feel included or respected:**

Psychologists, community leaders, professors, theatre groups, younger youth are influenced by the older youth

### **Community Recommendations**

**Sports and Leisure:** need ecological park, diverse sports

**Sports:** need more health posts, hospitals, doctors, need to increase family health programs

**Education:** should have covered sports courts & decentralization to access to middle school

**Employment and income:** programs exist, but as the demand is grand, there still is little

**Seguranca Security:** better to stay in house, neighborhoods have to purchase private security