

triplo



FIRST YEAR OF EXECUTION

JULY 2019 - JULY 2020

SUMMARY



Raising awareness session in Lousã Kindergarten - Jardim de Infância da Lousã, Portugal (17/02/2020)

Caritas Coimbra' field of action has always been the communities, a close relationship which builds on mutual help. The team COM SENTIDO(S) - Prevenção e Educação ("WITH SENSE(S) - Prevention and Education") came into being along the way. The team was born within the social response "Consent(s) Prevention and Education", whose main objective is the full development of the person by facilitating informal learning of new abilities and skills .The "(Des)igual" Project (2016-2019) resulted from the team's work and aimed to promote gender equality. The project was co-financed by Portugal 2020 (POISE-36-2015-21).

This body of work and the experience gained over time lead to Triplo D Project (Democracy, Demography and Human Rights). The project targets active and participatory citizenship, supporting citizens in their relationship with spaces, people, and their well-being. Triplo D is financed by the Active Citizens Fund in Portugal - **Programa Cidadãos Ativ@s** (2018-2024), within the scope of the European Economic Area (EEA) Financial Mechanism - **EEA Grants**, which is operated in Portugal by the **Calouste Gulbenkian Foundation** (FCG), in partnership with the **Bissaya Barreto Foundation** (FBB) .

Caritas Coimbra is the project promoter and has three partners: European Institute for Cultural Sciences Padre Manuel Antunes - *Instituto Europeu de Ciências da Cultura Padre Manuel Antunes* (IECCPMA), European Centre for Women in Technology (ECWT) and the Group of Schools in Lousã - *Agrupamento de Escolas da Lousã* (AEL¹).

¹ *In Portugal, the school network is organized in school clusters which are made up of schools that offer all education levels from pre-school education to secondary education. AEL consists of five kindergartens, four primary/basic schools and one secondary school.*

OVERVIEW

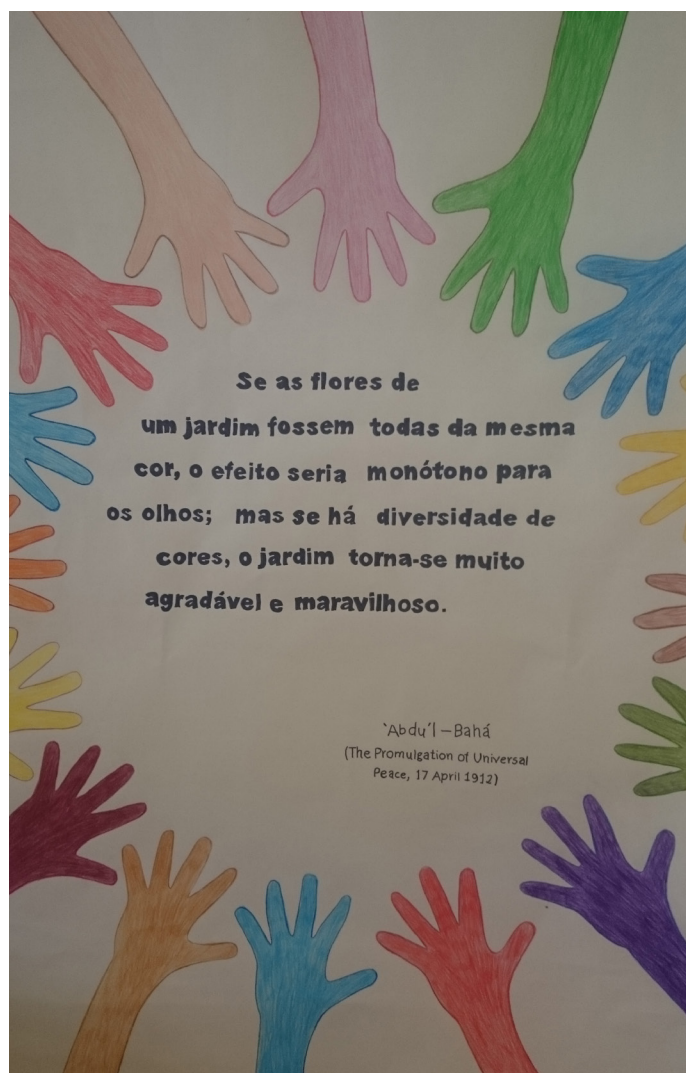
The **Triplo D** project aims to increase **the democratic and civic engagement**, by working on the links between **Democracy, Demography and Human Rights**. The project shapes education/training sessions and school and community discussion groups. These provide training to strengthen active citizenship of professionals, such as Caritas Coimbra's employees, community agents, children and young

people, vulnerable people, and older adults.

In this way, the project has been working to make the target groups promoters and agents of change and political decision making. The project helps people to analyse and discuss policies and to propose recommendations for improving the dynamics of democratic at local level.

OBJECTIVES

- Strengthen Civil Society by increasing knowledge about democratic institutions, civic participation and awareness of social commitment;
- Train and raise the target audience's awareness about democratic institutions, civic participation and social commitment, in order to promote the exercise of citizenship and democracy;
- Increase self-efficacy for participation, involvement and decision making in groups and practices related to Human Rights, Democracy and Demographic variables;
- Enhance the training and empowerment of target audiences in understanding, formulating and participating in public policies;
- Disseminate the themes of Triplo D, by encouraging partner networks and structured communication for each target audience;
- Promote the implementation of these actions and sharing the good practices in other contexts (through the website, toolkit, and support document).



Students' work at Caritas Coimbra's CATL (leisure time centre) in the primary and secondary school of Taveiro (Coimbra)

THE PROCESS

“Participation in the democratic life of any community is about more than voting or standing for election (...) Participation and active citizenship is about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society.”

- Preamble of the Revised European Charter on the Participation of Young People in Local and Regional Life

The project is based on 4 components:



Project components, grouped by activities and target groups



Raising awareness in Avelar Brotero Secondary School - Escola Secundária Avelar Brotero, Coimbra, Portugal (11/11/2019)

The Triplo D Project values a life course approach to **Democratic Participation**, **Citizenship** and **Human Rights**. Citizens from different sectors of society have been distancing from the forms of power distribution and decision-making and this has been increasing. It's not just young people who have been distancing from politics and democratic participation. The scene aggravates in other groups, which are often absent from the discussion on public policies.

The target groups of the project include Caritas Coimbra's collaborators, children and adolescents (from pre-school education to secondary education), adults in vulnerable situations, older adults (65+) parents and educators and education community.

The project's **Non-Formal Education** is a structured and participatory process. The methodology adopted builds on **Constructivism** and **Pedagogy by Paulo Freire**, as well as national and international methodologies for raising awareness and activating the community, namely **Critical Pedagogy**.

**“WHERE, AFTER ALL, DO UNIVERSAL HUMAN RIGHTS BEGIN?
IN SMALL PLACES, CLOSE TO HOME (...)”**

*ELEANOR ROOSEVELT, US DELEGATE IN THE UNITED
NATIONS GENERAL ASSEMBLY*

RESULTS



Young People's Parliament Programme session in the Group of Schools in Guia, Portugal (23/01/2020)

THIS SECTION INCLUDES DATA FROM THE FIRST YEAR OF EXECUTION (JULY 2019 TO JULY 2020)

COMPONENT	INDICATOR	RESULTS
EMPOWERMENT		
Training courses in democratic literacy and community activation	2 Training courses	3 Training courses
	120 Participants	94 Participants
RAISING AWARENESS		
Sessions of literacy and activating democracy	2750 Participants	3158 Participants
	50 Partnerships	29 Partnerships
ACTIVATION		
Young People's Parliament Programm (Inter) generational citizens	730 Participants	196 Participants
	54 Civic initiatives	6 Partnerships
COMUNICACION		
Spread Democracy	300 Participants	1772 Participants
	2 Civid initiatives	11 Civic initiatives
	2 Activation and advocacy campaigns	3 Activation and advocacy campaigns
	1 Toolkit Triplo D	
	1 Support documents for public policies	

WORKING DURING THE CORONAVIRUS PANDEMIC

DIGITAL PATHWAY



Posters for some of the virtual activities carried out during the pandemic

The COVID-19 pandemic brought challenges and new outlets, so the project adapted to this reality by working on communication and interaction in the digital environment. There was a need to create a set of unforeseen alternatives: **two seasons of webinars** open to the public, where Human Rights, Civic and Democratic Participation were discussed.

In this context, the **cycle of webinars for parents and educators** from the Group of Schools in Guia and Lousã is also highlighted as a successful initiative.

The “Human Rights in times of COVID-19” campaign targeted young people and marked the pandemic phase, among other activities. Indeed, this activity raised awareness on Human Rights (research) and promoted an analysis and reflection on the current situation we are experiencing. The initiative takes credit because of its creativity.

The difficulties that were posed by this pandemic proved to be an opportunity to build a project dynamic and a set of suitable and very effective activities for the project’s goals.

RESULTS



Students’ work at Caritas Coimbra’s CATL (leisure time centre) in the Group of Schools in Guia, Portugal

THIS SECTION INCLUDES DIGITAL ACTIVITY DATA
(in evidence during the pandemic period)

DIGITAL ACTIVITIES	RESULTS
WEBINARS	
Open to the public	11 Events 1654 View 118 Online Participants
WEBINARS PARENTS AND EDUCATORS	
Group of school Lousã and Guia	6 Sessions 25 Participants
VIRTUAL YOUTH CAMP	
Young people from 7 to 23 years old	11 Participants

PARTNERSHIPS AND COLLABORATIONS

A CONSTRUCTIVE INTERVENTION UNDERLIES THE TRIPLO D PROJECT, THEREFORE THE MODEL IS AN ESSENTIAL ELEMENT WHEN IT IS TIME TO APPROACH THE PARTNERS AND ENTITIES.



Training course with teachers from the Group of Schools in Lousã, Portugal (02/10/2019)

The European Centre for Women and Technology and the European Institute for Cultural Sciences Padre Manuel Antunes - Instituto Europeu de Ciências da Cultura Padre Manuel Antunes are the eligible partners of the project and have assumed an extremely relevant role in the pursuit of the project's objectives, namely in the training courses of the Empowerment component.

On the other hand, the active and dynamic role of the Group of Schools in Lousã - Agrupamento de Escolas da Lousã should be highlighted. This entity is an ineligible partner of the project, which benefits from a deeper but more intense intervention in order to evaluate and compare the results of the intervention with the rest of the school network.

The partners influenced some pedagogical resources that were consequently developed by the team. This assures the project is iterative and coherent. It also sparked the team's reflection and critical attitude towards the contents and the need to adapt them to the different target groups.

**“TO TEACH IS NOT TO TRANSFER KNOWLEDGE
BUT TO CREATE THE POSSIBILITIES”**

PAULO FREIRE

EVALUATION

ONE YEAR INTO THE PROJECT, IT IS POSSIBLE TO REFLECT ABOUT THE WHOLE IMPLEMENTATION PROCESS, NAMELY THE IMPORTANCE OF THE THEMES AND THE NEED TO BUILD A JOINT WORK WITH ALL OUR TARGET GROUPS. THIS WAY, THE ACTIVITIES ARE EFFECTIVE AND RELEVANT.



Illustration referring to the evaluation of the sessions

Formal and non-formal feedbacks enable us to evaluate the intervention already carried out as very important and of special relevance in our current society. The project has been welcomed by the different entities and has impacted the different groups involved. 83.28% of the participants see the intervention as “Very Important”, 14.13% see it as “Important” and only 1.04% of the population consider it to be “Not at important at all”. The abstention rate in the response to the questionnaire is 1.55%.

We should also highlight specifically the inclusion of raising awareness activities in the curricular programs of schools as an asset for the education community. The participation in the Young people’s Parliament Programme is also relevant, because it motivates and

boosts participation, not only for young people, but also for schools and teachers.

The **diversity** of the target groups is of **unparalleled richness** and presents a very interesting challenge in terms of elaborating the contents and choosing the appropriate methodologies to achieve the objectives. In this sense, the team has developed a body of work based on **situation pedagogy**, seeking to respond more effectively to each group and each situation.

**“EDUCATION DOES NOT
TRANSFORM THE WORLD.
EDUCATION CHANGES PEOPLE.
PEOPLE CHANGE THE WORLD.”**

PAULO FREIRE

FINAL THOUGHTS

A CONSTRUCTION AND LEARNING PATHWAY

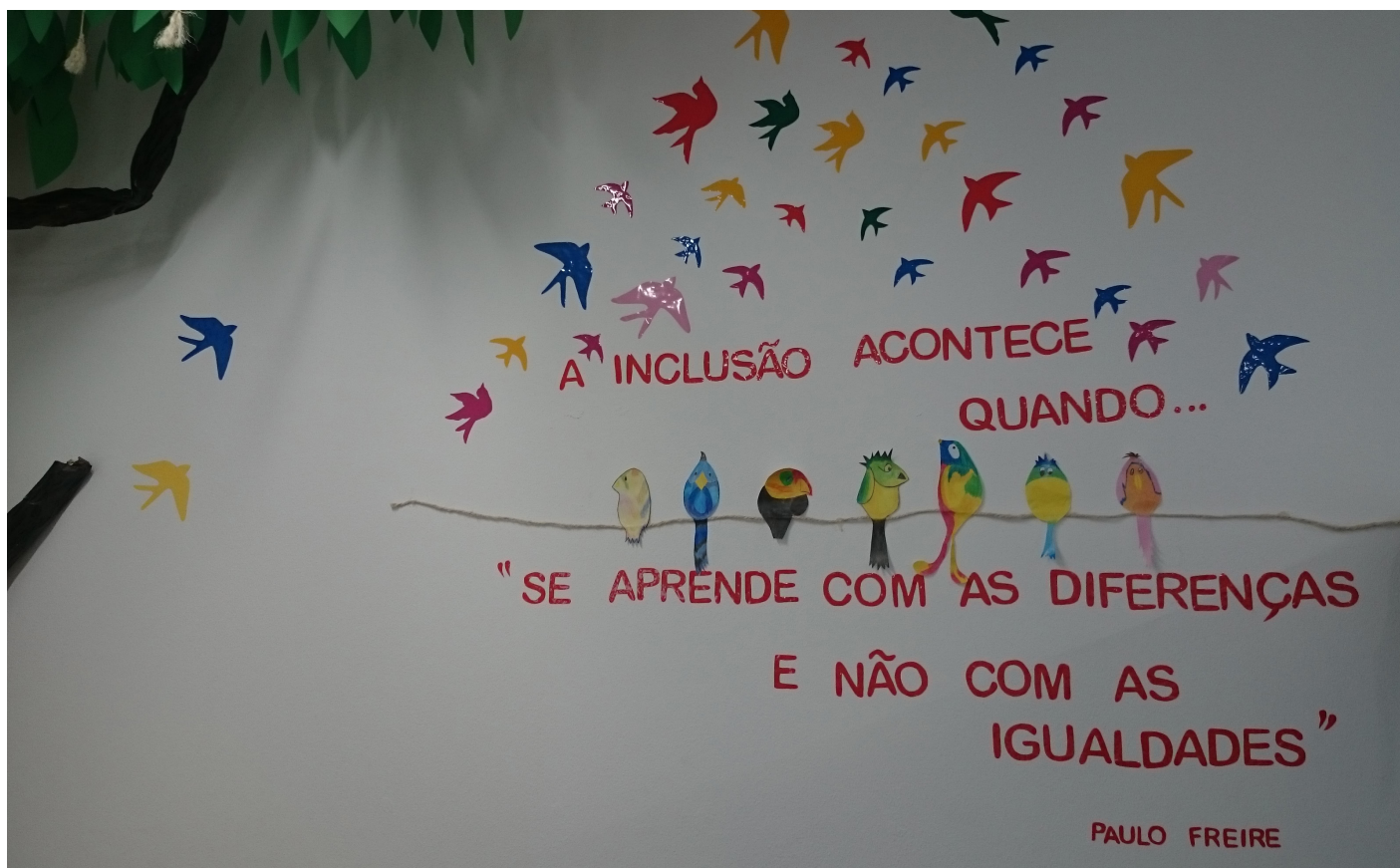


Illustration from Caritas Coimbra's CATL (leisure time centre) in the Group of Schools in Guia, Portugal (13/01/2020)

The Triplo D Project's transversal and circular approach aims to increase democratic and political participation of citizens, by working on the links between Democracy, Demography and Human Rights. Cáritas Coimbra believes this is an opportunity to further consolidate its work in this field and to continue to support and serve the community through this cross-sectorial approach.

Overall, the project team has maintained **effective and fruitful communication** with all partners and the Active Citizens Fund, making it possible to solve formal and non-formal issues that come with the project and its continuous development.

With Paulo Freire's Constructivism and Methodology as an intervention matrix, we particularly highlight the care that has been given to each intervention, in which we seek to build and adapt the contents and methodologies to the real needs of our target groups.

This iterative approach requires constant updates, and the goals must be achieved within a wide range of teaching resources.

Each group has been truly a unique experience and perceiving and jointly constructing knowledge has been a huge challenge.

