

Educara association
Promotion of school education for children and adolescents in structurally weak areas



**Education -
A way towards future**

Annual Report 2005

Key figures on Educara 2005

	2004	2005	2006
Number of members (Germany / Austria)	9	10	
Number of collaborators (Brazil)	11	12	
Scholarship holders			
Sumé (school)	6	24	22
Taipu (school)	-	2	5
Cabedelo (school)	-	1	1
Serra Branca (Cursinhos)	-	3	5
School approval rates			
Sumé	50%	92%	Goal: >90%
Taipu	-	100%	Goal: >90%
Cabedelo	-	100%	Goal: >90%
Serra Branca	-	-	-
Approval rates for university			
Sumé	-	100%	Goal: >50%
Taipu	-	-	-
Cabedelo	-	-	-
Serra Branca	-	66%	Goal: >50%
Private donors¹	61	98	
Company donors² / organizations	6	5	
Total spendings	3.863,77 €	16.841,95 €	22.400 €

Title

Leninha, our project responsible in Taipu, with scholarship holders.

¹ Donations of more than 10 €.

² Donations of goods and financial donations.

Educara

Promotion of school education for children and adolescents in structurally weak areas

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Letter to the donors

*Sonho que se sonha só é sonho só.
Sonho que se sonha junto já é realidade.
- Dom Hélder Câmara³ -*

The year 2005 has challenged the international readiness to donate in more than one respect. After the tsunami in Asia, urgent help needed to be organised. During late summer (in the northern hemisphere) one Caribbean tornado was hunting the other and brought destruction to all adjacent countries. An earthquake in Kashmir followed. The „basso continuo“ of all these events was hunger and genocide in Darfur, famine in Nigeria, the unstoppable propagation of AIDS, tuberculosis and malaria – to name but some of the evils.

We are grateful to our donors for having helped Educara. Our work does not alleviate such acute misery. We hope to contribute, through the promotion of school education, to the genesis of less affliction. Along our principle of “necessidade” (Portuguese for “necessity”) we work where people are excluded from a decent school education, due to their economic and social context.

We look back on a very successful year 2005. In December, at the locations Sumé, Taipu and Cabedelo, 25 of 27 scholarship holders were transferred to the next school year, which in Brazil coincides with the calendar year. In Serra Branca, two of three candidates have passed the entrance exam to university. In Sumé we have completed the general concept and implemented homework support, dispose of a well-equipped and much frequented library – probably the only one in the area! We offer computer and conversation courses in English.

Educara also supports a crèche for single mothers in one of the poorest quarters of Sumé. During nursing time, these mothers go to work to make their living. Every month the town quarter therefore generates an additional income of a year’s salary – a non-negligible economic factor.

Over the year 2006 we plan to prepare the location Taipu for growth in 2007 and hope to accompany it to similar success. Moreover, at the location Serra Branca, we want to deepen the collaboration with a Brazilian organisation which so far offers preparation classes for university entrance exams since ten years, the so-called “vestibulars”. They offer them for about a tenth of the usual “market value” for such courses – and this in a region where skilled staff and teachers usually migrate away.

These projects can only be realized with your help.

This annual report is meant to show you that your money is well-invested with Educara. We are looking forward to your suggestions and, of course, your further support!

Sincerely yours

Michael Ohler

Malacca (Malaysia) on April 30th 2006

³ When someone dreams alone, it will remain a dream. When we all dream together, then it has already turned reality.“
Dom Hélder Câmara (1909-1999), bishop of Olinda and major representative of liberalisation theology.

Educara at a glance

*“For me, the trilogy of ‘capacidade –
necessidade – responsabilidade’ is the
French Revolution of social work“.*
Fátima Silva, Sumé

Commitment and key convictions

Educara is committed to the school education for children and adolescents in structurally weak areas. We understand them as areas where the public hand does not offer sufficient educational perspectives for young people to leave the circle of poverty permanently. We are convinced that

- 1) school education as a public good should be provided by the government;
- 2) education considerably furthers the possibilities of people and their personality and that
- 3) good school education is a pre-condition to a gainful profession leading out of poverty.

Educara uses the higher education entrance qualification as measure for a successfully concluded school education. In Brazil this means: who passes the entrance exam to university, the “vestibular”, has the freedom to pick up university studies or a profound professional training. We want to offer this choice to our scholarship holders.

Context

Brazil has compulsory schooling until the 8th grade. In total, there are 11 school years. Public schools and public universities do not require fees. However, only one percent of the students at public universities graduate from public schools. The reasons are manifold: inappropriate equipment of public schools, low salaries for teachers, frequent strikes, and a neglected administration. So the great majority of students at the public universities are recruited from private schools' graduates. These usually require cost-covering fees so that many young Brazilians are excluded from the education offered there, and so they are from the access to higher education.

Educara currently works at four locations in North Eastern Brazil (at Sumé, Serra Branca and Cabedelo in the state of Paraíba and at Taipu in Rio Grande do Norte). In these places, far below one percent of the school leavers make it to university – the consequence of a dramatic under-provision with decent education.

Approach

There are people not moaning when the public hand does not provide the expected services. They take their fate into their own hands. Thus, private initiatives are found in Brazil to provide young people with good education. Such initiatives are privately financed and favour the wealthier.

Amongst these initiatives, Educara selects partners offering “solutions to the education problem” well-adapted to the local situation. We provide access to those who otherwise could not afford it. Precondition for our support is “necessidade” (Portuguese for necessity).

Educara also strengthens these local initiatives and builds up, in cooperation with them, expertise on school education in “structurally weak areas”. Our explicit wish and steady endeavour is also to win public institutions as partners to reach our goals.

We want to help our scholarship holders to further develop their capabilities (Portuguese: “capacidades”). This also includes becoming a socially responsible citizen (Portuguese: “responsabilidade”). Through these fundamental principles of “necessidade”, “capacidade” and “responsabilidade” we want to contribute to a sustainable regional development beyond the circle of our scholarship holders.

Personal motivation

The members and collaborators of Educara are committed to a humanitarian conviction which can also be motivated through religion. However, Educara does neither favour any philosophy of life nor any religious orientation. We are convinced that the chances we have been offered in life imply the duty to further the potential of other people to grasp their's.

Vertices of the annual chronicle

February

Educara starts the Brazilian school year with 27 scholarship holders in its partner school in Sumé, one scholarship holder in Cabedelo and three more in Serra Branca for “cursinhos”, preparatory courses for the entrance exam to university.

March

Thanks to the member Gerard di Bernardo we get in touch with committed people in Villach (Austria). A group organized by the Brazilian Verônica Fernandes-Schill formed a project to support school children in Taipu, a “structurally weak area” also located in Northeastern Brazil.

Verônica and her husband Reinhard become members of Educara. Over the year, their project grows together with Educara.

April

The school marks of the scholarship holders in Sumé let understand how seemingly unsurmountable the educational gap between a rural public and a private school can be.

Educara rents a room to offer help for homework and further coaching. Due to their modest living conditions, the scholarship holders mostly have no possibility to study at home. Over the year, and thanks to this “sala Educara”, the school results improve considerably.

November

Laura Ippen from Austria arrives in Taipu to help over the following months to set up the project there. Daniela Stickel from Educara Munich visits to all locations of Educara.

December

Of the originally 27 scholarship holders in Sumé, 22 are transferred to the next school year while three have quit the program. The scholarship holders from Taipu and Cabedelo have also succeeded their school year. Two scholarship holders in Sumé even pass the „vestibular“ directly after leaving school. Three out of the four preparing this exam in Serra Branca also succeed.

Geographic location

“Hours ago they had deviated from their way full of prickles and spiky stones to trot along the river border through the dry and torn open mud which was burning their feet.”⁴



The Brazilian Northeast. Sumé and Serra Branca are situated in the semi-arid of Cariri, about 140 km and 100 km west of Campina Grande, the next bigger city. Cabedelo is located just north of João Pessoa, the capital of Paraíba. Campina Grande and João Pessoa are the two centers of the state. Taipu is found about 50 km north of Natal, a tourist magnet in the state of Rio Grande do Norte.

⁴ Beginning of the novel „Barren Lives” by Graciliano Ramos (1892-1952). Many elements of this standard piece of literature from Northeastern Brazil still meet the current living conditions in the paltry and arid heartland.

Major school project in Sumé (Paraíba)

General

The project in Sumé was started in 2000. Since 2003 it is directed by Fátima Silva (see „responsibles“). More information on Sumé and the partner school I.E.I.C. can be found in the (German) annual report 2004. The school project in Sumé reflects best the overall concept of Educara.

In 2005, 27 scholarship holders have attended the classes at the I.E.I.C. One of them resigned from the project after a few days, two more followed during the year. 22 of the remaining 24 scholarship holders were transferred to the next school year.



The scholarship holders together with Laura (left) and Daniela (kneeing in the middle) and Fátima (third person from the right) together with her children Joyce (behind Daniela to the right) and Jefferson (on the floor) in the sala Educara. Most of the students wear the I.E.I.C. school uniform.

Responsibles



Cynthia

School girl.
Conversation English.



Graça

Student of Maths.
Coaching sciences.



Joyce

School girl.
Project support.



Jefferson

School boy.
Computer courses.
Homepage.
Project support.



Fátima Silva

Teacher.
fatima@educara.de.
Project director.

The studies room, “sala Educara“

An individual coaching of each scholarship holder requires a suitable infrastructure. For that purpose Educara has equipped the „sala Educara“ over the year 2005. This room was necessary as most of the scholarship holders' modest housing does not allow studies at home. The studies room, famous among school children from inside and outside Educara, was renovated by the scholarship holders' parents and is mostly administrated by the adolescents themselves.



Common homework in the “sala Educara” (left and middle). Coaching sessions and English classes are also held here. Right: Jefferson (front) and Breno, two “computer cracks” showing each other the latest tricks. These boys also offer computer courses to other scholarship holders.

How important this study room is may be demonstrated by the following citation, collected during the interviews for the selection of new scholarship holders: “Last year I had four teachers in maths. At each of these changes, we had no classes for about four weeks“. One school suffered from months lasting strikes, as pupils told us in the interviews. Due to such shortcomings of public schools, students switching to a private school need intensive assistance. Educara offered some 1000 hours of coaching classes during 2005.

Social compromise of scholarship holders

Coaching among scholarship holders: besides the coaching offered by university students, elder scholarship holders help their younger peers with their homework.



Helping in a crèche for single mothers

The „Projeto Mônica“ is situated in one of the poorest quarters of Sumé, the „Alto Alegre“ (the „upper happy quarter“). Namely single mothers often live below the line of absolute poverty. Some of them get neither family nor government support. The „Projeto Mônica“ allows them to give their children to day nursery for about 50 hours per month so they can earn their living. Month per month thus comes a year's salary to the most needy families of the Alto Alegre – a non-negligible economic factor!

Sunday visits to a home for the elderly: the tradition for these visits is maintained since 2004. Elderly people who might regard themselves as “deported” can thus learn about the news in town. Details are found in the (German) annual report 2004.

Other campaigns: for example the collection of garbage around the storage lake for Sumé's drinking water. This and other activities are documented on the homepage of Educara Sumé:
<http://www.geocities.com/educarasume/>.

Pilot project Cabedelo (Paraíba)

Fátima in Sumé also steers the pilot project in Cabedelo (near João Pessoa). There Educara supports the scholarship holder Elisa since the beginning of 2005. Elisa has very good school results. The project in Cabedelo can support more pupils as soon as a local responsible is found.

In 2005, Educara has paid a total of R\$ 2134 (710 €) for Elisa's school education: school uniform, books, school materials and fees. In comparison to Sumé the cost is higher, in the first place because of the monthly fee of R\$ 140. Near larger cities like João Pessoa fees are generally higher than in the countryside. This also holds for fees in Ceará Mirim (see the project in Taipu).



In 2005, our scholarship holder Elisa is in the 2nd grade.

Pilot project Taipu (Rio Grande do Norte)

General

Since April 2005, Educara is supporting a project in Taipu and its surroundings. This project builds on a private initiative started by Verônica Fernandes-Schill who grew up in this area and is now living in Villach/Austria.

Taipu is situated near Natal and has about 12.000 inhabitants, of which about 4.000 live in the town itself. The others mostly live in "sítios", simple barracks in the countryside. There are only few telephone lines to Taipu, and in 2005 there was no internet connection. The scholarship holders of Educara go to the SECAT school in Ceará Mirim, about 20 km away from Taipu.

In 2005 Educara has sponsored two scholarship holders. Both displayed good school results and were transferred to the next school year.

Project director



Maria Edileuza "Leninha" de Melo Cavalcanti
Social worker
Email: leninha@educara.de.
Project director.

The school „SECAT”

SECAT Centro de ensino- Educação Infantil e Ensino Fundamental
Rua Dr. Rodolfo Garcia, 837 – Centro – Ceará-Mirim, RN
CEP.: 59.570-000, Fone: (84) 3274.2217
<http://www.secat.com.br>

The SECAT teaches pupils from 1st grade ("primeira série") until 8th grade ("oitava série"). Starting in 2007, they also plan classes for the "ensino médio", from 9th to 11th grade. Additionally, the SECAT offers a kindergarden starting from the age of 3 years.

Pilot project “Cursinhos” in Serra Branca

General

Educara supports the participation of three scholarship holders in preparation classes, “cursinhos”, for the entrance examinations to university. One further student resigned from the scholarship before the beginning of the classes. Two of the students have mastered the entrance exam to university.

The “cursinhos” take place in Serra Branca at the “INDECC” association. Contact person for Educara and for INDECC is Mr. Paulo Giovanni Antonino Nunes, the director of the institution.



Evening lectures: the “cursinhos” in Serra Branca.

The INDECC

The Instituto de Desenvolvimento e Cidadania do Cariri Paraibano, short INDECC (pronounce: “Indeki”), has been founded in the beginning of the 1990ies. It steers several regional development projects and furthers citizenship and citizens’ rights (Portuguese: “cidadania”). The INDECC is a Brazilian association of public interest.

Along the conviction of the members of INDECC (which is also shared by Educara), a major aspect for development is the acquirement and the exercise of civil liberties. Therefore, the articles of INDECC include the right of education. The prefecture of Serra Branca gives accommodation to INDECC and also supports its activities in other forms. The INDECC is able to hire teachers offering preparation courses for the entrance exams to university. Such courses would otherwise only be available in larger cities and at much higher prices.

Who is who at Educara

In the end of 2005, Educara had ten active members. Besides the active work of all, mainly the following members have maintained relations to people and organisations outside Educara:



Daniela Stickel

Engineer, Munich.
Email: daniela@educara.de.
Vice chairman.



Irene Pellkofer

Sales manager, Munich.
Email: irene@educara.de.
Recording clerk.



Dr. Michael Ohler

Physicist, Munich.
Email: michael@educara.de.
Chairman.



Thomas Pellkofer

Physicist, Munich.
Email: thomas@educara.de.
Treasurer.



Verônica Fernandes-Schill

Journalist, Villach.
Email: veronica@educara.de.
Educara Austria.



Dr. Fábio Gutemberg Sousa

Professor of history,
Campina Grande
Email: fabio@educara.de.
Educara Brazil.



Laura Ippen

Literature scientist.
Taipu, Rio Grande do Norte.
Email: laura@educara.de
Project support.

Financial report

	Munich	Campina Grande	Sumé	Serra Branca	Capedelo	Taipu	Villach *)
31.12.2004							
Account balance	2.843,72 €						
1.1.2005 - 31.12.2005							
Proceeds	27.094,19 €	R\$ 19.300,00	R\$ 47.323,21	R\$ 1.569,00	R\$ 2.134,00	R\$ 2.951,07	
Financial donations	27.094,19 €					R\$ 245,07	
Financial transfers from other locations	Sumé			R\$ 1.569,00	R\$ 2.134,00		
	Serra Branca						
	Capedelo						
	Taipu						
	Campina Grande			R\$ 18.500,00			R\$ 800,00
	Villach						R\$ 1.906,00
	München		R\$ 19.300,00	R\$ 28.323,21			
Sonstiges			R\$ 500,00				
Expenditures	16.841,95 €	R\$ 19.300,00	R\$ 44.683,45	R\$ 1.710,00	R\$ 1.983,81	R\$ 2.951,07	
Financial transfers to other locations	Sumé	8.407,71 €	R\$ 18.500,00				
	Serra Branca			R\$ 1.569,00			
	Capedelo			R\$ 2.134,00			
	Taipu		R\$ 800,00				
	Campina Grande	7.323,74 €					
	Villach						635,33 €
	München						
Inscription fees			R\$ 1.815,60	R\$ 270,00	R\$ 105,00		
Monthly fees			R\$ 15.940,00		R\$ 900,00	R\$ 1.719,00	
Number of scholarships			25	3	1	2	
University preparation classes				R\$ 1.100,00			
Courses (English etc.)			R\$ 1.872,80				
Transportation cost			R\$ 2.416,00	R\$ 340,00			
School uniform			R\$ 1.000,00		R\$ 78,90	R\$ 120,98	
School meals			R\$ 2.145,25		R\$ 381,00	R\$ 123,93	
School materials			R\$ 1.000,55		R\$ 358,91	R\$ 98,45	
Books	27,75 €		R\$ 7.960,00		R\$ 80,00	R\$ 725,71	
Sala Educara (rent, water, electricity, ...)			R\$ 3.464,58				
Overhead cost education						R\$ 90,00	
Overhead cost administration	600,00 €						
Administration cost (internet, mail, ...)	2,75 €		R\$ 533,87				
Medical cost			R\$ 738,80				
Travel expenses			R\$ 108,00			R\$ 60,00	
Others	480,00 €		R\$ 1.985,00		R\$ 80,00	R\$ 13,00	
Account balance 31.12.2005	13.095,96 €		R\$ 2.639,76	-R\$ 141,00	R\$ 150,19		

Proceeds - expenditures	in € and R\$			
		31.12.2005	13.095,96 €	R\$ 2.648,95
	Exchange rate per 1€	31.12.2005	1,00 €	R\$ 2,71
Total	31.12.2005	13.095,96 €	978,46 €	

=> Total **14.074,42 €**

Donations for "any use" **)	31.12.2005	2.777,00 €
Expenditures for "any use"	31.12.2005	2.255,64 €

*) in 2005, Villach is no location of Educara but substantially supports the location Taipu.

**) carrying the title "for any use" or "Infineon Stadtlauf"

Categories of donations

In addition to our articles Educara can only use donations for other purposes than directly for education (categorised by us as "for any use") if the donors have explicitly agreed to that. Such purposes can be rent, administration cost or others. All donations without this endorsement need to be exclusively used for education.

- Donations "for any use": € 2.777,00
- Expenditures "for any use": € 2.255,64 für administration, medical cost, travelling.

In consequence, all donations that have been earmarked only for education have been used as such.

Challenges

Reliability of school grades at public Brazilian schools

For the selection of the scholarship holders in 2005, Educara used school marks – besides an essay and a personal interview. However, often these marks did neither reflect the strengths nor the infirmities of the scholarship holders. Enquiries showed that public schools are often sustained along criteria such as approval rates of pupils. They may thus have an incentive to conceal poor examination results. Big classes with up to 60 students or even more and often changing teachers also do not help an individual assessment of students.

Therefore, from 2006 onwards, Educara will select new scholarship holders based on own tests and interviews.

Coaching and support for homework

Children from more needy families require a well-targeted coaching to fully develop their capabilities. The parents of many of our children are analphabets. Often, due to their economic conditions, they can also not provide an environment to their children endorsing studying. All our scholarship holders have been studying before at public schools with often precarious conditions, namely in „structurally weak areas“. Thus, some of our scholarship holders display severe deficiencies in their school education, in spite of normal capabilities to learn and study.

To transform the scholarships into success stories and respecting all other challenges for the scholarship holders, linked to the change of their school environment, Educara both relies on close bindings within the group as well as on well-targeted individual promotion.

Thus, scholarship holders should sustain each other at school and achieve a fast integration into the community of all students. In the “sala Educara“, homework is often done in groups. It is always pointed out that ignorance is no shame. This helps namely the newcomers to overcome a feeling of isolation and to abolish their scares about the new and unknown environment. In the “sala Educara“, a comfortable working atmosphere is also valued.

Through excursions and also during the social deployment, the scholarship holders' self-confidence is strengthened: “I can climb that rock!” or “This old lady has so much appreciated my visit and our chat” can be key experiences for children who before felt marginalised through poverty. Examples of such events are found on the homepage of Educara Sumé:

http://www.geocities.com/educarasume/eventos/eventos_05.html.

Even more than others, new scholarship holders have difficulties with the subjects mathematics and Portuguese. What is more, in poorer areas of Brazil, people speak a rather rudimentary Portuguese with an erroneous grammar: Children from needy families may consider the Portuguese taught at schools like pupils in London consider Shakespeare's language.

Therefore, Educara involves university and other students on an honorary basis to coach scholarship holders in groups from 3-7 participants. School marks are also analysed for other subjects. When difficulties are observed, for example in geography or history, learning groups are also formed for these subjects.

Educara strives to enhance the individual strengths of students. There is a theatre group staffed by Educara. In the “sala Educara“, computers are available for computer classes, given by “cracks” among the scholarship holders who also update the homepage. In a richly equipped library students can broaden their horizon. A special English course is meant to provide knowledge in this important foreign language. Its content, however, still gives it more the character of a self-help group as Educara lacks professional English teachers.

A second chance for repeaters

In 2004, three of our six scholarship holders in Sumé were not transferred to the next school year. To avoid such a deception in 2005 right in the beginning of the school year, an extensive homework and coaching program was launched (see above). However, two of the repeaters did hardly ever participate in it. They were again threatened not to pass the exams and one of them in fact did not make into the next school year.

EDUCARA association – annual report 2005

In mid 2005, a plenary meeting of all parents and the school supervisors came to the following conclusion: Whoever passes the entrance examination for a scholarship of Educara has, in fact, chances to work out even challenging learning contents at a new and more demanding school. Those who do not take advantage of the help offered, in most cases, will also fail at a second trial to succeed the school year.

Therefore, Educara gave up the idea of a „second chance“ to instead favour a stronger engagement at the public schools into which these children return. Whoever has ever been a scholarship holder of Educara will continue to benefit from the library and homework support and is also invited to Educara events.

Children’s security on their way home

In June, one of our girl scholarship holders in Sumé has been molested sexually when returning home in the evening (it is getting night shortly after 6 o’clock). Her parents and the local Educara team has never been able to unveil the exact circumstances.

Educara has created the possibility for scholarship holders to use an “Edu-taxi”: Whoever goes to or returns from educational events in the evening can use, at the expenses of Educara, the motorcycle taxi, also otherwise common in Sumé.

Health problems

In October, six of our scholarship holders have displayed health problems. The necessary medicine – in principle for free in Brazil – were not available at the local hospital. The medical findings were also inconsistent. Educara arranged that the concerned girls could travel to Campina Grande, 140 km away, for additional examinations and payed the prescribed medication. They suffered from typical diseases for poverty, one from scurvy. Only her grandparents sell acerola on the local market, a fruit rich in vitamine C.

Educara resolved to provide a certain budget for health education in future. Medical treatment of scholarship holders, though, needs to be achieved through local efforts.

Sudden unemployment

In November, a father of one scholarship holder from Taipu became unemployed. The family of five members then lived on R\$ 50 a month – a pittance: considering an exchange rate of 1 € = R\$ 3,00, this is 0,11€ per capita and day.

The “social net” in Taipu however, together with the help from Educara not funded via the association’s budget, could organise a successful emergency plan for this family.

Pregnancy

Namely in the poorer areas of Brazil, girls of school age often become pregnant. And often as well, the attachment to the child’s father is lost soon. The baby will mostly be raised by the extended family. Still, these young mother have severe trouble to complete their studies and learn and exercise a profession.

Educara wants to save at least its scholarship holders from this fate, and this along the moral concepts of the local population - which we share.

Abortion due to social indications is illegal in Brazil. Distributing contraceptives to school children is considered morally unacceptable, above all in the rural areas where Educara is active. Therefore, the only way to avoid pregnancy during school age is to promote abstinence. This is layed down in our rules of internal procedure which are also recognised by our local collaborators. The principle of abstinence during school age is communicated to new scholarship holders at the beginning of the school year. Also before carnival and other such events all scholarship holders are to be remembered.

Honorary appointment

Educara has committed to the following principle: “The means of the association may only be used for the purposes defined in the articles. The members of the association and its collaborators do not receive any financial allowances” (§2, paragraph 9).

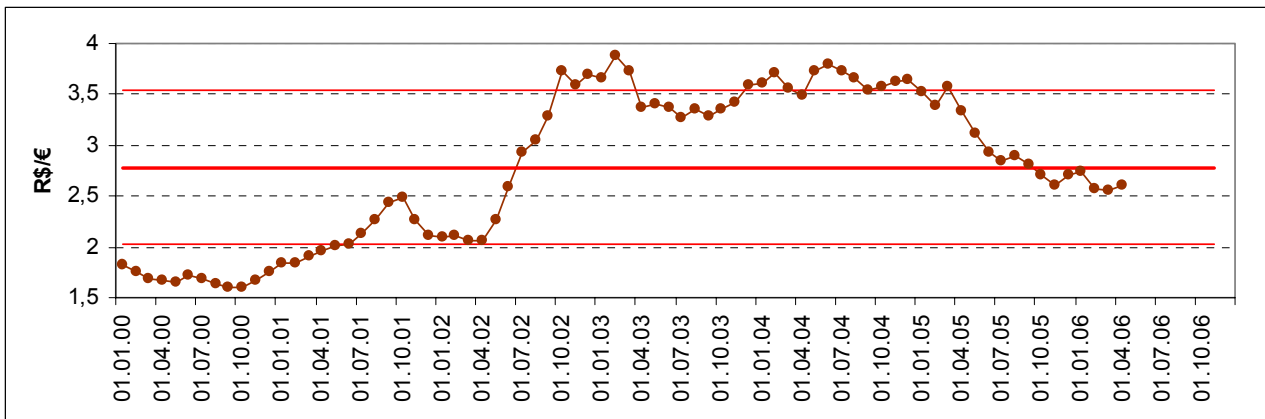
This principle is a burden for our collaborators. They live among the scholarship holders under conditions often not much better. Also they need to struggle for the survival of their families.

Namely in structurally weak areas, Educara needs people with a high degree of idealism. In future and through financial compensation packages, we may need to create the possibility for our collaborators to widen their freedom to commit themselves to their work for Educara.

The exchange rate Real - Euro

The exchange rate between Real and Euro was submitted to strong variations over the year. In the beginning of 2005, one Euro was worth about R\$ 3,50. On November 9th, the Euro bought only R\$ 2,55 and has recovered to R\$ 2,77 until the end of the year. The financial means needed for a given year thus can only be roughly estimated.

For all calculations in this document, an average exchange rate for 2005 of 1 € = R\$ 3,00 has been assumed.



Development of the exchange rate between Euro and Real starting from January 2000 until the finalisation of this report. Over the past years, one Euro could buy between R\$ 1,50 and R\$ 3,80. The cost for our projects varies accordingly.

Mediation of godparenthood

With the assumption of a new scholarship holder in one of our programs, Educara assumes responsibility for her or for him until the end of school education. Godparenthood programs can help there-in. Mail and email contact between godparents and scholarship holders can also widen the horizons of both.

When one scholarship holder was not transferred into the next school year in the end of 2004, her godfather did not want to continue sponsoring her. The original purpose was thus not reached. Mail exchange between scholarship holders and people from outside Brazil also mainly started outside a relation of godparenthood. What is more, a certain pressure was built up among scholarship holders: “God helping, soon a godfather will select me to sponsor my scholarship”.

After some deliberation Educara decided not to actively drive a godparenthood program with the purpose to establish lasting relations to donors. Instead, we want to create the necessary transparency for that whoever helps us can judge the impact of our projects. In other words: We want the lasting relation to our donors to be created through our success.

Travel reports

Visit in Sumé (Laura Ippen)



Laura at the Sala Educara in Sumé.

Out of an email to Michael:

„I am totally impressed about all that has happened here in Sumé since my last visit. A tremendous development! The sala Educara is bursting at all seams and is busily used in three shifts all around the clock. Many new faces. A smooth procedure. Even during rush hours, like yesterday afternoon, it all is surprisingly calm and disciplined. All age groups are present, in every room, at every desk and for every activity. Still, or better: precisely for that reason, a climate of concentrated work is prevalent and the person in charge does not need to drive for it. The principle of giving and taking is self-evident to all, be it scholarship or only the visit of the sala, support with homework or using Educara's infrastructure, in exchange for social services. This not necessarily because the

kids are so responsible, or that they absolutely want to help. It is rather because these are the rules and because the participation is well-organised. For our meeting yesterday afternoon, almost everyone was there and, along their possibilities, in time. It all appears more like a company that is well-run than a family-business at the mercy of a single person's skill.

I want to praise all people involved here – and send my encouragement to you. Whatever problem may appear in the frame of further growth, or already appeared because there is a clear shortage of space, in principle you do not need to worry about Educara Sumé. It is running well and the kids have developed their own strategies to solve their problems and apply to them with success. I believe this is a giant leap forward, first and mainly thanks to Fátima. And in future all this will unload you. Because you as the main responsible do not need to rack your brain over problems here but you can rely on the fact that they find a way out if they need to. Of course, your moral support and the material basis of Educara is more than welcome.

Money can be invested here without limits, before all because such a boost would release much positive energy! But they will also do without. There is so much potential, these kids come and want to do something – and they will know how to make it all happen.”

Plucking from the claws of oblivion ... (Daniela Stickel)



Daniela und Fátima in Sumé.

Once more Brazil. But this time a totally new world: the Brazilian Northeast! Brazil is larger than Europe and can not be considered as just one country. Along its own distinctiveness, it is as manifold as Europe, even when they all speak the same language and all consider themselves as "Brazilians".

Starting from Recife, I take the bus to João Pessoa, the capital of Paraíba state, and from there into the semi-arid of Cariri and Sumé. As the bus drives through this country, it becomes ever more obvious that it has not rained in six months. On the other side of the window a brownish and droughty vegetation passes by. Mostly no settlement, no life. Most passengers snooze. They appear to try to forget what seemingly unsurmountable distance separates their destination from the world they come from.

A last big wall of gigantic rocks, polished and piled up by pre-ice age glaciers. From there, the road leads to Sumé. Arrival in the no-man's-land: in 140 kms surrounding it not a single spot is mentioned in my travel guide! Why? Because almost all here live below the poverty line of less than two dollars per capita and day? A dusty heat welcomes me as I leave the airconditioning of the bus. Joyce, the daughter of Fátima, recognises me and we walk over to their apartment, just around the corner.

Together with her husband and her two children, Fátima lives in a three-room apartment. In Sumé this is considered an upper standard that the teachers' family can afford through two salaries that we would regard as feeble. In contrast to that, most of our scholarship holders live in a single room which they share with a family consisting of four to eight members. There, all the family life goes on during the day and at night it is transformed into a dormitory.

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In Fátima's apartment the walls do not reach the roof and are thus mainly hiding the view from the outside. This open construction makes sure the steadily blowing wind in Sumé provides cooling. Otherwise the day's heat of 30-35°C would be unbearable.

Even if these apartments are well-adapted to the climatic conditions of the semi-arid, we Europeans need to get used to them. Crowing cocks, screaming donkeys, crackling motorcycles, honking cars, the ubiquitous music – whatever noise from outside enters the flat via the roof and mingles with the hubbub of the TV or a radio, with a vivid discussion or mostly with all that together. Privacy seems not to exist – but only I seem to need it. It must be a question of getting used to it all.

At 6 o'clock in the morning, family life starts. Mostly, Fátima gets up earlier to use the fresh and calm morning hours for housework, preparing the school day or to do some work for Educara. School starts at 7 o'clock for the "first shift" and lasts until noon. After the hottest hours, the "second shift" starts at 2 o'clock. Some schools even have a "night shift" for the employed, for example for alphabetisation campaigns. In spite of compulsory education, many people in Sumé can not read or write.

A visit to I.E.I.C., a private school in Sumé having declared war to the educational state of emergency. To pay teachers and infrastructure, it has to charge fees – small in a national benchmark but still they barr the poorest of the poor from access. Educara thus gives them scholarships. I.E.I.C. displays a different course of school life than I know it from Germany. The kids wear school uniforms. This helps disguise the poor origins of the Educara fellows. Just as in Fátima's flat, the classrooms are open, partly with sliced walls to let the wind blow through. The noise from neighbouring school classes is only matched by the noise of the own class – even during lectures. How can they study like this? It must again be a question of getting used to it. But how calm and modest a class can turn when I, the foreigner, enter the room and want to talk to them! Then these kids are just like their German peers: firstly shy. Nobody dares to ask a question. When they notice they thus can prolong the break between the lectures, then the questions do not stop sputtering! Right next to Fátima's flat Educara has mounted the "Sala Educara", a studies area. Three rooms where the kids do their homework, find an occasion for independent learning, and are also computer and English classes offered.

The „sala“ is always very busy. Even so, silence is first and it is readily accepted, though a concept not familiar to newcomers. The scholarship holders have also learned to organise themselves under the leadership of Fátima. In each shift, there is someone in charge of the "sala". Whenever possible, the elder coach the younger. It is giving and taking.

This giving and taking is also found in the social activities which are specific to Educara. Some of the elder students help to run the "projeto Mônica" where small kids are nursed in the morning hours for that their single mothers have the possibility to work. This crèche is situated in one of the poorest quarters of Sumé, with living conditions unimaginable to us. Many of the mothers who benefit from the "projeto" have no other income than the few hours "Mônica" allows them to work. Without this project, many of the children might well end up in the street – as so many do in Brazil. Here they find order, cleanliness, toys and playmates. Each Sunday the scholarship holders undertake an excursion to the local residence of elderly people which is situated at the border of the town. The people there are taken good care of, according to the general living conditions in Sumé. After an half hour of walk through the glistening afternoon sun we are welcomed by the cool shade of a freshly cleaned entrance hall. Most inhabitants of the residence have noone coming and visiting them regularly. The visit of the Educara-kids may therefore be the only highlight of the week. And how much better these kids can get along with elderly and partly sick people! Much better than we adults! Of course, I can not deny that not all scholarship holders are as motivated as I am saying here. But the major part of them has well integrated Educara's principle of giving and taking and also the importance of education and social responsibility.

Will this last? I hope that the work of Educara can permeate society, thanks to these children. I hope they can later contribute to a sustainable development of this town in the middle of the semi-arid of Cariri. And I hope they manage to pluck this entire region from the claws of oblivion. Only then they can be part of a life without poverty and its terrible accompaniments.

Sponsors

Private donors

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Companies and organisations

Alu Leitl: <http://www.aluleitl.de/>

Printing plant Gotteswintner: <http://www.gotteswintner.de/>

Infineon Technologies AG: <http://www.infineon.com>

Schenker Stinnes Logistics: <http://www.schenker.de/>

Smart Investor: <http://www.smartinvestor.de/>

Our very special thankfulness goes to Infineon Technologies AG. Infineon Munich has donated three computers that are used in the studies room in Sumé. The books for the library there have been donated by the employees and the management of Infineon Porto (Portugal). More equipment came from Infineon South America in São Paulo. During the Munich city semi-marathon, employees of Infineon have collected donations for Educara and the sum has generously been doubled by Infineon.

Schenker Logistics has shipped the books donated by Infineon Porto to Sumé. The “Smart Investor” offered free advertisement to Educara in the homonymous journal. The printing plant Gotteswintner has printed our flyers and more financial support came from Alu Leitl.

Many thanks to all of them!



Appendix

Project structure

Type	Scholarship holders	Requisites to start
Pilot project	1-3	- clear project responsibility, financial reporting - possibility to communicate via telephone with Educara.
Small project	4-8	- clear project leadership on-site which is committed to Educara - possibility to communicate with Educara via telephone and internet - coaching programs and special courses for scholarship holders - monthly reporting to Educara e.V.
Major project	8-30	- clear project leadership on-site which is committed to Educara - possibility to communicate with Educara via telephone and internet - coaching programs and special courses for scholarship holders - internal monthly reporting and controlling system - successful audit of the partner schools or other educational institutions - assumption of social responsibility through the scholarship holders - own internet page, own updating of it.

Yearly cost for schooling

I.E.I.C. in Sumé (partner school for scholarship holders from Sumé)

Expenditures ⁵	5 th -8 th grade	9 th -11 th grade
Schooling fees	R\$ 55 x 12 (220 €)	R\$ 65 x 12 (260 €)
School lunch	R\$ 240 (80 €)	R\$ 240 (80 €)
School uniform	R\$ 100 (33 €)	R\$ 100 (33 €)
Books	R\$ 300 (100 €)	R\$ 330 (110 €)
Materials	R\$ 150 (50 €)	R\$ 150 (50 €)
School events	R\$ 100 (33 €)	R\$ 100 (33 €)
Sum	R\$ 1550 (520 €)	R\$ 1700 (570 €)

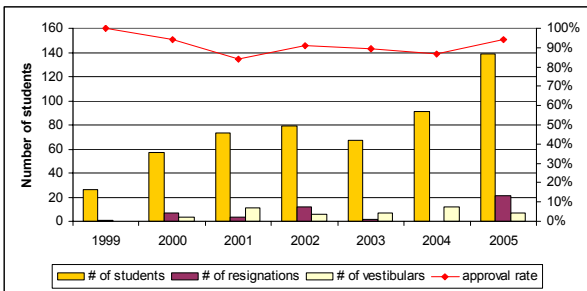
The school fees above include a discount of 10% for scholarship holders from Educara. Without this discount the fees are R\$ 69 for 5th to 8th grade and R\$ 80 for 9th to 11th grade. Depending on the income of the parents, Educara may not have paid all expenses in order to support more scholarship holders with the same budget. The overall expenses are found in the financial report.

SECAT in Ceará Mirim (partner school for scholarship holders from Taipu)

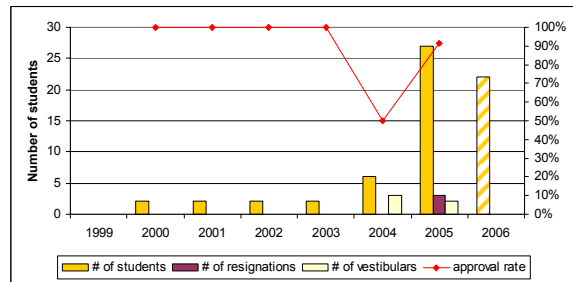
Expenditures	1 st -8 th grade
Schooling fees	12 x R\$ 95 (380 €)
School lunch	12 x R\$ 20 (80 €)
Transportation	12 x R\$ 60 (180 €)
Inscription	R\$ 95 (30 €)
School uniform	R\$ 97 (30 €)
Books	R\$ 480 (160 €)
Materials	R\$ 166 (55€)
School events	R\$ 50 (20€)
Sum	R\$ 2288 (760 €)

⁵ Based on an exchange rate of 1 € = R\$ 3,00.

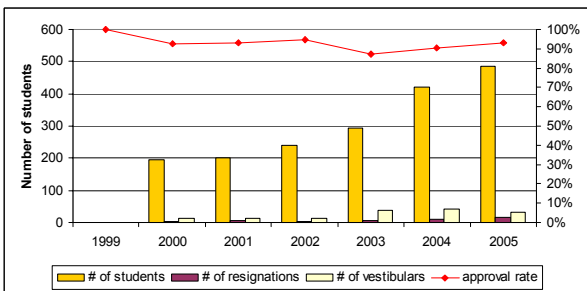
School results



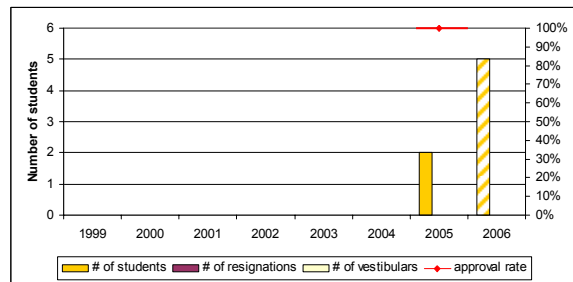
I.E.I.C. in Sumé



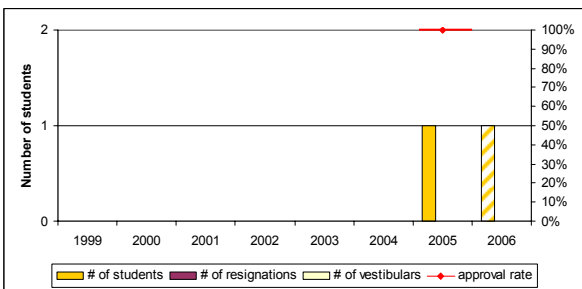
Scholarship holders Educara Sumé at I.E.I.C.



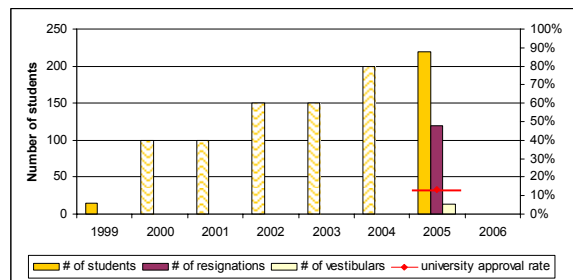
SECAT in Ceará Mirim



Scholarship holders Educara Taipu at SECAT



Scholarship holders Educara Cabedelo



Scholarship holders Educara Serra Branca

Development at partner schools and among the scholarship holders of Educara. For Serra Branca and Cabedelo, Educara does not dispose of reliable numbers for the educational institutions. Shown are the numbers of students, the number of resignations (who quit the courses of this particular school, eventually going to another school) and the number of repeaters (who are not transferred to the next school year). All this is shown on the left hand axis. The right hand axis displays the approval rate of pupils transferred to the next school year.

Every year, about 10% to 15% of I.E.I.C. students pass the vestibular to enter university. Until now all three scholarship holders of Educara who finished school and also passed the vestibular.

Catchwords

Poverty	Definition by UNDP (United Nations Development Program): Absolute poverty: income of less than one dollar per capita and day. Poverty: income of less than two dollars per capita and day. To be able to compare data over time, these data are purchasing power corrected.
Audit	The term “audit” derives from the Latin word for “listening”. An audit comprises two parts: „tell me what you are doing“ – and then: „show me you are doing what you say“. Both parts can only be objectively assessed when they are documented.
Cabedelo	Town about 20 km north of João Pessoa, situated at the Atlantic ocean.
Campina Grande	Economic center of Paraíba state. About 250.000 inhabitants.
Cariri	Area in the heartland of the Brazilian Northeast. Semi-arid and scarcely inhabited.
Cursinho	Portuguese. Pronounce: “kooor-sinyu”, “small course”. Private preparation course for the vestibular. Depending on quality of the course, the fees may vary between one an two minimum salaries.
IEIC	Instituto Educacional da Imaculada Conceição (IEIC). English: „Educational institute of the immaculate conception“. Partner school of Educara in Sumé.
Minimum salary	In 2005, the Brazilian minimum salary was R\$ 300.
Real (R\$)	Brazilian currency.
Serra Branca	„White mountain“. A typical town name for the formerly cotton producing Northeast of Brazil. About 12.000 inhabitants. Situated in the Cariri area.
Sumé	Town of about 17.000 inhabitants about 30 km west of Serra Branca.
Taipu	Town of about 12.000 inhabitants near Natal in the state of Rio Grande do Norte.
Vestibular	Brazil does not have a centrally organised final secondary school examination. Therefore, public universities select their students through an entrance exam, the vestibular.

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