



PAIVA NETTO writes: "Science, Technology, Innovation, Culture, and the role of Ecumenical Solidarity".

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GOOD WILL

SUSTAINABLE DEVELOPMENT

ANALYSES AND PERSPECTIVES



João Grandino Rodas



Laura Bianchi



Sueli Periotto



Glauco Arbix

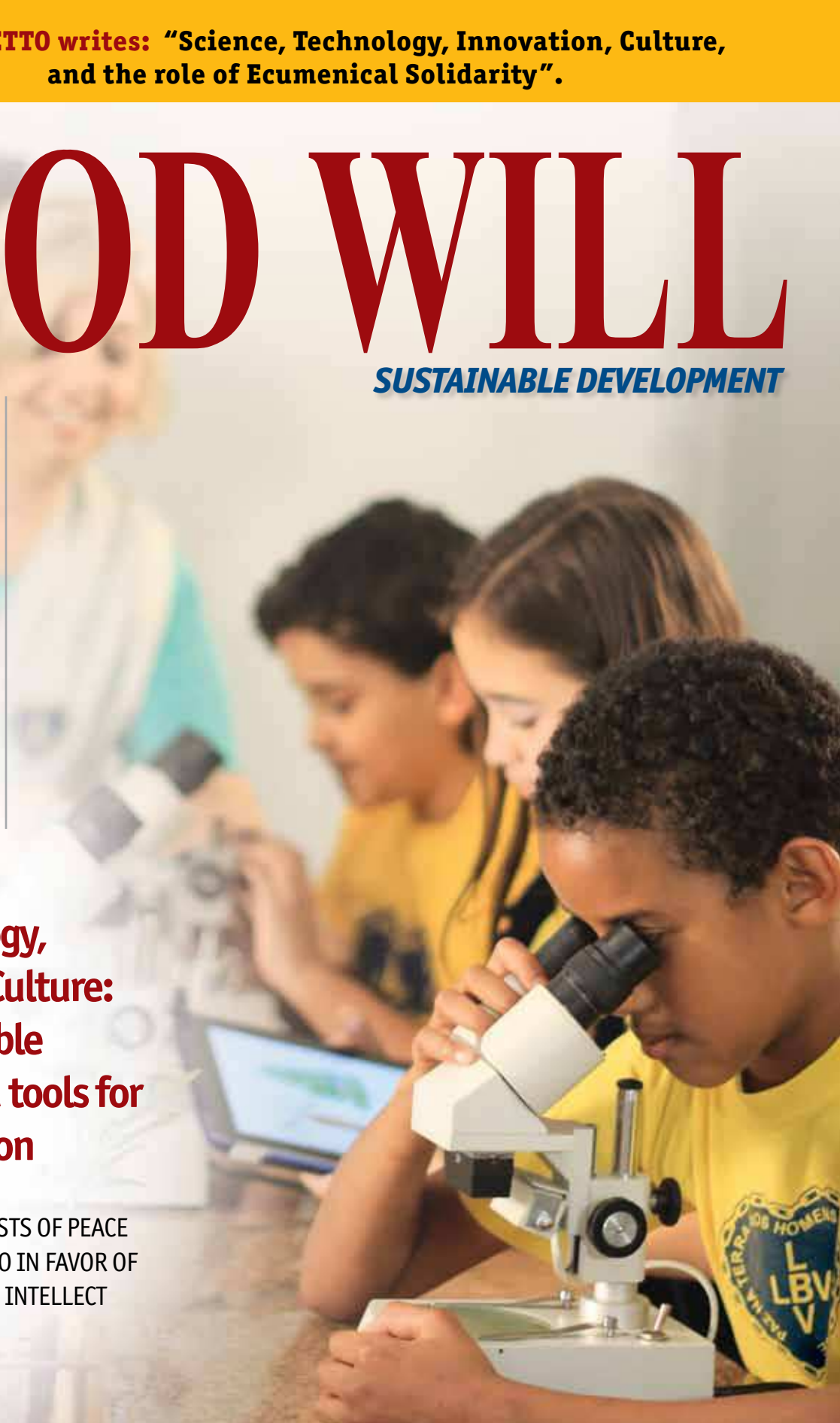
Science, Technology, Innovation, and Culture: allies of sustainable development and tools for poverty eradication

LBV PREPARES PROTAGONISTS OF PEACE FOR A NEW WORLD SCENARIO IN FAVOR OF AN EDUCATION BEYOND THE INTELLECT



Legion of Good Will
Legião da Boa vontade
63 years

*The **Legion of Good Will (LBV)** presents its recommendations to the participants at the High-Level Segment of the United Nations Economic and Social Council (ECOSOC) in Geneva, Switzerland, in 2013. The LBV is a Brazilian NGO in general consultative status with ECOSOC since 1999.*





.....

**A better
world
starts with a
simple gesture**

.....

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Science, Technology, Innovation, Culture, and the role of Ecumenical Solidarity



João Preda



José de Paiva Netto is a writer, journalist, radio broadcaster, composer, and poet. He is the President of the Legion of Good Will (LBV), effective member of the Brazilian Press Association (ABI) and of the Brazilian International Press Association (ABI-Inter). Affiliated to the National Federation of Journalists (FENAJ), the International Federation of Journalists (IFJ), the Union of Professional Journalists of the State of Rio de Janeiro, the Union of Writers of Rio de Janeiro, the Union of Radio Broadcasters of Rio de Janeiro, and the Brazilian Union of Composers (UBC). He is also a member of the Academy of Letters of Central Brazil. He is an author of international reference in the concept and defense of the cause of Ecumenical Citizenship and Spirituality which, according to him, constitute “the cradle of the most generous values that are

born of the Soul, the dwelling of the emotions and of the reasoning enlightened by intuition, the atmosphere that embraces everything that transcends the ordinary field of matter and comes from the elevated human sensitivity, such as Truth, Justice, Mercy, Ethics, Honesty, and Brotherly Love.”

It gives me great pleasure to greet the hardworking signatories of the eight Millennium Development Goals, Heads of State and Government, representatives from international agencies, from the private sector, and from civil society, present at the High-Level Segment of the Economic and Social Council (ECOSOC) in 2013, in the Palais des Nations, the United Nations Office at Geneva (UNOG), Switzerland. Bringing our humble contribution and support, we are joined in yet another effort in favor of a better future, one in which everyone has

access to an existence deservedly worthy and egalitarian in duties and rights. Important steps have been taken and achieved, but there is still a lot to be done before we can experience the citizenship granted to us by life in community, a global and solidary community, which I call Ecumenical Citizenship. And our tool for building the Ecumenical*¹ Citizen is something we cannot lose sight of: the universalist spirit, whose instrument is Solidarity, enlightening minds and feelings. The Ecumenical Citizen is one who does not waste time on intolerant

^{*1} **Ecumenical** — The Ecumenism to which the author refers to is a concept that has been propagated by the LBV since its origin in Brazil, rescuing the etymological meaning of the term—“of worldwide scope or application; universal”—, thus, not restricted to any particular religious aspect. Hence the statement of the president of the Legion of Good Will: “We urgently need to strengthen the ecumenism that overcomes barriers, appeases hatred, and promotes an exchange of experience that instigate global creativity, corroborating the value of socio-humanitarian cooperation of partnerships, such as in popular cooperatives in which women play a strong role, and emphasizing the fact that they are completely against waste. There is really a lot to learn from each other.”



Eduarda Pereira

In 2007, during the High-Level Segment at the UN Office at Geneva, Switzerland, the representatives of the LBV, from left to right: **Noys Rocha** (Portugal), **Maria de Albuquerque** (USA), and **Rosana Bertolin** (Brazil) holding the Organization's magazine. On the right side, Mrs. **Hanifa Mezoui**, at the time Chief of the NGO Branch of the United Nations Department of Economic and Social Affairs. At the center, UN Secretary-General, **Ban Ki-moon**, who, at the occasion, manifested his support to the work of the LBV and signed the cover of a copy of the Globalization of Fraternal Love. This magazine is exposed in the special awards gallery of the Temple of Good Will in Brasília, capital of Brazil.



GLOBALIZATION OF FRATERNAL LOVE (PDF)

Download the QR Code reader to your smartphone or tablet, photograph the code above, and read this publication of the LBV.

conflicts with others—just because they do not share the same social, political, or religious thinking, or do not belong to the same race or culture—, but one who joins forces with others to reduce the overwhelming need that affects communities, the masses, or a single individual.

Therefore, the theme proposed for this event of the United Nations Economic and Social Council could not be more appropriate and up-to-date: “Science, Technology and Innovation, and the potential of culture, for promoting sustainable development and achieving the MDGs”.

The most powerful tool against global poverty

For 63 years the Legion of Good Will

(LBV) has been waging a daily battle against hunger and inequality and in favor of sustainability, never forgetting to undertake the Herculean struggle against the needs that are the most urgent, which directly hinders the success of any attempt at beneficial transformation on Earth: the lack of solidarity, brotherhood, mercy, justice; consequently, the aridity of the Spirit and the heart.

For this very reason, I would like to initially remind everyone of what I wrote in the *Globalization of Fraternal Love* magazine, which was sent to the ECOSOC High-Level Segment in 2007, also held in the Palais des Nations. In it I presented, among other topics, an extract from an interview I gave on October 18, 1981, to an Italian journalist living in Brazil, **Paulo Parisi Rappoccio**, in which I state that **Solidarity** has expanded itself from the luminous field of ethics **presenting itself as a strategy**, so that human beings may achieve and guarantee their **own survival**. To combat the globalization of poverty, we counterpose the globalization of Brotherhood, which spiritualizes and ennobles the Economy and disciplines it in a solidary way, as a strong instrument for reacting to the pseudo-fatalism of poverty. (...) We are not asking for a sudden miracle, even though nothing is impossible, but the strengthening of an ideal that establishes itself stage by stage, until it completes its extraordinary service.

And in this manner I concluded this part of my talk with journalist Paulo Parisi.

Solidarity to lever the objectives

It is fundamental to ally the Technology, Science, Innovation, and Culture formula with Ecumenical Solidarity, so that this transition to a complete sustainable development may be urgently achieved. When these tools

of progress are integrated by the authentic sense of Brotherly Love and Justice, which distinguish us from wild animals, we shall be able to cease the horrors that still persist in the world, which are, as listed in the eight Millennium Goals—hunger; poverty; lack of access to quality education; disrespect for gender equality and for women and girls; child mortality; the inhumane conditions of pregnant women; AIDS, malaria, and other extremely serious diseases that decimate entire populations; the despoliation of the environment, etc. In addition to overcoming all these ills—however long the struggle lasts—it is our duty to build together a new development model that effectively preserves life on this planet.

Globalization of poverty and the center of the Altruistic Economy

In my article “Independence”, published by the *Correio Braziliense* newspaper, of the Brazilian capital, on September 7, 1986, I praise the fact that the human being, with his/her Eternal Spirit, is the center of the Altruistic Economy, the generator of all progress. Without him/her, there is neither work, nor capital, nor a consumer market.

Gandhi (1869-1948) used to say that:

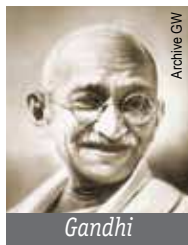
“Capital as such is not evil; it is its wrong use that is evil.”

The wealth of a country lies in the hearts of its people. Nevertheless, entire nations still suffer with poverty. It should be remembered that empty stomachs and frustrated Spirits are generally unwilling to listen. (...)

In times when production expectations exceed projections due to the technological advances, **hunger is truly a scandal!** It is



Paiva Netto with journalist Paulo Parisi (C) and José Carlos Araújo (R), sports radio announcer and a columnist of the GOOD WILL magazine.



Gandhi

not just the hunger of the body, but also for knowledge, that is, spiritualized Education, without which no nation can be strong. Anachronistically, never has the world known so much abundance in one side, and, on the other, so much penury. And this may certainly lead the planet to a new series of unimaginable wars and unthought of epidemics. Buses, trucks, ships, and airplanes are there to spread them. It is the globalization of misery and, therefore, of hunger and of the most unexpected diseases (...).

Returning to the interview I gave to my journalism colleague Paulo Parisi, I emphasize that we can no longer postpone illuminating Economics with the ethical light of Charity*², so that the inordinate craving for capital, in other words, corruption and greed, does not destroy the democracy that—let us say—has been consolidated in some places and is just beginning in others. On the contrary, we shall continue to watch in horror the denial of the right to freedom, life, health, education, employment, and happiness of multitudes that dared to be born.

Sublimed technology

We cannot live isolated inside a technological bubble that does not share its beneficial effects and excludes those populations that do not have access to

² **Charity** — Read more about the ample definition of the author on this subject in the magazines *Solidary Society* and *Globalization of Fraternal Love*. Access: www.boavontade.com. Regarding this fundamental feeling, Paiva Netto also writes: “Charity is the gravitational center of the Spiritual Citizen’s ideological consciousness, therefore, his/her educational, political, social, philosophical, scientific, religious, artistic, sporting, domestic, and public awareness, in a way that—if the human being does not understand it—he/she must make an effort to comprehend it in order to make it exist in his/her inner self.”

(...) we can no longer postpone illuminating Economics with the ethical light of Charity, so that the inordinate craving for capital, in other words, corruption and greed, does not destroy the democracy that—let us say—has been consolidated in some places and is just beginning in others. On the contrary, we shall continue to watch in horror the denial of the right to freedom, life, health, education, employment, and to happiness of multitudes that dared to be born.

cutting edge science. That is one of the great challenges in the discussions we are holding here, in this event at the United Nations.

In the 1980s, when writing for the *Folha de S.Paulo* newspaper of the city of São Paulo, Brazil, I affirmed that civilization had never before achieved such a degree of technology. I immediately asked the following question and replied to it: What then is missing for there to be Peace? To sublime progress actions with Ecumenical Spirituality, which potentially accompanies us—whether we know it or not, and whether we want it or not, reason why we, as nations, are still alive.

The right to defense

(...) We must always fight for Peace, but not be incapable of defending ourselves, naturally without the ferocious and destructive spirit of revenge, because it morally confuses people. Let us never be, therefore, accomplices to what is wrong, but incorporate in our Souls this noble and civilizing alliance as the feeling of benevolence that is born in the heart (...). In order to make this reasoning clearer, I turn to this warning from **Confucius**, with which I have identified myself since I was young. From the height of his millennial wisdom he says:

“Repay Kindness with Kindness, but evil with Justice.”

The famous Chinese thinker was obviously not referring to revenge, which is diametrically opposed to the sense of true Justice.

Civilization and technology for Peace

In the *Peace for the Millennium* magazine especially produced for the

Millennium World Peace Summit, promoted by the United Nations in August 2000, in its Headquarters in New York, I argued: Is there something missing in global technology? Yes, heart and mind (in other words, a greater partnership between feeling and intellect), the globalization of Solidarity, in a way that, among other things, the Internet be an ever more powerful path for Peace and transformation, including social change, and not the altered nervous system of the technological society.

For this reason we propose living in a Solidary, Altruistic, and Ecumenical Society, where there is no room for the constant lack of humanity from Humanity itself towards itself, which creates so many victims during its development process. However, if progress did not exist, we would be living in the primitive age of human beings.

In the page “Vocation for progress”, published in the *Jornal de Brasília* newspaper of Brazil’s capital city, on November 16, 2010, in which I reproduced excerpts from my book *Cidadania do Espírito* [Citizenship of the Spirit] (Elevação Publishing House, 2001), I argue that the day when Science goes beyond the boundaries that were established, not by itself, but by some fearful coryphaei of its enlightened area of activity, Humanity will no longer know any obstacles to fulfilling its magnificent destiny of being a civilized civilization...

Without Ecumenical Brotherhood there is no planet

I always defended and put in my articles in the press and on the Internet that there are no limits to the solidary expansion of the Capital of God: the human being with his/her Eternal Spirit.

Therefore, the best technology to be developed in these times of unbridled globalization is of the knowledge about

ourselves. It is superior to any technological discovery, because it has the power to prevent individuals (whether they have access to computers or not) from falling once and for all into suffering for having sunk into the most complete barbarism.

Without a sense of Ecumenical Brotherhood, we would put an end to the planet, **keeping our brilliant brains, but having opaque hearts.** The longed for reform of society will not come in its fullness if the Spirit of the citizens are not taken into account. (...) **Yes, the world always needs the reform that provides food and education; however, it equally needs the indispensable nourishment of Love and, therefore, of respect.**

Solidarity and Brotherhood are precisely the fuels that motivate the diligent action of all the idealistic social actors in the international community.

Peace and understanding among nations

If technology, then, overcomes human barriers (the Internet is an example of this) it is essential for Solidarity to develop itself ahead of it, in order to illuminate its paths. We have never been at a more auspicious moment for demonstrating how potentially great the possibilities are for using it in the service of nations.

Summoned by Science, Technology, Innovation, and Culture, but without ignoring the exalted spirit of human solidarity, at the conclusion of this meeting may we embrace together an agenda of accomplishments based on a common understanding that the members of the UN, since its foundation, have pursued, as have the Women, Men, Youth, Children, and the Spirits of true Goodwill.

My sincere thanks to everyone.

I conclude by leaving you with the words

of Peace of some of those who, throughout history, have made and still make every effort to build a better world:

“A New Commandment I give you: Love one another, as I have loved you. (...) There is no greater Love than to lay down his own Life for his friends.” (The Gospel according to **John**, 13:34 and 15:13)

Jesus Christ

“You cannot attain to righteousness until you spend freely of what you love. But what you spend, of that Allah is aware.”

Prophet Muhammad (570-632)

“May the peace and blessings of God be upon him!” — Islamism.

“God created the human being in such a way that he can only be happy by doing Good.”

Alziro Zarur (1914–1979), journalist, radio broadcaster, poet, and social activist. He founded the Legion of Good Will (LBV) on January 1, 1950 (World Peace and Universal Brotherhood Day).

“The construction of a pacific world is not something that can be carried out by drafting a treaty. Time is required to prepare relations between human beings, but if we aspire to Peace, this must be done.”

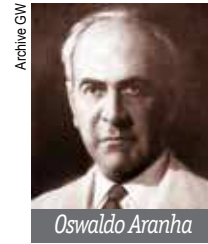
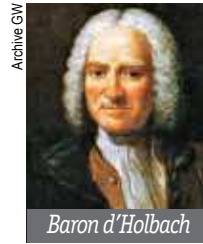
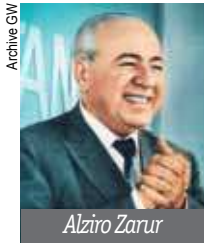
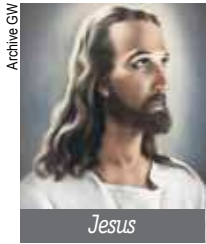
Eleanor Roosevelt (1884-1962), former First Lady of the USA and notable Chairperson of the UN Commission on Human Rights.

“Justice is the support of the world and injustice is the source of all the calamities that afflict it. If humanity, compassion, and sensitivity are necessary virtues for society, their absence must be considered odious and criminal.”

Baron d’Holbach (1723-1789), French-German atheistic philosopher and encyclopedist.

If technology, then, overcomes human barriers (the Internet is an example of this) it is essential for Solidarity to develop itself ahead of it, in order to illuminate its paths. We have never been at a more auspicious moment for demonstrating how potentially great the possibilities are for using it in the service of nations.

PAIVA NETTO'S MESSAGE

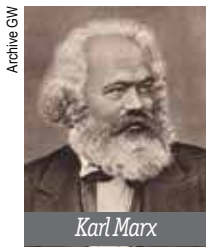


“We don't want to impoverish the rich or weaken the powerful. We want a balance of strength and a fairer access for people to instruments of prosperity and to the sources of humanity's well-being.”

Oswaldo Aranha (1894-1960), Brazilian lawyer, politician, and diplomat, in a speech during the 12th Ordinary Session of the General Assembly of the United Nations, in 1957.

“Social work needs the mobilization of efforts. Each one collaborates with that which they know how to do or with what they have to offer. In this way, the tissue that sustains the action is strengthened and each one feels that they are a cell for transforming the country.”

Zilda Arns (1934-2010), Brazilian pediatrician, sanitarian, and founder of the Pastoral of the Child.



“Well-being in life is achieved by improving the good coexistence among men.”

Mosheh ben Maimon (1135-1204), Jewish doctor, philosopher, and theologian.

“If one puts duty first and success after, will not that improve one's character?”

Confucius (551-479 B.C.), Chinese thinker and philosopher.



“I dream of the day when everyone will rise up and understand that we were made to live as brothers.”

Nelson Mandela, lawyer, former President of South Africa, and Nobel Peace Prize winner (1993).

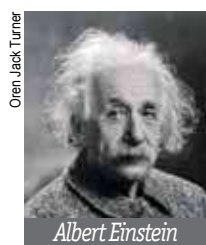
“Trees are an essential part of my life and have taught me many wise lessons. Trees are the living symbol of peace and hope. A tree is rooted in the ground, but reaches high in the sky. It tells us that we should have a strong base if we want to achieve something. It reminds every successful person that we should not forget where we come from.”

Wangari Maathai (1940-2011), Kenyan professor, environmental and political activist, and Nobel Peace Prize winner (2004).



“To all who suffer and are lonely, give always a happy smile. Give them not only your care, but also your heart.”

Mother Teresa of Calcutta (1910-1997), missionary and Nobel Peace Prize winner (1979).



“We must love them both, those whose opinions we share and those whose opinions we reject.”

Saint Thomas Aquinas (1225-1274), philosopher and Catholic theologian.

“There can be no peace, no progress as long as there is discrimination and violence against women.”

Michelle Bachelet, physician, politician, former President of Chile, and former Executive Director of UN Women.



Nelson Mandela



Mother Teresa of Calcutta



Saint Thomas Aquinas



Zilda Arns



Michelle Bachelet



Billy Graham

“There is no future without forgiveness for the relationship among individuals, nor between nations.”

Desmond Tutu, Anglican archbishop and Nobel Peace Prize winner (1984).

“There is no happy life, individual or collective, without an ideal.”

Anália Franco (1856-1919), Brazilian spiritist teacher, journalist, poet, and philanthropist.

“The problem itself arises only when the material conditions for its solution are already present or at least in the course of formation.”

Karl Marx (1818-1883), German materialistic atheist, economist, and historian.

“When a ship’s carpenter needed timber to make a mast for a sailing vessel he did not cut it in the valley, but up on the mountainside where the trees had been buffeted by the winds. These trees, he knew, were the strongest of all. Hardship is not our choice, but if we face it bravely it can toughen the fiber of our souls.”

Billy Graham, North American Evangelist.

“Hatred does not cease by hatred, but only by love; this is the eternal rule.”

Siddhartha Gautama (approx. 556-486 B.C.), Buddha, the founder of Buddhism.

“Peace cannot be kept by force. It can only be achieved by understanding.”

Albert Einstein (1879-1955), Jewish-German theoretical physicist and Nobel Prize in Physics winner (1921).

“Emptiness promotes emptiness. But content builds freedom, particularly if it is backed by the roots of the Spirit, which are the foundation of Eternal Life.”

Dr. Adolfo Bezerra de Menezes Cavalcanti (Spirit) (1831-1900), respected doctor, soldier, writer, journalist, and politician, who was known in Brazil as the “Doctor of the Poor”.

“The man of devotion is beneficent to all. He is beneficent because of his wisdom, because of his realization of truth, because of the goodness in his thoughts, in his words, in his acts.”

Zoroaster (628-551 B.C.), founder of Zoroastrianism.

“There is only one thing in this world which is worth dedicating all your life. This is creating more love among people and destroying barriers which exist between them.”

Leo Tolstoy (1828-1910), Russian writer. ■

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Desmond Tutu



Confucius



Dr. Bezerra de Menezes



Leo Tolstoy



Zoroaster

For a better world and a happier Humanity

Founded on January 1, 1950, World Peace and Universal Brotherhood Day (celebrated in Brazil), by radio broadcaster, journalist, writer, and poet **Alzira Zarur** (1914-1979), in Rio de Janeiro (Brazil), the Legion of Good Will (LBV) brought to the world an unequalled message of Brotherhood and Love. Right from the onset, the Organization has carried out actions for those who are most in need. Today, it brings humanitarian aid to people in emergency situations and offers material and social assistance, as well as words of comfort, to low-income families.

In 1979, journalist, writer, radio broadcaster, and educator **José de Paiva Netto** took over the presidency of the LBV with a commitment to expand the reach of its solidary actions. In pursuit of this goal, he inaugurated model ▶





Legion of Good Will
Legião da Boa Vontade



Download the QR Code reader to your smartphone, photograph the code above, and read the LBV's recommendations for the High-Level Segment of the United Nations Economic and Social Council, being held from July 1 to 4, in the UN Office at Geneva, Switzerland.

Lella Tonin

OUR WORK

*The José de Paiva Netto Educational Institute in São Paulo (Brazil) demonstrates that quality Education, Solidarity, and Ecumenical Spirituality are indispensable to the education of complete citizens. Such values reflect the Pedagogy of Affection and the Ecumenical Citizen Pedagogy created by Paiva Netto and successfully applied in the teaching network and socio-educational programs of the Organization. In bold gold letters next to the façade, as indicated by the arrow, the LBV's president requested that the following quote by **Aristotle** (384 - 322 B.C.) be put: "All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth."*



São Paulo (Brazil)

The LBV's mission

To promote Education and Culture with Ecumenical Spirituality, so there may be Socio-environmental Awareness, Food, Security, Health, and Work for everyone, in the formation of the Planetary Citizen.

- ▶ schools, Community Centers for Social Assistance, and homes for the elderly. Thousands of at-risk children, teenagers, and adults are cared for on a daily basis in these units. The socio-educational activities are also extended to students in the public school system.

In just a few decades, while increasing its efforts to promote education and

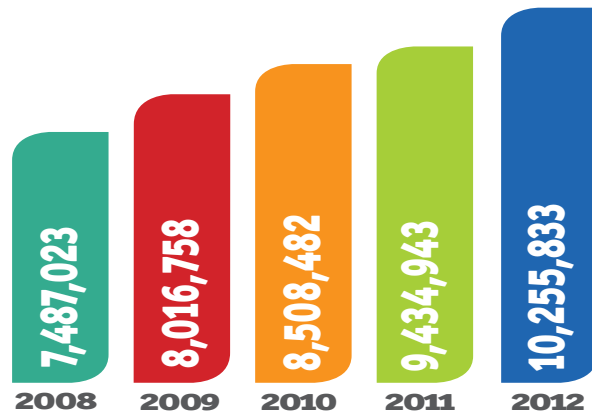


André Fernandes

provide social care to low-income communities, allied with ecumenical and universal values, the LBV has also expanded its engagement in social and environmental causes by including various communications platforms: from radio and the press, it moved on to television, the Internet, and alternative media. As a result, the organization began

Social balance*

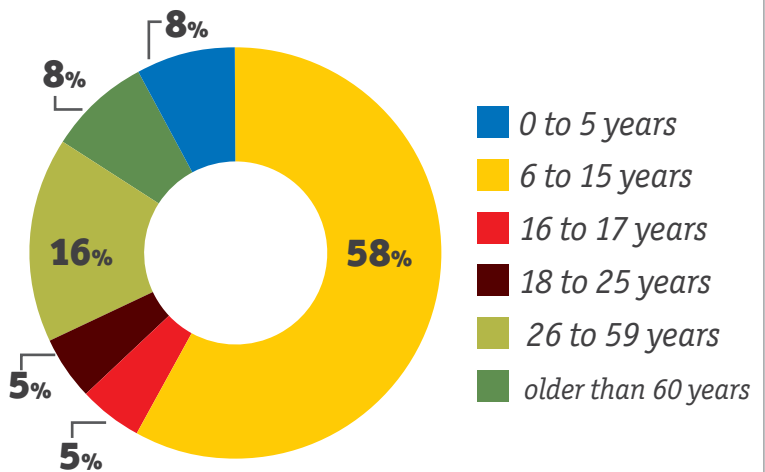
Number of services and benefits provided by the Legion of Good Will from 2008 to 2012:



* For two decades, the Legion of Good Will has its general balance sheet audited by external independent auditors, by initiative of its President José de Paiva Netto, long before the Brazilian legislation required this measure to come into effect.

Over 70% of the LBV's socio-educational work benefits children and teenagers

More than 10 million services and benefits in 2012



Source: LBV's Socio-educational Superintendency

LBV'S PRESENCE IN THE WORLD



TYPES OF ASSISTANCE



Homes for the elderly



Community Centers for Social Assistance



Schools



Institutional and Emergency Campaigns

SOCIO-EDUCATIONAL WORK

Today the Legion of Good Will is present in seven countries besides Brazil (where it began). It has autonomous bases in Argentina, Bolivia, Paraguay, Portugal, the United States, and Uruguay. The LBV is internationally acknowledged for the work developed in its educational and socio-assistance units and in its awareness-building and social mobilization campaigns, carried out with the differential of Education with Ecumenical Spirituality.



Rio de Janeiro (Brazil)

Vivian R. Ferreira

► developing programs and projects in which the use of innovation and social technologies is a prominent feature, with a large emphasis on the creation of a socio-environmental conscience.

The LBV's assistance network operates in seven countries. It has approximately 100 of its own units located in South and North America and in Europe. In 2012 alone, the LBV provided more than 10 million services and benefits to low-income families and people. At these units, the Organization



Luciani Faundes

Taguatinga (Brazil)

• Schools

These have the mission to educate with Ecumenical Spirituality, developing "Brain and Heart". They aim to promote, in several age groups, the harmonious development of the body and the Spirit's intelligence with quality, competence, and effectiveness. The activities conducted in formal education are extended to all stages of primary education.

- Nursery school
- Elementary school
- Junior high school
- High school
- Education for Young People and Adults (EJA)



Vivian R. Ferreira

Teresina (Brazil)

OUR WORK

Archive GW



Belém (Brazil)

In Belém, Brazil, the Jesus Nursery School is located at Travessa Padre Eutíquio, 1976, Batista Campos. For further information call (+5591) 3225-0071 or access www.lbv.org/belem or www.boavontade.com/english.

Vivian R. Ferreira



Fortaleza (Brazil)

Tatiane Silva



Salvador (Brazil)

Lella Tonin



Ananindeua (Brazil)

Lella Tonin



João Pessoa (Brazil)

Vivian R. Ferreira



Recife (Brazil)



Vinicius Ramão

Curitiba (Brazil)

► applies its educational proposal, comprising of the Pedagogy of Affection (for children up to the age of 10) and the Ecumenical Citizen Pedagogy (as from the age of 11), which employs its own methodology. This teaching platform—which also guides the Organization’s socio-educational programs, proposes a structure that is not solely restricted to curricular content, but one that is also capable of fostering a renewed awareness of citizenship and values of Ecumenical Solidarity and the Culture of Peace (see page 58).

Vivian R. Ferreira



Goiânia (Brazil)

In Curitiba, Brazil, the José de Paiva Netto Educational Center is located at Rua Padre Estanislau Trzebiatowski, 180, Boqueirão. For further information call (+5541) 3386-8430 or access the website www.boavontade.com/english.

LBV at the UN

The international reach of the Legion of Good Will’s work has received recognition from the United Nations (UN). Since 1994, the LBV has been working in partnership with the organization, by way of its Department of Public Information (DPI). In 1999, it was the first Brazilian



Leilila Tonin

Foz do Iguaçu (Brazil)

OUR WORK

In Buenos Aires, the LBV of Argentina runs the Jesus Nursery School, located at Rua Bogotá, 3940.



Buenos Aires (Argentina)

Archive GW

Archive GW



Montevideo (Uruguay)

Archive GW



New York (USA)

In the United States, the Good Will Pedagogy is widely disseminated. In classrooms of American schools, educators who are attuned to the LBV's teaching method add ethical, ecumenical, and spiritual values to the student's intellectual development.

Every month the LBV's José de Paiva Netto Educational and Cultural Institute in Uruguay provides more than 1,200 services to children, young people, and adults. It is located at Av. Batlle y Ordóñez, 4820, in Montevideo.

Lella Tonin



Natal (Brazil)

▶ NGO to obtain general consultative status at the UN Economic and Social Council (UN/ECOSOC), unanimously approved by representatives from 28 countries with the right to vote. This status allows the LBV to participate and contribute to the discussion of themes of the ECOSOC in New York (USA), in Geneva (Switzerland), and in Vienna (Austria). This has allowed the Organization to present its recommendations with regard



Asuncion (Paraguay)

In the LBV of Paraguay, children between 2 and 6 years old receive a complete education in the José de Paiva Netto Nursery and Preschool, located at Calle José Asunción Flores, 3438, Bernardino Caballero, in Asuncion, Paraguay's capital city.

The LBV's Jesus Nursery School in Bolivia is located at Calle Asunta Bozo, 520 (Sector A), Alto Obrajes, in La Paz.



La Paz (Bolivia)



Manaus (Brazil)

The LBV's socio-assistance unit in Porto, Portugal, is located at Rua Comandante Rodolfo de Araújo, 104, Bonfim. The Organization has two other assistance units in the cities of Lisbon (Portugal's capital city) and Coimbra.



Porto (Portugal)

OUR WORK



Aracaju (Brazil)



Tatiane Oliveira

Fred Massa



Belo Horizonte (Brazil)

Carla Monica



Maringá (Brazil)

Paulo Araujo



Sorocaba (Brazil)

Leila Tonin

▶ to the establishment of public policies and international humanitarian actions.

In 2000, the LBV became a member of the Conference of NGOs in Consultative Relationship with the United Nations (CONGO), headquartered in Vienna. In 2004, it co-founded the NGO Committee on Spirituality, Values and Global Concerns at the United Nations.

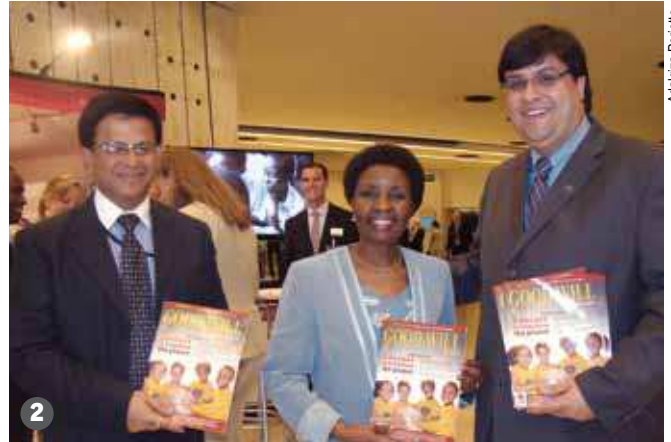
In 2010, the Legion of Good Will of the United States inaugurated a new liaison office in New York. This further strengthens the voice of Latin American civil society at the United Nations, especially in activities related to the Economic and Social Council and the Department of Public Information.

Solidary Society Network

To promote and help achieve the eight Millennium Development Goals, the LBV articulates with various social actors and promotes meetings and thematic workshops



Pedro Perriato



Adalgiza Perriato



Felipe Duarte

In Geneva, Switzerland, authorities attending the 2011 High-Level Segment received from the LBV's representatives the Organization's special publication for the event: the GOOD WILL Education magazine. Among those who received it were (1) the Secretary-General of the United Nations, **Ban Ki-moon**; (2) **Nikhil Seth (L)**, Director of the UN Department of Economic and Social Affairs; **Asha-Rose Migiro**, Deputy Secretary-General of the United Nations; and (3) in 2012, in New York (USA), **Michelle Bachelet (R)**, former UN Under-Secretary-General and Executive Director of UN Women, received from the sociologist **Sandra Fernandez**, representative of the LBV, the GOOD WILL Women magazine.

in cities in Latin America and Europe. These activities inspired the Solidary Society Network, a movement that cooperates at a regional level for an extensive multi-stakeholder operation in favor of sustainable and integrated development.

Donations and multi-stakeholder partnerships with civil society are tools that enable the LBV to maintain its social and teaching units. This also applies to its socio-educational projects, social mobilization initiatives and campaigns on valuing Life. All these actions are carried out with the unique approach of Education with Ecumenical Spirituality.

Excellent care, quality teaching, transparent management, a fertile relationship with society, and activities that have a broad social reach distinguish the Legion of Good Will as an important partner of the humanitarian movements on the planet. ■



Reproduction

LBV'S ORAL STATEMENT BROADCASTED BY THE UN WEB TV

During the debates held on July 6, 2012, the representative of the LBV at the United Nations, Danilo Parmegiani (R), talked about the work of the Organization during an intervention broadcast on UN TV and Radio in real time for the whole world. Next to him, the President of the Conference of NGOs with Consultative Relationship with the United Nations (CONGO), headquartered in Vienna, Austria, Mr. **Cyril Ritchie**.

■...Scientific production...■ and sustainable development

By the Editorial Staff



The importance of scientific and technological production to human development is increasing. In addition to seeking an explanation for the phenomena of Nature, science faces the challenge of legitimating its value and its power of influence, especially with regard to the reduction of social inequalities. To do so it must promote technological tools capable of meeting the needs and demands of modern society. The benefits of this contribution are evident, as seen in the advances achieved in aviation, robotics, telecommunications, the pharmaceutical industry, microelectronics, informatics, the development of new energy sources, and others. This effort is mobilizing laboratories, research agencies, and universities all over the world.

Since 2009, Brazil has been in 13th place in the international ranking of scientific production, which assesses the amount of academic work presented in specialist publications. According to analysts, Brazil's place on this list is due mainly to the dissemination of education and the increase in the number of federal universities and researchers.

To invest in quality and in a greater reach for this work, the Legion of Good Will understands that it is necessary to foster a critical point of view and awareness of the role of science in everybody's lives starting from basic education. Therefore, the LBV encourages childhood leadership, in other words, children learn that they occupy a space in the social milieu in which they live, aware that they can influence their environment for the better.

In the six stages that compose the MAPREI (Learning Method



Photos: Vivian R. Ferreira



Felipe Tonin



Students from the José de Paiva Netto Educational Institute, in São Paulo, carrying out experiments in the school's science lab.

through Rational-Emotional-Intuitive Research)—the Good Will Pedagogy's own methodology (read more about it on page 58)—, the focus is on **research and intuition**. Students develop research, rational, and intuitive skills so they are not just receivers of knowledge, but also protagonists in the learning process.



Gisele Batista

INTERACTING WITH THE ENVIRONMENT

Students from the LBV's Educational Center in the city of Rio de Janeiro, visited, in April 2013, the Tijuca National Park, which is the world's largest heterogeneous urban forest planted by man. The trip was part of the interdisciplinary activities of the LBV's school. "We presented topics that are common to the subjects of both Biology and Geography. The students observed aspects of the local flora and fauna, the characteristics of the forest's soil, and they learned a little about the relationships of living beings in natural environments," reported Biology teacher **Felipe Barbosa**.



Personal archive

"It's a great privilege to work as a volunteer at the Legion of Good Will, contributing to issues like sustainability, the environment, citizenship, education, and Ecumenical Spirituality, always focused on the problems and challenges of the Amazon, where I've been living since 1994."

Daniel Borges Nava

Secretary of Mining, Geodiversity, and Water Resources for the Brazilian State of Amazonas.

Amazonian cause

This vision of the LBV of Unrestricted Ecumenism and Education open to Peace is part of the personal and professional life of geologist **Daniel Borges Nava**, Secretary of Mining, Geodiversity, and Water Resources for the Brazilian State of Amazonas. Nava, who has a Master's degree in Environmental Sciences and Sustainability of the Amazon Region, says that since he was a boy his attention has been directed towards caring for the environment and social causes. "The biggest inheritance left by my parents was this ecumenical education from the LBV, which I received when I started taking my first steps."

Born in Rio de Janeiro, Nava assumed his Amazonian identity after learning how to love and respect the region. "It's a great privilege to work as a volunteer at the Legion of Good Will, contributing to issues like sustainability, the environment, citizenship, education, and Ecumenical Spirituality, always focused on the problems and challenges of

PLAYING AT BEING A SCIENTIST

Boys and girls participating in the LBV — Children: The Future in the Present! program, in Ipatinga (Brazil), learn about science practice by relating scientific concepts to daily life. This workshop seeks to awaken in children a taste for research, using perceptual motor, linguistic, and cognitive activities, through several sensory modalities.

In one of the proposed experiments (photo), the children were impressed by a balloon that inflates on its own.

Everybody learned that acetic acid (vinegar) chemically reacts with sodium bicarbonate within a PET plastic bottle and releases carbon dioxide. As more gas is formed, the pressure within the vessel increases and the balloon inflates.

Alida Santos



the Amazon, where I've been living since 1994," he said.

As state secretary and a university professor, he affirms that the experience of participating in campaigns and educational projects of the LBV, in addition to studying “the extensive Good Will literature,” was fundamental to his education.

According to Nava, this set of values and the solidary work heightened his sense of commitment to the collective well-being. “The projects and actions we’re working on in the Amazon have been based on environmental, social, economic, political, cultural, spiritual, and educational sustainability, and are in accordance with the eight Millennium Development Goals. This particular challenge of our region contrasts the presence of vast natural wealth, which must be conserved, and the still critical human development indicators of its communities.”

In this context, he points out the need to correct the course, so that traditional

São Paulo (Brazil)



Photos: Vivian R. Ferreira



“The LBV is concerned with our future. We learn that the environment is important, that Nature interferes [in our lives]; so we go and plant trees and participate in events, like the Innovation Fair... Most of the schools only make you attend classes; I noticed this difference with my classmates at college. This different approach of the LBV was very important for me.”

Daiana Evaristo de Oliveira

Biologist and a former student at the Good Will Educational Complex in São Paulo, Brazil.



Photos: Priscila Petreca

and indigenous populations are no longer submitted to the negligence caused by concentrating economic activities, “whose externalities end up considering the wealth that is generated as a product or compensation, and not as a means to sustainable fostering in these communities, by way of an effective development policy with social responsibility.” Daniel Nava also added: “In the Amazon, this will certainly imply the need to establish an indigenous policy that transforms the Brazilian State from tutor to promoter of an indigenous entrepreneurship that is capable of managing forests, water resources, fauna, minerals, and of producing new knowledge about sustainability, a paradigm of the 21st century.”

Millennium Goals and academic choice

A former student of the Good Will Educational Complex in São Paulo, Brazil, biologist **Daiana Evaristo de Oliveira** is well aware of how important it is for the school to work the curricular content in a practical and objective way, so that students can check the applicability of this knowledge in their day-to-day lives. “The LBV is concerned with our future. We learn that the environment is important, that Nature interferes [in our lives]; so we go and plant trees and participate in events, like the Innovation Fair... Most of the schools only make you attend classes; I noticed this difference with my classmates at college. This different approach of the LBV was very important for me,” she stressed.

The participation in the 1st Solidary Society Network Innovation Fair in support to the Annual Ministerial Review of the UN Economic and Social Council



POÇOS DE CALDAS (BRAZIL)

In the months of April and May, children assisted by the LBV's Community Center for Social Assistance participated in a series of educational activities with a focus on the theme of environmental preservation. Films, trips to parks, the planting of tree saplings, and making books, reusable bags, and posters (1) kept the children busy and excited. (2) When the children visited the Poços de Caldas Environmental Park, created by Alcoa Alumínio, they learned a lot about the flora and fauna of the region.

(ECOSOC), in 2007, was the push that Daiana needed to choose her professional career. *“I participated in an activity about the Innovation Fair here at school and each grade from high school worked with one of the eight Millennium Development Goals. That was the year when the discussion about global warming came up. That’s when I got interested in environmental issues,”* said the young woman, who after her experience at school decided to do a course in Biological Sciences.

After learning about living organisms and their relationship with the environment, Diana soon became interested in studying flora. In her final paper she wrote about the effects of air pollution on plants, which could serve for future research on human health, because of respiratory diseases and other illnesses aggravated by climate change.

According to the biologist, this study also strengthens the awareness about the need to conserve green areas. *“People still don’t have this type of instruction, so they chop down trees to construct more buildings. (...) This work also serves as the basis for other studies that analyze the health of man, because the toxic substances used in plants are greater than those that can be tolerated by human beings. So, if it’s harmful for plants, the situation is a lot worse for people,”* she explained.

After she graduated, Daiana returned to the José de Paiva Netto Educational Institute, this time to work as a monitor. At the same time that she is teaching children and teenagers to respect Nature, she is planning to undertake new research, but with a focus on environmental recovery. *“What we most need now is to take care of the environment in order to improve the health of the population, (...) the flora and fauna...,”* she pointed out. ■

Vivian R. Ferreira



■ *“I came to the José de Paiva Netto Educational Institute when I was 12 years old and left when I finished high school. The school was essential for me getting into USP. In the LBVI I learned values that form one’s character. In addition to a lot of study, willpower and character are essential to succeed in preparing for the university entrance exam. (...) I wouldn’t find anywhere else the support I got from the teachers and people who helped me in the Institute. The books and information to which I had access when I was younger helped me choose Physics, but the support of my teachers was essential. At USP, I participated in many research projects, in a scientific disclosure project in liquid crystals for high-school students, and in the Physics Show. In the future I intend doing a Master’s degree in nanotechnology applied to biological compounds.”*



School Picture

Adamor Luz Eleiel Virgino, 22 years.

Graduating in Physics from the University of São Paulo (USP).



Scientific

and social innovation

Higher education in the production of knowledge, social inclusion, and sustainable development

João Grandino Rodas



João Grandino Rodas is the President of the University of São Paulo (USP) and has a degree in Music from the Sacred Heart of Jesus School of Music (1964); in Education from the School of Philosophy, Science, and Literature of USP (1969); in Law from the School of Law of USP (1969); and in Literature from the Our Lady Mediatrix of the Jesuit Priests School of Philosophy (1970). He holds a Master's degree in Political and Economic Sciences from the School of Law of the University of Coimbra (1970); in Law from the Harvard Law School (1978); and in Diplomacy from The Fletcher School of Law and Diplomacy (1985). He holds a Ph.D. in Law from USP (1973) and became Full Professor in International Law in 1976. He was Professor of International Law (1993), at the USP School of Law. President of the OAS Inter-American Judicial Committee (2000-2002), of the MERCOSUR's Permanent Court of Revision (2007-2008), and of the Board of the Administrative Council for Economic Defense – CADE (2000-2004).

Nowadays, science does not go unscathed by the world's social, political, and economic changes and it needs to “reinvent” itself to continue occupying the prominent role societies have destined for it over the last 300 years. Paradoxically, in order to adapt itself to the new demands of societies, culture, and science, this reinvention depends both on its capacity for continuity, aiming at conserving its characteristics of excellence and as a producer of knowledge, and its capacity for transformation.

This movement, however, requires responsibility on the part of universities to educate professionals and scientists within the conditions demanded by societies, which seek to structure themselves with well-founded knowledge aimed at bringing about innovation, the transformation of their reality, and the construction of social justice.

This latter aspect is key to any discussion on the role of the production of knowledge within the scope of universities, in the search for social inclusion, and on sustainable development. For this it is important to remember the French Revolution's ideal of “equality” and its impact on higher education.

The Spanish **José Manuel Esteve** in his book *La Tercera Revolución Educativa* (2004) [The Third Revolution in Education] shows that ideas of an education for everyone began to emerge in the 19th century. As a result, as from the second half of the 20th century, we find a consolidation of what the author calls the “third revolution in education”, when those educational systems based on the exclusion of the vast majority of the population became exhausted; and the advent of the idea gains force to provide schooling for 100 percent of children and young people, not just in elementary school, but, just like in present days, in high school, already knocking on the doors of universities. This search for universal education is clearly linked to the consolidation process of the modern concept of democracy in Western nations, but its development is not a tension-free process.

Democratization and the search for universal education brought diversity into universities, and new population contingents little used to the universe of higher education became part of this everyday situation. I am referring to access to education not only by women or children who come from the less

.....
Democratization and the search for universal education brought diversity into universities, and new population contingents little used to the universe of higher education became part of this everyday situation.

privileged social and economic strata of society and from ethnic and social minorities, but by a broader diversity that breaks with the predominant homogenization of the past.

This universalization broke with the homogeneity and elitism in education, by promoting an interaction between individuals who have social, economic, psychological, physical, cultural, religious, ethnic, ideological, gender, and sexual orientation differences.

Diversity and democracy, therefore, go hand in hand to conquer the recent advancements in the production and dissemination of knowledge. It is this contemporary socio-political constitution that induces educational institutions to respect differences within their environments and to coexist with them. Such model limits the attempts of exclusion or disqualification of divergent thinking. It also consolidates equality of rights and duties and guarantees a space for socialization between the different people, thus enriching global culture and producing scientific and social progress and innovation.

The integration of these new students in the classrooms, many of them the sons and daughters of parents without any schooling whatsoever and, therefore, representatives of the first generation with access to school education, urges us to think of new ways of conceiving education. The search for equal conditions and for the right of inclusion of everybody in the education system, which is a recent phenomenon from the historical point of view, associated with structural changes in the function of knowledge in the current world and with the present social and economic organization of post-industrial societies, provokes intense debate on the role of education.

Sustainable development is one of the challenges of universities in the 21st century. The expected contribution of these institutions is limited to the field of cutting edge research, qualified teaching, as well as in the leadership role relative to debates that guide public policies and investments. Research within the scope of the three presumed dimensions of the concept of sustainable development, which are environmental, economic, and social, produces knowledge that enables us to understand our reality better and, in particular, to obtain information for promoting a new type of relationship between society and nature. This paradigm has been incorporated into the education process of new professionals in different areas, thus leading to a gradual incorporation of sustainable ideas into the lives of people.

These objectives are in harmony with some of the goals set in the final report of the World Conference on Higher Education, which was organized by the United Nations Educational, Scientific



Divulgation

and Cultural Organization (UNESCO) in Paris, France, in July 2009:

“a. Faced with the complexity of current and future global challenges, higher education has the social responsibility to advance our understanding of multifaceted issues, which involve social, economic, scientific and cultural dimensions, and our ability to respond to them. It should lead society in generating global knowledge to address global challenges, inter alia food security, climate change, water management, intercultural dialogue, renewable energy and public health.

“b. Higher education institutions, through their core functions (research, teaching and service to the community) carried out in the context of institutional autonomy and academic freedom, should increase their interdisciplinary focus and promote critical thinking and active citizenship. This would contribute to sustainable development, peace,

wellbeing and the realization of human rights, including gender equity.

“c. Higher education must not only give solid skills for the present and future world but must also contribute to the education of ethical citizens committed to the construction of peace, the defense of human rights and the values of democracy.”

In short, ongoing global changes attribute new responsibilities to universities. From now on they must educate professionals and scientists who conceive, produce, and disseminate knowledge based on principles such as innovation, the transformation of reality, and the construction of social justice and sustainable development. If this is true for universities in general, it applies even more so to public universities, which are maintained by taxes that are a heavier burden on the less economically privileged population. ■

The University of São Paulo (USP)—the most prestigious higher education institution in Latin America—is among the world’s top universities.



Digital inclusion and the labor market

*The challenge of making access
to new technologies universal*

Leila Marco



Legion of Good Will
Legião da Boa Vontade



CACHOEIRO DE ITAPEMIRIM (BRAZIL)

Lailia Tomm



TERESINA (BRAZIL)



POÇOS DE CALDAS (BRAZIL)

Priscila Petrecca



LONDRINA (BRAZIL)

Juliana Botelho

The LBJ is working for digital inclusion. IT labs are available in most of its schools and Community Centers for Social Assistance.

Every day it becomes increasingly essential to take maximum advantage of what new technologies have to offer, reconciling them with the exponential growth of information. Until the beginning of the 1990s knowledge and the use of computer networks in the world was restricted to scientific and academic communities. The Internet, as we know it today, came about with the creation of the World Wide Web (WWW), in 1990, by computer scientist **Timothy John Berners-Lee**, from the European Organization for Nuclear Research (CERN).

Despite being a great facilitator of tasks and an important means in the educational process, not everyone has access to the Internet and its tools, and this has an influence on the social inclusion process and on people's access to better opportunities in the labor market. Professor **Nelson de Luca Pretto**, author of the book *Uma escola sem/com futuro: Educação e multimídia* (1996) [A school with/without a future: Education and multimedia], says that "the illiterate person of the future will



Vivian R. Ferreira



João Prestia

TAGUATINGA (BRAZIL)

be the individual who does not know how to decipher the new language generated by the means of communication.”

To make the use of Information and Communication Technologies (ICTs) available to the masses, as a way of contributing to improvements in the living conditions of the population, countries in general, including emerging nations like Brazil, have faced serious barriers.

In May 2012, the Getulio Vargas Foundation (FGV) disclosed in the new Digital Inclusion Map survey, prepared in partnership with the Telefônica/Vivo Foundation, that the Brazilian economy, the world’s seventh largest, was still experiencing a type of “digital apartheid”.

The study, which was coordinated by economist **Marcelo Neri**, who at the time was the Head of the FGV’s Social Policies Center and today is the interim Chief Minister of the Department of Strategic Affairs (SAE), revealed that a third of the population has access to the Internet at home, while 65 out of every 100 Brazilians over the age of 10 said they did not know

Technology in early literacy – In Taguatinga, Brazil, teachers use as a pedagogical resource a digital projector in preparing preschool students to read and write.

“I was a very sad person; I was depressed; I just wanted to lie down all the time in my bedroom. Since I came to the LBV I’m a new person. I feel fulfilled. I was born again.”



Leandro R. Nunes

Francisca Gregório

67, assisted by the LBV’s Learning and Interaction program, in Fortaleza (Brazil).

how to use the web. Another noteworthy fact is the concentration of digital devices in the upper class; 7 out of every 10 homes with a computer and Internet access belong to the richest people. This shows that much still needs to be done to correct the inequality that exists in access to ICTs.

The Legion of Good Will helps reduce this gap, by working on behalf of digital



inclusion and for better living conditions for low-income families. That is why for more than a decade it has had IT laboratories in most of its schools and Community Centers for Social Assistance. In 2012 alone it helped more than 93,000 people in this area, benefiting children, young people (in search of their first job), adults (professional job placements), and the elderly.

Focus on the North and Northeast of Brazil

The Digital Inclusion Map indicated that there was inequality in the five Brazilian regions. The Internet access ranking showed two very distinct groups. The first ten places are occupied by the states of the South, Southeast, and Mid-West, while the North and Northeast hold the lowest indicators.

In these last two regions, the LBV is working very hard to reduce the lack of digital opportunities, the highlight being the assistance provided in the cities of Aracaju, Salvador, Recife, Teresina, Itabuna, Fortaleza, São Luís, and Belém.

The activities of the Organization's IT lab are part of the actions of the *Training*

and *Productive Inclusion* program, which offers free courses for the development of the skills necessary for a better professional job placement or for the person assisted to become an entrepreneur. The initiative also favors community life and the values of citizenship.

In the computer classes participants learn how to use applications (text editor and electronic spreadsheets), browse the Internet, and about the computer's operating system. The main objective is to offer digital training to young people and those who find themselves outside the job market, which increasingly requires that workers have such knowledge. Students also receive guidance on how to put together and format their own resume.

Placement in the labor market

In the capital city of Pernambuco State, **Victorio Drumond de Farias**, 20, is one of the many young people who seek the support of the Legion of Good Will. He comes from a simple family in Recife and was unable to pay for a course, but he found in the LBV a path to succeed. In addition to learning how to use the digital tools that are currently most requested, Victorio emphasized some of the other benefits of the course: *"We received a lot of texts to read and type, which enriched our knowledge of the Portuguese language. We prayed every day. It was good for me and I think for the other people too; the group was very united because of this."*

For the young man, the large amount of reading he had to do and the quality of the texts were decisive when it came to him learning how to express himself better in job interviews. In a recent selection process in which he participated, along with almost 100 candidates, he was chosen as one of the 25 best prepared. His good result gave him

a placement in the job market and was an incentive for him to pursue new dreams.

No age limit

In order to enjoy the benefits resulting from the new technologies available, many elderly people try to enter the digital world. They want to feel active and up-to-date, in step with the lifestyle of their families and with society. To do so they must overcome, for example, the possible difficulty of memorizing and handling the computer, in addition to restricted access to the IT world.

Francisca Gregório, 67, lives in the capital city of Ceará State and had difficulties even using bank ATMs. She also suffered from a worrying psychosocial condition, which included low self-esteem and lack of motivation. In the Legion of Good Will's Community Center for Social Assistance in Fortaleza she found the necessary support in the *Learning and Interaction* program.

Thanks to this solidarity-based action she was able to overcome other barriers. *"Because of my age, I was ashamed to start a computer course. But a teacher here said that this wasn't a problem."* Even though she is still attending the lessons, Francisca is celebrating: *"It's a victory. I already know how to do lots of things... open the notepad, use Facebook, and do research on the Internet, and I didn't even know how to turn on a computer."*

The Organization's proposal to familiarize the elderly with the digital environment represents a way of helping the Third Age and younger people to have equal opportunities for evolving. In the words of the President of the LBV, Paiva Netto, this means: *"Allying the bountiful energy of young people with the wealthy experience of older people."* ■

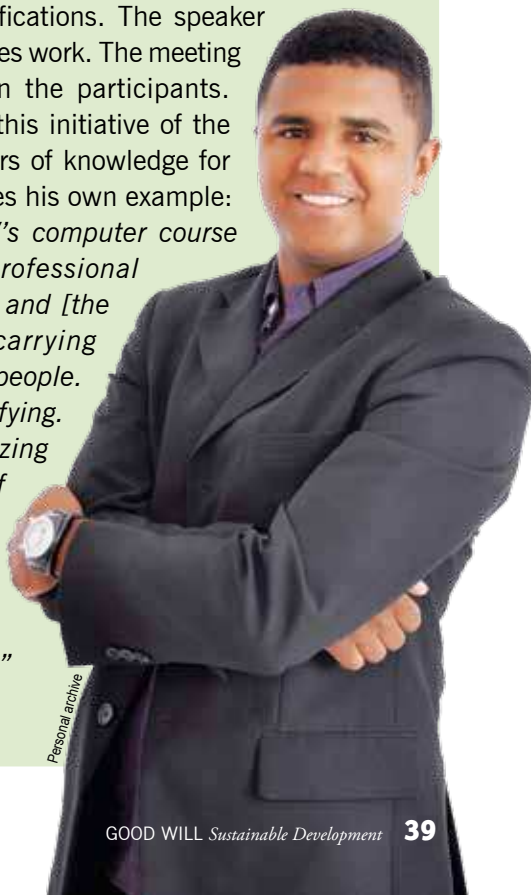
TRIUMPH AND SOLIDARITY

Digital Citizenship

LBV's former student becomes a volunteer speaker

The Legion of Good Will's Community Center for Social Assistance in Itabuna, located in the State of Bahia, is an example of the excellence of digital training. Besides this service, there is a concern with providing additional information and extra content. This has led the LBV to sign important partnerships, one of them with AdmTecnó Júnior Consultoria e Projetos, which is formed and managed by students from the courses of Business, Information Systems, and Psychology from the College of Technology and Sciences (FTC) of Itabuna.

Thanks to this support a series of talks that have been conducted since the second semester of 2012 brings together volunteer speakers from this educational institution. In November, under the supervision of Professor **Eliane Marinho**, Business student **Hayan Carlson** presented a talk on the subject "Professional development". At first, Hayan presented to those assisted by the LBV a panorama of the labor market, with an emphasis on qualifications. The speaker then explained how companies work. The meeting aroused a lot of interest in the participants. For the university student, this initiative of the Organization opens the doors of knowledge for many young people. He gives his own example: *"Twelve years ago the LBV's computer course helped me a lot in my professional career; it gave me support and [the Organization] continues carrying out this great work to other people. Today's experience was gratifying. Many people left here realizing that they're capable of making their dreams come true. I'm grateful to the LBV for this opportunity to be able to share a little of my knowledge... I'm happy."*



Personal archive



LA PAZ/BOLIVIA

Photos Andre Valera

Social technologies and sustainability

On a daily basis, the Legion of Good Will's assistance network benefits thousands of people, not only in Brazil but also in the six other countries where it has autonomous bases. Decades after its establishment, the LBV now has approximately 100 centers, located in South and North America as well as in Europe. In these units, modern social technologies

are applied in the Organization's educational and socio-assistance services. These programs involve replicable techniques and methodologies, promoting good responsible practices so as to offer the community the solutions needed to enact their own betterment.

To develop its social inclusion programs and projects towards sustainable development, the LBV

LA PAZ/BOLIVIA



establishes partnerships with agents from technical and scientific fields to meet public demands for food, education, income, health, and environment.

The LBV in the Bolivian Andean plateau (the Altiplano)

Since 1986, the Legion of Good Will of Bolivia, located in the capital city of La Paz, has been carrying out important socio-assistance programs. It maintains the Jesus Nursery School, which helps children between the ages of two and five who come from families living in vulnerable situations.

Two of these programs—*Education in Action* and *Clean Teeth, Healthy Children*—are examples of how social technologies play a fundamental role in regions that are lacking in infrastructure and are far away from large urban centers.

This year, seven educational centers in Collana Tolar, located 68 kilometers outside La Paz, benefited from the programs: Centro Belén, Nueva Esperanza, Taracollo, Huancarani, Wichicollo, Franz Tamayo, and Quillcoma. The region is populated by small rural communities of indigenous origin, which are traditional in the Bolivian Andean plateau.

Education for all

With the goals of reducing grade repetition and dropout rates, as well as investing in quality education, the Legion of Good Will of Bolivia has developed the *Education in Action* program. Since 2010, this program has worked successfully to contribute to the fulfillment of the second Millennium Development Goal: “Achieve universal primary education”.

In April, for example, the *Education in Action* program handed out hundreds of academic and school supply kits and provided training workshops for teachers. Importance was placed on the strategies and resources used for facilitating learning. This included creating bonds

“We’re grateful for this beautiful initiative of the LBV. It helps the teachers and children a lot in the school work. They didn’t have, for example, any colored pencils and now with their backpacks they’re coming to school happy to learn.”

* MDG — There are eight Millennium Development Goals. They are a set of goals to be achieved by 2015, and it aims to improve the quality of life of Humanity and guarantee the sustainability of the planet. This is one of the most important global challenges and was signed by 191 Member States of the United Nations (UN) during the Millennium Summit in 2000. They are: 1- Eradicate extreme poverty and hunger; 2- Achieve universal primary education; 3- Promote gender equality and empower women; 4- Reduce child mortality; 5- Improve maternal health; 6- Combat HIV/AIDS, malaria and other diseases; 7- Ensure environmental sustainability; 8- Global partnership for development.



Jimena Huanca Espinoza

Teacher from the community of Huancarani, Bolivia.

PORTUGAL

Photos: Archive GW



1

Since 2001 the LBV of Portugal has been promoting the Happy Smile socio-educational program. Today, this pioneering action has three mobile oral health units (1) and more than 200 partners. Every month, the Organization's community agents visit associations, schools, and other locations in Porto, Coimbra, and Lisbon to carry out theoretical and practical teaching activities in oral health care, which include talks, check-ups, the application of fluoride, and preventive procedures (2 and 3). Good oral hygiene practices, such as correct brushing, the use of dental floss, and eating healthy food, are part of the topics covered in the theoretical and practical sessions. In 2012, the program was responsible for over 205,000 preventive procedures, helping both children and adults.



2



3

between teachers and students, as well as promoting ways to include parents in these activities.

For **Federico Chira**, teacher and general director of the educational centers of the community of Franz Tamayo, the LBV's program represents an important encouragement for everybody: *"Thank you! On behalf of the teachers and family members of the students, I thank you because this material is complete. This encourages children to go to school. We never had this type of support before, which is why we're very grateful."*

Clean Teeth, Healthy Children

This program is responsible for holding oral health workshops, which provide information about brushing techniques, and distributing personal oral hygiene kits. The work is undertaken in partnership with professors and students from the Franz Tamayo and El Alto universities and is divided into three stages.

The first stage consists of a visit to different communities in order to identify and prepare a register of people who will be assisted. In the next stage, volunteer dentists give talks that provide guidance for parents, teachers, and students on the importance of brushing their teeth correctly. This is followed by dental care services, which includes the treatment for tooth decay and the application of fluoride, as well as tooth extraction surgery, if necessary. Each dental hygiene kit, which is distributed to every child, is equipped with: a mug, a child-sized toothbrush, a tube of toothpaste, a towel, a bar of soap, and a backpack to keep all the items in.

In the third and final stage of this program, there is a return visit to the same schools in order to reinforce preventive practices by way of a workshop entitled "Periodontal Diseases". The toothbrushes that were initially distributed by the program are also replaced and an

Paraguay: Food safety technology benefits indigenous community

The location where the LBV develops its activity: the Yukyty neighborhood, on the outskirts of Asuncion, capital of Paraguay, in a settlement next to a sanitary landfill. The action: a *Sustainable Community Vegetable Garden*. Community assisted: the Cerro Poty indigenous tribe.

In this location, approximately 40 families are benefitting from vegetable planting. The activity is supported by agricultural engineers from the Ministry of Agriculture and Livestock of Paraguay. In addition to supplying food for the families to eat, what is produced in the garden serves to generate extra income for them, as they can sell any excess production. The community receives guidance on a regular basis from agronomists through practical lessons on food conservation and the correct way to store, clean, and take maximum advantage of the vegetables. The families also learn how to prepare salads, *tortillas*, pies, and pickled food.



Photos: Allison Baldo



individual assessment is carried out by means of a recreational activity to check if the students have learned the good oral hygiene habits.

Teachers and health professionals alike highlight the value of this program in these rural communities, in which a large portion of the population does not even have a toothbrush, and those who do often share it with other family members. Teacher **Orlando Marca Rodriguez**, from the Rosa Grover School, says: “Few of us are concerned with dental hygiene and there’s little information available

about it. In the name of the community and the children who were benefited from this campaign, I want to express my deepest thanks to the LBV, which assumed the role of helping with this work.”

A volunteer dentist in the LBV’s program, Dr. **Jimena Ajata**, from the Public University of El Alto, does not hide her satisfaction of participating in this socio-educational action, adding: “*The work you’re doing is beautiful. I’m happy to see [this support] reach the population which is most in need of it and also the very young people.*” ■

NEW YORK/USA

Photos: Eliana Gonçalves



In the UN/ECOSOC Forum on partnership in education through science, technology, and innovation, the public present follows the presentation organized by the Legion of Good Will with its contribution to the event. In the detail, the representative of the LBV of the USA, Danilo Parmegiani.

LBV co-organizes Forum on Technology and Education at the UN

By the Editorial Staff

Within the context of global actions on the rights of the child, the process toward universal education has made progress throughout the last decade. However, data from the United Nations Educational, Scientific and Cultural Organization (UNESCO) show that much still needs to be done despite all the efforts. Throughout the world, it is estimated that more than 72 million boys and girls, who are old enough to be in the final years of elementary

school, do not attend school.

To discuss this issue, on May 16 the United Nations Economic and Social Council (UN/ECOSOC) held a forum entitled “Building Partnerships in the Field of Education through Science, Technology, and Innovation”. The event took place in the UN Headquarters in New York/USA and was supported by the Legion of Good Will of the United States, the Global Millennium Development Foundation, and The



“My experience [in the Forum] was terrific. I learned so much from my fellow panelists. Everyone of them is so passionate.

They really want to help kids and the education world.”

Cristin Frodella

Head of Education Marketing at Google

“I was very pleased with all the lectures, especially the Legion of Good Will’s presentation. I like the name Good Will and I also liked the Pedagogy of Affection very much, for children under 10 years old. I’m a psychologist so I know how important it is to respect the emotions and the feelings of children. Not just the intellectual development but also their whole personality.”



Photos: Eliana Gonçalves

Joseph DeMeyer

Representative of The Society for the Psychological Study of Social Issues (SPSSI).

World Association of Former United Nations Interns and Fellows (WAFUNIF).

During this meeting leaders debated the role of science and technology in the advance of education, as well as a more effective international cooperation capable of guaranteeing the involvement of government, civil society, and the private sector in complying with the eight Millennium Development Goals (MDGs) and with the Sustainable Development Goals (SDGs)—see box below—with special attention to the second goal, which determines “Achieve Universal Primary Education”.

Danilo Parmegiani, representative of the LBV at the UN, lectured on the importance of “Using Education and Technology to Promote Social Inclusion and Development”, and presented practical results from the

Pedagogy of Affection (directed at children up to the age of 10) and the Ecumenical Citizen Pedagogy (as from 11), which work for a Culture of Peace and valuing the individual as a complete being (more information about the LBV’s educational proposal can be found on page 58).

Also participating in the forum were many leaderships from technology industries, private sector, universities, and the international community. The highlight was the presence of **H.E. Néstor Osorio**, President of the UN/ECOSOC. ■

SDGs—New targets of the United Nations



In regard to the proposal to identify innovation as one of the Sustainable Development Goals (SDGs), which is expected to come into force in 2015, the President of the United Nations Economic and Social Council **Néstor Osorio** explains: *“I believe it is a cross-cutting issue within many of the objectives for the post-2015 period. We’re talking about the SDGs—that is, how to do something beyond the MDGs and bring together industrialized and developing countries in an ongoing process of irreversible compliance with fundamental goals for integral sustainability. (...) We’re talking about water conservation, more liveable cities, food security, infrastructure, and curtailing (greenhouse) gas emissions. We have to decarbonize the planet. And all of this forms part of innovation.”*

(Source: Envolvende Institute digital magazine)



MONTEVIDEO

The Uruguayan Plan CEIBAL model

*Achievements and learning innovation in technology
integration for an inclusive education*

Laura Bianchi



Laura Bianchi is Plan CEIBAL's Advisor for the Promotion of the Social Values of ICTs. She has a teaching degree in Education, with a major in research, and is currently taking a

postgraduate degree in Education and Society at the School of Human Sciences (CCHH) of the Catholic University of Uruguay. She has a university technician degree in Business Administration from the School of Economics and Administration (CCEEA) of the University of the Republic. She is also a Project Manager for cooperation programs in the social and educational areas; national and international consultant in design, management and assessment of social projects, management improvement programs, and design of information systems; and a university professor.

For a long time now the education systems in many countries have aroused feelings of dissatisfaction in citizens, offering a proposal that is neither very attractive nor stimulating for students, with inadequate levels of learning in relation to our current reality.

Given this situation, the challenge is to achieve inclusive education, an “Education for All”, as argued by the United Nations Educational, Scientific and Cultural Organization (UNESCO). In other words, the need is for an education that promotes universal access, looks for quality rather than coverage, expands the means and facilities for elementary education, improves learning conditions, and reinforces the alliances between different sectors and groups in society.

However, lack of access to new technologies implies yet another form of social exclusion. For this reason,

making Information and Communication Technologies (ICTs) more available is part of a set of targets established by the UN called the Millennium Development Goals (MDGs)*¹. As a consequence, education assumes a leading role in the development of the skills needed for taking advantage of such technologies.

The Plan CEIBAL (*Conectividad Educativa de Informática Básica para el Aprendizaje en Línea*) [Educational Basic Connectivity for Online Learning], launched by the Uruguayan government at the end of 2006, achieved its target of providing full access to ICTs within the country’s educational system, by handing out laptops connected to the Internet to all children and teenagers who enter public primary and middle school education. In addition, CEIBAL was applied in a pilot project in primary education schools. These students take their personal computers home, extending the benefits to the family, and this consequently has an impact on the digital inclusion indicators.

Digital literacy, therefore, becomes associated with the school environment and with those areas that foster good practices and citizenship actions, particularly with regards to the sense of belonging, trust in institutions, solidarity, and the promotion of a democratic culture that is oriented towards strengthening the idea of the individual as a citizen with rights, personally and collectively committed to the common interest.

Education for all by developing the skills needed for taking advantage of ICTs

On the Human Development Report for Latin America and the Caribbean 2010, in the analysis of the factors that have an impact on inequality, we find reference to

^{*1} **Target 8.F:** In cooperation with the private sector, make available the benefits of new technologies, especially information and communications.



MONTEVIDEO



Boys and girls from the LBV — Children: The Future in the Present! program, in Montevideo, Uruguay, received laptops from the Plan CEIBAL. The Uruguayan government's initiative is based on the project "One Laptop per Child", which was devised by **Nicholas Negroponte**, an engineer from the Massachusetts Institute of Technology (MIT). Computers and Internet access have contributed to improving the education of children and reducing the digital exclusion of adults.

the ineffectiveness of public policies when their approach is traditional, based only on material conditions. That is why other elements have been included for analysis in recent years, such as the impact of subjective aspects on social inequality.

In this sense, we observe the enormous effort made by many countries to make access to ICTs democratic through education. They were convinced that making technology available would promote its use by those who had limited access to it or were excluded altogether from it because of their

material situation. Despite the progress that has been made with accessibility policies (by way of technological infrastructure and digital resources) we still see difficulties or insufficient results when it comes to reducing digital exclusion, both in the use of ICTs and in the acquisition of the skills that enable them to be used and promote change through achievements based on knowledge.

Inclusion policies need to have as their goal the democratization of access. They also need to consider the incorporation of strategies for meeting the demands and

expectations of individuals with regard to their well-being. Incorporating them is not thinking about adopting them in a linear or mechanical fashion, because this implies being previously aware of what each person considers important and useful for improving their quality of life.

The Plan CEIBAL recognized the need to assess these different situations and seek ways of interacting with them through legitimate mediation. Therefore, just as the laptops were delivered to the school environment, the project also joined with volunteers and public and private collaborators to establish contact with social networks and their beneficiaries.

Finally, the Plan CEIBAL is witness to the fact that the principles of an education for all require a strong alliance among all actors who can contribute to a development and an educational and cultural transformation

strategy that strongly and appropriately identifies with its stakeholders. To a certain extent, this definition reconsiders the distinction between school and community in order to change the prospects for cooperative actions in favor of more efficient assistance for the subjective issues that affect the use of ICTs.

Conclusion

The experience and knowledge gained by CEIBAL in the integration of technology with an inclusive education are part of a “country-vision” that proposes expanding the development opportunities of the citizens.

Access to knowledge and information through new technologies is one of the main abilities of the 21st century and considered to be a requirement for achieving quality education for all. ■

Plan CEIBAL — The project was conceived by President **Tabaré Vázquez**, in December 2006. Its first action was the distribution of laptops to 150 students from a Uruguayan school in the Department of Florida, in the middle of 2007. In four years, all the students in the country's public schools already had portable computers. The distribution benefited the teachers and this action made Uruguay the first country to undertake the initiative of universal coverage for digital inclusion, integrating technologies through education and at home. Thanks to the program, the attendance of students in schools increased, as did the access to the Internet, and the digital exclusion of adults also reduced.

CEIBAL's achievements and learning points in education

- All of CEIBAL's assessments contain the perceptions of teachers and principals about the positive impact of the use of personal computers on the students' performance in the classroom.
- Within the teaching environment, the perception of the benefits of the Plan CEIBAL for school performance and the expectation that families will improve with regard to learning how to use computers represent positive stimuli for parents and teachers as to what to expect and do so that their children and students have a good education. This generates confidence in the good academic performance of students^{*2}.
- It is worth observing that the main difficulties found are associated with the social and economic situation of the population assisted and with local inequalities.
- The widespread acceptance of the Plan CEIBAL by the citizens and the successful best practices show that the project is part of a meaning renewal movement, which seems to have been translated into the collective imagination as a great opportunity for promoting their well-being. Among the benefits are the renewed pact between the school and civil society for an increasingly inclusive education.

^{*2}The Human Development Report for Latin America and the Caribbean contains evidence of how parents' aspirations and their capacity for looking after their children influence the children's level of schooling or their access to certain services. It also has data about factors that weigh on the formation of parents' aspirations with regard to the level of education they want for their children, thus demonstrating the inter-generational transmission process of the aspirations that characterize the inequality in the region where they live (2010).



EDUCATION THAT INNOVATES AND PROMOTES INCLUSION

Brazilian Sign Language promotes interaction in the classroom

Mariane de Oliveira

Over the years, Brazil has made significant progress in the scientific and technological fields. These advancements have helped bring the country to where it stands today, with the ability to make an improved quantitative leap in the innovation processes towards sustainable development. The Legion of Good Will believes that this mentality can spread to all areas, starting in education, because it considers that knowledge is an important asset in helping nations overcome challenges. As José de

Paiva Netto, educator and President of the LBV, says: *“Knowledge is the eternal patrimony of human beings and of their immortal Spirit. In the Economy it generates wealth. When joined with Brotherly Love, it will create prosperity.”*

Therefore, working towards a better world and a happier Humanity, the LBV created the Good Will Pedagogy. Developed as an educational method, it is comprised of the Pedagogy of Affection and the Ecumenical Citizen Pedagogy (read more about the

subject on page 58). Its unique feature lies in the way it looks at the individual as a complete being, endowed with intellect, feeling, and spirit.

Respect for the individuality and the unique needs of each student and person assisted is part of the educational strategies developed in the LBV's schools and Community Centers for Social Assistance. By offering children and young people quality education, the Organization more than just teaching these citizens also prepares them to enter the labor market aware of their rights and duties.

Possible inclusion

The story of **Eduardo**, the son of **Maria do Carmo***¹ and a student of the Good Will Educational Complex (comprised of the Jesus Super Day Care Center and the José de Paiva Netto Educational Institute), located in the city of São Paulo (Brazil), is just one of the many examples of how the Good Will Pedagogy, when allied with innovative initiatives, is capable of transforming the lives of the children, young people, and adults assisted by the Organization for the better.

Even for experienced parents, raising and educating a child may be a major challenge. For Maria do Carmo it is no different. Her son needed a lot of special attention in the beginning. Anyone who sees Eduardo today, attending classes and participating in other activities with joy alongside friends from the Good Will Educational Complex, cannot imagine the difficulties faced by his family following the diagnosis of bilateral hearing loss and the problems caused by cerebral palsy*², which began after Eduardo suffered from cardiac arrest two days after being born.

In addition to the common care that



During classes, Eduardo interacts with the teachers and his classmates by using Brazilian Sign Language.

every child requires, Eduardo's parents' concern grew in regard to his future. They worried that the deafness associated with the after-effects of his cerebral palsy would hinder his cognitive development. The doctors recommended a cochlear implant (a sophisticated electronic device, also called a bionic ear, which provides the user with an auditory sensation that is close to the physiological perception), in order to help increase his connectivity and interest in the environment and his social interactions. *"In the beginning we felt it a lot, because we noticed that people looked at him with pity; they thought he was incapable, as if he couldn't think,"* his mother remembers.

When the time came for his parents to look for an educational institution for their son, the priority was to choose one that not only worked on aspects related to intellectual and cognitive formation, but also one that would focus on affective

*¹ Eduardo and Maria do Carmo are fictitious names.

*² Cerebral palsy is defined as a group of disorders of the development of movement and posture that cause activity limitations that are attributed to non-progressive disturbances that occur in the developing brain. The motor disorders of this condition are often accompanied by disturbances of sensation, perception, cognition, communication, behavior, and by convulsions. (Source: Brazilian Association of Cerebral Palsy)



Students from the Good Will Educational Complex in the capital city of São Paulo learn how to communicate in the Brazilian Sign Language during their off-school hours.



Photos: Vivian R. Ferreira

Happy and participative social interaction – Boys and girls from the LBV – Children: The Future in the Present! program in Anápolis, Brazil, find in two classmates who are deaf the encouragement to learn the Brazilian Sign Language (LIBRAS). Always surrounded by friends, both of them actively participate in the program’s activities.



Jaão Prieda

and emotional development. It was at the Legion of Good Will that they found a safe environment in which they could entrust their son’s education.

Eduardo’s arrival, at the age of three, at the Good Will Educational Complex mobilized a large multidisciplinary team of professionals. They quickly planned teaching strategies for inclusion, both inside and outside the classroom. These educational methods were complementary to the measures outlined in the law (Decree No. 5,626 of 2005) which determines that regular, public, or private schools must hire a Brazilian Sign Language (LIBRAS) interpreter and/or translator when a student has a hearing impairment (bilateral, partial, or complete). However, even with the use

of available resources and the increased specialization of LIBRAS teachers, other activities were also encouraged so that the students could interact with Eduardo and understand his difficulties.

Offering elementary school students, up to the fourth grade, a class that gives them the opportunity to learn sign language as one of their daily extra-curricular school activities, was an important step in Eduardo’s socialization process. As a result, Eduardo started to develop a stronger relationship with his peers through the use of sign language. His mother, Maria do Carmo, reflects on the learning experience: *“When the school started to work with sign language and the children began to communicate with him, it was a relief for me and my husband. Before, the children used to do things for him, because they didn’t know what he was capable of doing. He now participates in various activities and expresses what he feels. His features changed; he became calmer. Even the family ties improved.”*

Because of Eduardo’s cerebral palsy, his motor coordination became compromised, preventing him from developing the pincer grasp and grip movements, which are necessary in the pre-reading/writing phase. Recently, the



João Nery

Sports: a great ally of education

Since 2011, the LBV’s Educational Center in Rio de Janeiro, along with the other LBV centers throughout Brazil, have included sports in their educational programs, with the objective of fostering new talents and forming active citizens. The student learns the value of cultivating a sense of cooperation and respect for others, even in a highly competitive society.

The sports currently offered to girls and boys enrolled in the Organization’s schools are judo and futsal. According to the vice principal, **Cláudia Caldas**, since sports were added to the curriculum, students, who until then had not had a satisfactory academic performance, started distinguishing themselves both in their studies as well as in tournaments, becoming positive role models.



Nathalia Valério

Cláudia Caldas

Students from the LBV’s school who represent the Organization in the country’s judo championships are examples of how sports help improve learning. *“I had difficulties in math and today I learn a lot; I’m more disciplined,”* said **Karen**, 12, 5th grade.

For **Tiago**, 13, 5th grade, entering the LBV and discovering judo was a great step forward in his life. *“My grades improved. I pray before my trainings but I know that in addition to asking God for protection I have to train hard.”*



Nathalia Valério

The judo team from the LBV’s Educational Center has 60 students with ages ranging from five to fourteen. Among the titles won, is the award for Best Association of the State of Rio de Janeiro, which the LBV’s team has earned in both 2011 and 2012.

In June, the José de Paiva Netto Educational Institute’s under-14 girls futsal team won the São Paulo State School Games, the biggest event of amateur sports in Brazil.

Photos: Nathália Valério



RIO DE JANEIRO (BRAZIL)
 In the LBV's Educational Center in Rio de Janeiro, children with learning difficulties count on the support of a Multifunctional Resource Room, in order to assimilate the content taught in school.



Chess in school — Chess is considered an educational sport, because it teaches people to reflect and think before acting. It helps students learn subjects that demand great logical and strategic reasoning. It is also a great tool for teaching disciplines related to probability, statistics, Cartesian coordinates, and others. In the city of Rio de Janeiro, the chess classes taken by the students of the LBV have not only helped improve their cognitive development but have also promoted an encouraging atmosphere between children in the school environment.

school has provided assistive technology, a netbook that is available to Eduardo to help him with his learning. With this new tool, he was able to follow the content of the textbook used by the school in PDF format. His teachers support him by communicating with Eduardo through sign language, allowing him to take the notes necessary for class.

For **Ana Paula da Silva Custódio**, manager of the project *LBV—Developing*

Skills, that was a significant accomplishment for the students: “Hearing children are learning about the culture of the hearing impaired. It’s exciting to see how much respect they have for the differences.” Moved by all the care the school dedicated to her son’s special needs and to her family, Maria do Carmo said: “We’re really very grateful. The school got all these people together to look after my son.”

Specific resources and emotional support

Students with learning difficulties are capable of learning like anyone else, but to do so they need more time and special care.

In Rio de Janeiro, the LBV developed a Multifunctional Resource Room to help in the intellectual and cognitive formation of girls and boys with this profile. This space located in the Legion of Good Will’s Educational Center has been specially equipped for these students, containing special furniture, accessibility tools, specific equipment, and teaching materials (games, art with plasticine, books, and playful activities).

The program works with the student’s affective and emotional aspects in such a way that, by building up self-esteem, trust, and affection, they become positive factors in both school and personal life.

“The difference of the work that’s done in the Multifunctional Resource Room (...) is that we don’t just worry about helping the student learn the content of the syllabus; we go beyond that. We also work with emotional balance so that they’re emotionally, physically, and intellectually fit in order to learn new things,” said **Márcia Quesada**, principal of the LBV’s school in Rio de Janeiro. ■

**BRAZIL**

on its way to an inclusive economy based on knowledge and innovation

Glauco Arbix

In recent years, the Brazilian economy has been experiencing a different kind of growth, coinciding with a reduction in inequality and poverty, and an inclusive development characterized

by a decline in a wide range of inequalities such as: regional disparity between small, medium, and large cities, as well as social and gender inequality.

Despite the difficulties that have persisted in the ▶

Edu Morais



Brazilian sociologist Glauco Arbix is the President of the Agência Brasileira de Inovação (FINEP) [Brazilian Innovation Agency]. He conducted postdoctoral studies at the

Massachusetts Institute of Technology - MIT (USA, 1999 and 2010), at Columbia University (USA, 2007 and 2009), at the University of California, Berkeley (USA, 2008), and at the London School of Economics and Political Science - LSE (United Kingdom, 2002).

► international economy since the onset of the global crisis in 2008, the Brazilian economy continues to gradually grow. According to data from the Brazilian Institute of Geography and Statistics (IBGE), in the period between 2007 and 2012, Brazil's average GDP growth was approximately 3.7 percent per year.

At the core of this recent expansion are infrastructural investment policies, such as the Growth Acceleration Program (PAC); the real valorization of the minimum wage, which has helped to raise the purchasing power of workers; and social policies for conditional cash transfer which, between 2011 and 2013 alone, contributed to the removal of 36 million people from extreme poverty (almost completely eliminating the number of people living in this situation). There has also been a reduction in interest rates, an expansion of credit, and a series of other policies aimed at stimulating investment. These strategies include industrial policies that focus on priority areas and a government that is much more proactive when it comes to preparing and

articulating policies directed towards technology and innovation.

According to data from the Getulio Vargas Foundation (FGV) and executives from other organizations abroad, the strengthening of the country's macroeconomic fundamentals, demonstrated by improved control of the inflation rate in connection with a set of measures aimed at increasing the competitiveness of Brazilian companies, have been reflected in a strong uptrend in the confidence of Brazilian industrialists. An international survey carried out by PricewaterhouseCoopers with 1,330 CEOs indicates Brazil as the third most frequently cited country by businesspeople in regards to their business investment expansion plans over the next 12 months. The country stands only behind China and the United States.

The sustained development must be based on inclusive policies that expand the domestic market and the participation of the population in the workforce, thus increasing the productivity of labor. Studies show that investments in R&D (Research and Development) are the main determinant for an increase in productivity. Investment in innovation is capable of driving, stimulating, and increasing the aggregate investment in the economy, as well as in its expansion, modernization, management, and exportation, at every level.

The *Plano Inova Empresa* [Business Innovation Plan], launched on March 14, 2013, by President **Dilma Rousseff**, is allocating R\$ 32.9 billion until 2014, which represents the priority given by the federal government to the generation of technology and innovation in priority areas. The plan highlights the increase in spending on R&D by companies

that aim to boost the productivity and competitiveness of the economy. The resources allocated by the *Inova Empresa* to research, development, and innovation (RD&I) will be carried out mainly through financing programs from the *Agência Brasileira da Inovação* (FINEP) [Brazilian Innovation Agency] and the *Banco Nacional de Desenvolvimento Econômico e Social* (BNDES) [Brazilian Development Bank].

The Business Innovation Plan was constructed on the basis of a strong articulation among ministries, agencies, and other institutions. It was conceived on four pillars: a focus on innovation; a priority in the sectors defined by the *Plano Brasil Maior* [Bigger Brazil Plan]; integration of credit facilities, subvention, non-reimbursable cooperative projects, and investments in shareholdings; and decentralization of credit and subventions for micro, small, and medium-sized companies.

There is evidence that RD&I investment in Brazil is no longer the first element sacrificed in times of crisis. For a long time now, innovation has ceased to be the privilege of advanced countries alone. The Brazilian industrial structure is changing, and an increasing number of companies are bringing innovation into their growth strategies. Even with the slow pace of the economy over the last two years, financing requests for innovation have continued to grow rapidly.

Brazil has a nucleus of companies that innovate by generating knowledge. They receive the support of centers of excellence from universities that are able to follow the advanced research that is being conducted at a global level, even when they are not directly connected.

Despite enormous advances currently

taking place, Brazilian companies still innovate behind the global level. They face the challenges of building an economy that is innovation-friendly and capable of expanding this new dynamic nucleus, while, at the same time, stimulating the development of technological capabilities with growing value. Among the main challenges, the following are worth emphasizing: the increase in the volume of private investments in R&D; the expansion of technological development within companies; the improvement in the relationship among companies, research institutions, and universities; the advancement in the formation of human capital in areas dedicated to the development of technology, particularly in engineering; the strengthening of capital markets; and the participation of seed and venture* capital in funding innovation projects.

Innovation methods that are able to raise productivity and competitiveness by several levels should be commonplace in less advanced countries when confronting the ills and limitations of society. For that to happen, partnerships must be established for exchanging experiences, researchers, and technology, and for disseminating the successful institutional models in overcoming the challenges inherent in the construction of a sustained development based on knowledge and innovation.

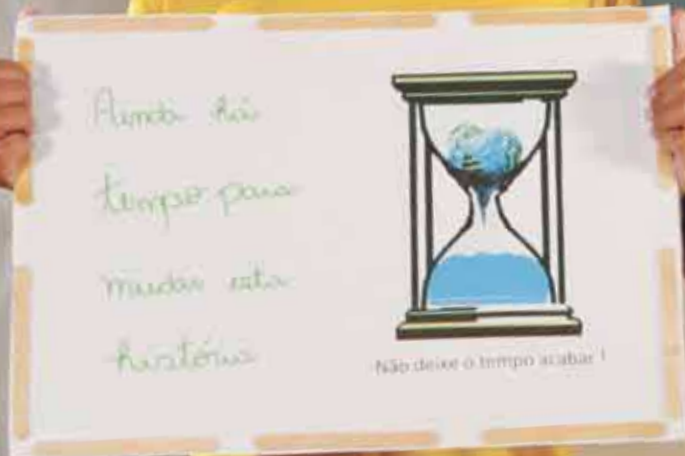
Therefore, the development of an economy that is friendly to innovation is a mission where governments, companies, research institutions, universities, and international organizations, must help overcome the current challenges and provide investment support methodologies and systems capable of expanding innovation and technology development. ■



President Dilma Rousseff

Roberto Stuckert Filho/Agência Brasil

***seed and venture** — Seed capital is invested in the initial phase of a new business. On one side is the businessperson, who often presents ideas or projects on paper and then the funds help him take the first steps. On the other side is the investor, who is a person or institution interested in high returns and willing to run risks. They generally prefer innovative and technology-based companies. Venture capital seeks out already established companies that are small or medium in size but have the potential to grow. The funds finance initial expansion and take the business to new levels in the market. The focus is also on innovative companies. (Source: economia.ig.com.br/)



TEACHING for Peace

*The school and its role in educating key players
of sustainable development*

Sueli Periotto



Sueli Periotto, supervisor of the *Good Will Pedagogy* (comprised of the *Pedagogy of Affection* and the *Ecumenical Citizen Pedagogy*) and Principal of the *José de Paiva Netto Educational*

Institute, in São Paulo (Brazil). She holds a Master's degree in Education from PUC-SP. She is also a conference speaker and the host of the *Educação em Debate [Education on Focus]* program of the *Super Good Will Radio Network* (Follow the program at www.boavontade.com – available only in Portuguese).

The last century has shown that technological innovation in itself is not sufficient for achieving sustainability. A more profound revision of the paradigms and values that are capable of transforming global society is necessary. The act of producing and disseminating socio-environmental technologies needs to involve not purely scientific knowledge, but also knowledge that has been accumulated over thousands of years by the various cultures.

Constant incentives for establishing a culture that reproduces sustainable actions in schools can prepare protagonists for a new world scenario, opening up paths toward environmental preservation and a raised awareness of the importance of sustainability. They will be the young agents who will inspire times of change, whose new ideas will influence others to persevere along the same path of a humane progress.

The Legion of Good Will (LBV) takes its experience of a Culture of Peace to all the communities where it operates in Brazil and abroad. In its schools, Community Centers for Social Assistance, and homes for the elderly, the Organization develops socio-educational activities and programs

that directly address the technological needs and the cultural background of those assisted.

The LBV is mindful of their local realities, which is why it values the cultural roots of each community and facilitates their access to the digital world and other innovative resources. At the same time, the Organization encourages reflections on the values of citizenship, ethics, and ecumenical spirituality. In a permanent partnership with the LBV, teachers from public and private education systems are invited to participate in projects of the Organization by means of lectures and pedagogical workshops, as well as take part in an education congress that is held annually.

Intellect and feelings

The LBV is concerned with intellectual development and unlocking the social, affective, ethical, and intuitive potential of students, by familiarizing them with new technologies and thus better preparing them to enter the labor market and strengthening the chances of them continuing with their studies. To do so, the Organization uses its own educational methodology, comprised of the *Pedagogy of Affection* and the *Ecumenical Citizen Pedagogy*, created by the educator and President of the LBV José de Paiva Netto. This approach allies the intelligence of the brain with that of the heart, in such a way that the skills developed by students are permeated with ethical, ecumenical, and spiritual values. Therefore, it guarantees a higher quality of education while also creating the necessary conditions for experiencing ecumenical citizenship, based on the feelings of solidarity, peace, and respect for differences.

When welcoming children and teenagers who live in a situation of vulnerability into its school network and into the socio-

Photos: Vivian R. Ferreira



The LBV with its concern of multiplying sustainable actions in schools prepares protagonists for a more inclusive world scenario. During off-school hours, students from the José de Paiva Netto Educational Institute in São Paulo take (1) lessons in the computer lab, (2) learn Brazilian Sign Language (LIBRAS), and have practical activities (3) in the science lab.

educational programs it maintains in more than 70 Brazilian cities, the LBV offers them the opportunity to have access to computers and its basic tools. The proposal of a complete education—which includes the values of a Solidary, Altruistic, and Ecumenical Society—serves as basis for the students to pursue their academic career. As a result, they will also help build a culture based on sustainability and social justice, aware of the use of new technologies.

The vocation of fostering agents for sustainable development gains focus in the LBV's means of communication. Following teaching concepts, the Legion of Good Will produces and/or supports

educational content for the radio, TV, the Internet, and publications. Much of this work is produced by former students of the Organization (read the report on page 62), as a result of a permanent program for preparing professionals to work in the audiovisual and multimedia production areas; it is currently in the process of becoming a social communication technical school. The activity is in tune with the Organization's educational and social assistance directives, since the children, young people, and adults who are helped are also encouraged to become multiplying agents of sustainability. This proposal gains new spaces every time the community itself creates conditions for dialogue and strengthens the participation of everyone in the search for solutions to local problems.

Digital inclusion strategies

The Organization is attentive to the use of technological resources in formal education and seeks to keep up-to-date. Thus, it values the paths that meet the individual needs of the student. This is particularly pertinent in special educational situations, diagnosis of psychological disorders and mobility disabilities many times a result of a developmental coordination disorder (see page 50). The LBV's multidisciplinary teams turn to strategies that facilitate learning based on student's medical reports received from psychologists, psychiatrists, speech therapists, and teachers.

As a result of this work quality education is applied in a welcoming environment, which associates the values of ecumenical citizenship with teaching activities from a very early age. This unique approach contributes to a well-founded socio-affective development of the child and is the basis of the complete education of an

.....

“The LBV believes that world society can benefit tremendously from the solidarity-based use of new technologies, especially information and communication technologies (the basis of the digital economy) and socio-environmental technologies, which equally deserve a position of prominence in the investment agenda of governments and the private sector.”

individual, in accordance with the premises of the educational method applied in the Organization's schools.

The LBV believes that world society can benefit tremendously from the solidarity-based use of new technologies, especially information and communication technologies (the basis of the digital economy) and socio-environmental technologies, which equally deserve a position of prominence in the investment agenda of governments and the private sector. The Legion of Good Will also highlights the need to intensify the global debate about scientific practice and its ethics so that the advances in research do not serve a logic that is strictly economic and exclusory, which only aggravates inequalities.

To this end, educator Paiva Netto warns: *“In addition to the power of Reason, the widely intended structural change must rely on the best of People's Sentiments; if not, it will continue expressing the fanciful will which, on so many occasions, it was almost transformed into. We need, therefore, to form an alliance of our hearts and minds urgently. Let them raise their eyes on high, but their feet need to be kept firmly planted on the ground.”* ■



To learn more about the Legion of Good Will's teaching proposal, created by educator Paiva Netto, download the QR Code reader to your smartphone, photograph the code above, and access the LBV's Pedagogy of Affection and Ecumenical Citizen Pedagogy Handbook in English.



BOA VONTADE TV

Photos: Vivian R. Ferreira

❖❖❖ **A Culture of Peace** ❖❖❖ for a collaborative construction

LBV works in the means of communication to qualify solidary citizens

Rafael Ferro

Gestures, paintings, spoken words, and many other forms of communication have always sought to express perceptions, a world view, among human beings. Although there is still discussion about which came first, thought or language (as if the two could be disassociated), the fact is that each community created its own particular code, values, customs, in short, its own culture.

Even with distinctive features, traditions communicate with one another, discover points in common, and mutually influence each other. This

type of dialogue has been more constant recently, with the decisive participation of Information and Communication Technologies (ICTs), bringing together people who were distant in the past and promoting an exchange of ideas and experiences.

For this reason, the Legion of Good Will works with communication tools that have great reach for articulating universally its defense of a Culture of Peace. To do so it developed the Super Good Will Communications Network (radio, TV, the Internet, and publications), which reaches all parts of the planet and offers important contents for human

“Preparation beyond rational thinking”

“I was a student at the José de Paiva Netto Educational Institute, in São Paulo, since 2001. That was when I started learning how to read and write. There I received a preparation that goes way beyond rational thinking, because it particularly takes into account the heart and feelings, which are important elements for a fair society. Today I work with the Internet, a medium that’s capable of reaching various publics worldwide, and I notice that this tool is ideal for taking good messages to people and nations, right from the very youngest, strengthening in them especially the feeling of brotherhood. In this way, an effective and global transformation of minds and hearts is possible.”

Pedro Rio (C), 18, from the LBV’s Publications and Web Department.



development, especially in the areas of education, culture, and citizenship.

Officially founded on January 1, 1950, the LBV already existed as an idea and ecumenical movement from the radio program *Hora da Boa Vontade* [Hour of Good Will], which had started months before (on March 4, 1949) on Globo Radio in the city of Rio de Janeiro, Brazil, directed by the Brazilian journalist, radio broadcaster, and poet **Alziro Zarur** (1914-1979). That is why the Organization believes in the social role of the media.

In this manner, the socio-educational work of the Legion of Good Will extends its impact far beyond its 100 assistance units in Brazil and in other six countries where it has autonomous bases: Argentina, Bolivia, Paraguay, Portugal, the United States, and Uruguay.

Attitude — Many of the communication professionals who produce the content that is transmitted by the Good Will media either studied in the LBV’s schools and/or were assisted by the Organization’s socio-educational programs. These young people and adults embrace the cause of Ecumenical Solidarity and are in the forefront of a movement that works for a better world and a happier Humanity.



“Here I developed my environmental awareness”



“I’m an Amazonian young woman. I was born in Belém, the capital city of Pará State, a region known worldwide for its environmental issues. The process by which I became aware of this discussion—not just of my professional commitment to the green theme, but of my own sense of existence—started precisely when I was 14 years old and I began studying at the José de Paiva Netto Educational Institute in São Paulo. This door that was opened for me led me to participate in the LBV’s Youth Movement, in which we understand that we’re spiritual and social beings and that we must see the environment not just as a geographic space. Human beings, as I learned, are Nature itself. In the 1980s, the Legion of Good Will launched the campaign The destruction of Nature is the extinction of the Human Race, which shows the seriousness with which the Organization treats this subject, always from the perspective of the Ecumenical

Spirituality, which has to do with the values of Love, Brotherhood, and Solidarity, precepts that were already taught a very long time ago by the Heavenly Ecologist, Jesus. The human being in whom the LBV believes in is the planetary citizen aware of his existence and alive to his rights and duties as a social and spiritual being and, because of this, solidary with the rights of others.”

July Anne, 28, host of the program *Biosfera* [Biosphere] on Boa Vontade TV (Channel 23 on SKY cable TV).

Diversity and cooperation

Gizelle de Almeida, LBV’s Marketing and Communication Superintendent, emphasizes: *“We try to use all the tools available in an integrated way: radio, TV, and the written and online press, as well as the institutional relationship activities that are carried out in partnership networks with private and Third Sector organizations.”*

The LBV has used its media to draw government and civil society’s attention to innovations and social and/or socio-environmental technologies. The permanent dissemination of these good practices is part of its communication activity. It identifies projects, networks,

organizations, and events that have a social and environmental purpose and gives them visibility by encouraging the participation of their representatives in the discussion of major themes.

This work of fostering agents for sustainable development will soon increase its influence due to the creation of the LBV’s social communication technical school, in São Paulo, Brazil.

“Diversity is not a problem; on the contrary, it’s a factor that enriches social coexistence and human and spiritual progress. The Culture of Peace, as a collective result, depends, therefore, on the preparation of each individual for cooperation and brotherhood,” argues



Personal archive

Gizelle de Almeida

“The LBV contributed to my life”

“The Legion of Good Will contributed to my life by awakening in me a social concern for the world. I remember learning about solidarity-based, ethical, and spiritual values in an environment full of respect, brotherhood, and ecumenism right from when I was very young. As we mature, this kind of reflection leads us to a critical and proactive view of the world in which we live and even about our attitudes. When I was 11 years old, I enrolled myself in a voluntary theater group of the LBV. On weekends we used to perform for children in hospitals. When I was a teenager, along with other volunteers from the Organization, we performed plays and organized cultural events, forums, and workshops in schools and other public spaces; we took part in discussions about public youth policies with other youth movements and these experiences undoubtedly had an influence on the academic and professional choices I made. I studied Social Sciences at the University of São Paulo, a public free university, with the most disputed admission tests in the country. Today I work in the communication area at the Legion of Good Will, analyzing the agenda linked to human and sustainable development, and as a teacher in the Good Will Educational Complex, where I had the good fortune to study.”

Daniel Guimarães, 26, host of the program *Sociedade Solidária* [Solidary Society] on Boa Vontade TV (Channel 23 on SKY cable TV), and Philosophy teacher at the José de Paiva Netto Educational Institute, in São Paulo.



Host Daniel Guimarães (L) interviews the Minister of Social Welfare, **Garibaldi Alves Filho**. Next to him, **Josué Bertolin** (Boa Vontade TV).

Paula Suelí, host of the program *O Assunto é Jesus!* [The Subject is Jesus!], on Boa Vontade TV, which airs every month more than 84 hours of analyses and studies of current themes and challenges that are always based on the universal values of Brotherhood, Solidarity, and citizenship inspired by the example of Jesus, the Ecumenical Christ, the Divine Statesman.



Paula Suelí

is strengthened by the culture of mutual respect, the wealth of which consists in the multiplicity of ideas in favor of Peace among all people. It will equally come through Instruction and Education, enlightened by the sense of Spirituality, which is Love and Justice, Science and Love, for all ethnic groups.”

Social and environmental technologies connected

The global experience of a Culture of Peace is summed up by the creator of the Super Good Will Communications Network, Paiva Netto: “(...) *The true liberation of the human being and of his Immortal Spirit will be that which*

Another strategy of the Legion of Good Will in this process of social and cultural paradigm shifts is its network meetings, which contribute to greater articulation among entities. In 2012,



Photos: Vivian R. Ferreira



Brasília (Brazil) – At the LBV's ParlaMundi, the public participates in the 7th Solidary Society Network Multi-stakeholder Forum – 4th Innovation Fair in support to the Annual Ministerial Review of the ECOSOC, in 2010. On the detail, Andrei Abramov, Chief of the NGO Branch of the United Nations Department of Economic and Social Affairs (UN/DESA).

eight Brazilian municipalities in four major regions in the country hosted events for training administrators and social educators, with the participation of various partner organizations.

These initiatives are coordinated within the scope of the Solidary Society Network, inspired in the thesis proposed back in the 1980s by Paiva Netto.

Constructive multi-stakeholder cooperation

The Multi-stakeholder Forum and Solidary Society Network Innovation Fair, an event that has been arranged since 2004 by the LBV, brings together representatives from civil society and public and private sectors in five Latin American countries (Argentina, Bolivia, Brazil, Paraguay, and Uruguay) to debate advances, challenges, and alternatives for fulfilling the eight Millennium Development Goals (MDGs), a set of global targets that were proposed by the United Nations.

The results are subsequently taken to the ECOSOC High-Level Segment (UN Economic and Social Council). Since its first edition, the forum has counted on the support of the United Nations Department of Economic and Social Affairs and of several bodies of the UN System in these countries.

In 2012, in a special edition of the forum, the Constructive Cooperation Seminar was held, a high-level themed panel promoted within the context of the official program of Rio+20, the United Nations Conference on Sustainable Development, held in June 2012, in Brazil. Present at the event were representatives from the Brazilian Senate, the academic community, the business world, and from the Amazon region, all of whom are involved with the sustainability agenda. The role of science and technology in sustainable development was widely discussed at the meeting.

One of the speakers, **Andrei Abramov**, Chief of the NGO Branch of the UN/DESA, commented: *“I think it’s one of the events which probably will have a long lasting effect on the participants. And I think also it’s one of the events which had a very keen sense of need to act immediately and to bring about some understanding of what sustainable development is all about and how non-governmental organizations, governments, and the United Nations could work together.”* And he also added: *“It is always a pleasure to partner with our colleagues from the Legion of Good Will. It’s a very good organization and has been a very solid and, most important, a reliable partner in our work with the United Nations. Thank you!”* ■

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