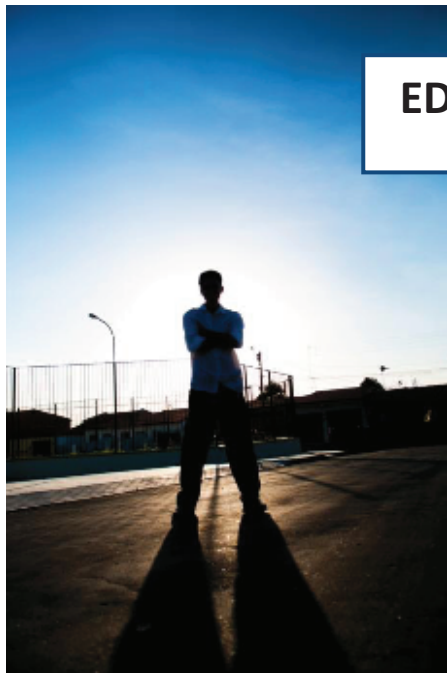


## Appendix 3: Second Chance Case Studies



### EDUCATION CASE STUDY #1

**Student Name:** Alberto\*

**Project Name:** Future Market

**Sponsor:** World Vision Canada

*A technology training program for youth living in Brazil's slums is arming kids with the skills they need to escape a life of poverty, drugs and gang violence.*

The sprawling city of Fortaleza, in northern Brazil, is deceiving. Sun sparkles off steel and glass hotel and condominium structures in this dense urban region. The country has one of the fastest-growing economies in the world today. But in the shadow of this promise is an ugly reality: unimaginable poverty, a voracious drug trade and violence that thrives in the *favelas* (slums) filled with families and children who seem to have been forgotten.

Many people are afraid to leave their homes, or have to pay a drug dealer for permission to step outside in their own communities. "It's often like a war zone and kids know they could be killed at any time," says Elizabeth Araniva, a regional program manager with World Vision Canada. But there is hope. Future Market—a World Vision technology training program—offers disadvantaged youth in the *favelas*, aged 14 and up, an alternative to a life of drugs, violence, fear and poverty.

In the Future Market program students take courses from computer programming and graphic design to software development and network maintenance. "Kids can make C\$300 in one week delivering cocaine and crack for dealers," says Carmilson Brito, manager for World Vision Brazil's office in Fortaleza. "They are called 'little airplanes' and many start as young as age eight. That's why it's important to give young people technology skills so they can earn a good living."

**Alberto: The Comeback Kid**

Alberto\*, 24, is a former drug dealer who ran with some of the biggest players in the area's cocaine business. "I wasn't afraid of anything—except being killed," says Alberto. "I used to be so fearful of that happening, I wouldn't turn off the lights at night." As a trafficker, Alberto says his lifeline was his cell phone. He used it to score the best deals, and stay in the know on the whereabouts of rival gangs and the police. The irony is that this very same piece of technology has transformed his life.

After joining the Future Market program, Alberto impressed his teacher with his willingness to learn and change his life. "My teacher really helped me get out of drug trafficking safely," he says. "He told me, 'Alberto, you have to do it slowly, step by step; otherwise they will come and kill you.'" His instructor turned out to be not just a tech teacher, but the trusted adviser that Alberto had longed for in his teens.

"My father used to betray my mother with other women and she was the one who worked to support the family. She was angry a lot," says Alberto of his childhood. "When I needed help and someone to talk to, there was no one. I remember when I was about 17 years old I turned to other people. That's when I learnt about drug trafficking. I didn't think about it being wrong. I just did it to make money."

That life is a distant memory now. "When I started taking the Future Market course, I was like a child or a baby being born again," says Alberto. "I slowly started to grow into the new person I am today. I changed my clothes, I cut my hair, I changed the way I speak. I had a new chance, someone trusted me and I changed."

Alberto has completed one course in cell phone maintenance and repair and is now enrolled in a more advanced program. He's also completing his high school diploma. By day he works at a transportation company and in the evenings he repairs cell phones, hoping he can soon find a full-time job in this area. "I am fighting for my future," says Alberto, "and going after what I want."

*\* Alberto's full name and photograph are not revealed to protect his identity*

Adapted from the original story by Kathryn Dorrell, World Vision (2011)

**Reflections:**

1. List the obstacles that prevented Alberto from attending school. Consider social, cultural, economic and personal challenges in his situation.
2. What interventions were needed to return Alberto to schooling? Who were the players involved (individuals or groups)? What accommodations, risks or sacrifices needed to be made?
3. Describe how Alberto's world has changed. What is the impact of his training on both his current situation and future opportunities?



## EDUCATION CASE STUDY #2

**Student Names:** Marilene and Daniele

**Project Name:** Future Market

**Sponsor:** World Vision Canada

*A technology training program for youth living in Brazil's slums is arming kids with the skills they need to escape a life of poverty, drugs and gang violence.*

Brazil has one of the fastest-growing economies in the world today. But in the shadow of this promise is an ugly reality: unimaginable poverty, a voracious drug trade and violence in the *favelas* (slums). Many people are afraid to leave their homes, or have to pay a drug dealer for permission to step outside in their own communities.

But there is hope. Future Market—a World Vision technology training program—offers disadvantaged youth in the *favelas*, aged 14 and up, an alternative to a life of drugs, violence, fear and poverty. In the Future Market program students take courses from computer programming and graphic design to software development and network maintenance. “Kids can make C\$300 in one week delivering cocaine and crack for dealers,” says Carmilson Brito, manager for World Vision Brazil’s office in Fortaleza. “They are called ‘little airplanes’ and many start as young as age eight. That’s why it’s important to give young people technology skills so they can earn a good living.”

### **Marilene Silvestri: The Girl Who Beat All the Odds**

Mari has a vivid memory of the first time she ever used a computer. It was a few years ago and she was staring nervously at a monitor in a Future Market classroom. “I was afraid that if I started typing I would break it,” says Mari. Today Mari is taking a second, more advanced IT course and working on the financial systems for *O Povo*, a major newspaper in Fortaleza. Mari, now 21, grew up as the eldest of four children with a single mother who earns minimum wage. Her community of São Miguel, about an hour’s drive from downtown Fortaleza, is one of the most dangerous in all of Brazil. “No one wants to go there, not even the police,” says Marcia Monte, a coordinator with the Future Market program. Drug dealers walk about in broad daylight with guns in hand. The evidence of the terror they wreak in the

community is seen in the entranceway to Mari's modest family home, which is riddled with bullet holes; one almost pierced through the wall into her mother's bedroom.

Then there's Mari's skin colour: she is black. Afro-Brazilians frequently face discrimination and often find themselves living on the fringes of society. But Mari dared to envision a different future. "I knew that if I learnt technology skills, I would have a much better chance of getting a good job and financial independence."

Today, Mari wants nothing more than to stay in the very place most people long to escape. She's a beacon of hope in a community where too many children have forgotten how to dream. "I want to stay here and study social work," says Mari, "and use my technology skills with social work so I can help São Miguel have its own IT program."

### **Daniele Chaves do Nascimento: The Conqueror**

"I really had a difficult life," says Daniele, 23. "That's why when I look at myself today, I know that I am a conqueror." Daniele grew up in Planalto Ayrton Senna, where she still lives. It's one of the most violent and poor neighbourhoods in the Fortaleza region, where the streets are eerily quiet during the day because families prefer to stay safely indoors. Daniele has never met her father. Her mother remarried when Daniele was quite young and gave birth to a second daughter. But that marriage didn't last long, and as Daniele's mother struggled, she was largely unavailable to her children. "I remember the first food that my sister ate, I bought for her," says Daniele. "I was a baby taking care of a baby."

In 2009, Daniele joined the Future Market program and feeling overwhelmed when she arrived for her studies. But her teachers saw her intelligence and quick ability to learn. "They made me feel good about myself," says Daniele, who took courses in graphic design and mastered Photoshop and Illustrator. "Future Market gave me the ability to dream and to know that I could have more."

Daniele is proud of the fact that her computer skills put a live radio show on the air each day. "Once I got my job, I loved it," she says. But her true passion lies with photography. "I dream of having my own studio one day," says Daniele. "The program gave me the confidence to do this."

Adapted from the original story by Kathryn Dorrell, World Vision (2011)

### **Reflections:**

1. List the obstacles that prevent both Mari and Daniele from being schooled. Consider social, cultural, economic and personal challenges in their situations.
2. What interventions were needed to support both young women in enrolling in skills training? Who were the players involved (individuals or groups)? What risks or sacrifices would they need to make?
3. Describe how Mari and Daniele's worlds have changed. What is the impact of their studies on both their current situation and future opportunities?



## EDUCATION CASE STUDY #3

**Student Names:** Fatima and Ahra

**Project Name:**

Women's Economic Literacy and Livelihoods (WELL)

**Sponsor:** World Vision Hong Kong and World Vision US



*It is estimated that only 12 percent of Afghan women can read. Women's literacy in Afghanistan is among the lowest in the world. An educated woman is more likely to make sure her children are also educated and able to maintain better standards of health.*

### **Fatima and Ahra: A Second Chance**

In the northwestern province of Ghor, Afghanistan, 22 year-old Fatima displays her new writing skills, recording numbers on a chalkboard during a World Vision funded literacy and vocational class. One of 25 female participants, this is a first-time opportunity for Fatima and other village women who have only dreamed of being able to read and write.

"We can read numbers now. We can calculate the number of goats we have and their value. We can count money," says Fatima, pleased with her accomplishments in the first months of the program.

"Before, we couldn't read our own names and now we are reading and writing," adds 30 year-old Ahra, whose husband was shot and killed by the Taliban ten years ago. "In our time, there was no school for girls," Ahra continues. "No school, no teachers, and so much fighting. We were migrating from place to place, looking for security."

By the age of 12, both Fatima and Ahra were married. Fatima has five children, although one did not survive infancy. Today, both women hope for something better for their children. "We were never allowed to participate in school," says Ahra. "Just we did work in the house. We spend our whole days cooking and caring for our families. Now, this is our time! We have come to learn. This is what we want."

Today, Fatima and Ahra attend morning classes in a home-based classroom where they study Dari language and mathematics. "Life under the Taliban was too hard," Ahra recalls. "In our lives, we never had educated people to support us with schooling. We had no schools. So this, now, is a good opportunity to learn." The local elders and mullahs, or religious leaders, suggested the women should participate in the class. "They told us that studying is good and useful for your future," says Ahra. "There are some women who wish they could come to this class, but still they are too busy in the house," says Fatima. "There is no one to care for her children when she is gone."

"We would hope there are some among us who will become teachers," Ahra says. "This would be good for our community. We, the older women, maybe cannot become teachers...but perhaps from our children." She looks toward her daughter, Iqrima, 14, who is also in the class. Reflecting on women's lack of education, Ahra says, "There are no professionals to care for women here. Only an old woman who attends the births. But we don't know why our infants die." Fatima, like Ahra, has dreams for her two daughters. "I want my daughters to be literate and educated before they marry. Their lives will be better that way...we lost everything from our childhood when we were married so early. I hope that my daughters become adults, 18 or 20 years before they marry."

Story by Mary Kate MacIsaac, World Vision (2009)

### **Reflections:**

1. List the obstacles that prevented both Fatima and Ahra from being schooled. Consider social, cultural, economic and personal challenges in their situations.
2. What interventions were needed to support both women in attending school? Who were the players involved who helped make this happen (individuals or groups)? What accommodations, risks or sacrifices needed to be made?
3. Describe how Fatima and Ahra's worlds have changed. What is the impact of their studies on both their current situations and future opportunities?





## EDUCATION CASE STUDY #4

**Student Name:** Poonam

**Project Name:** Formal and Non-Formal Education for Child-Labourers

**Sponsor:** World Vision Canada



*In North Delhi, securing the cooperation of parents represents a major challenge in preventing child labour and returning children to school. Adults who may themselves be illiterate and uneducated place more value on keeping girls at home to do household chores.*

### **Poonam: No Longer Invisible**

India is home to the highest number of child labourers in the world. In 2006, a UNICEF survey found that 12 per cent of children between the ages of five and 14 were regularly engaged in child labour. Many other children are on the streets begging or scavenging and those who live at home spend hours caring for siblings, cooking and doing household chores while their parents work. All out-of-school children are considered to be child labourers, whether they work in so-called hazardous industries or work as part of family labour. In India, an estimated 100 million children are out of school: 60 per cent of these are girls.

In North Delhi, World Vision works with about 3200 children involved in various forms of child labour. Child labour is both a result and a cause of poverty. Families in Delhi's urban slums often count on a child's income to survive. Yet, when children are sent to work, they are deprived of their childhoods, their right to a basic education and the skills they need to escape a lifetime of poverty and suffering.

Fifteen-year-old Poonam is one of thousands of evicted slum dwellers living on the outskirts of New Delhi. She was denied admission to the local government school when her family was resettled from the slums of Rohini to Holambi Kalan. She was made to stay home and take care of her siblings and do all the household chores while her parents worked.

Through the help of World Vision's Non-Formal Education (NFE) Program, Poonam was able to attend NFE classes and start studying again. Her teacher worked with the family until Poonam's parents allowed her to attend classes in the morning. Staff at the NFE centre helped her with her studies and she was able to pass the Class VIII exam through a program run by the National Institute of Open Schooling.

Seeing her keenness to learn, she has been enrolled by her teachers in grade 10 through an open learning program and continues to study both at home and at the NFE centre. Poonam is also one of 58 girls selected to study in a six-month nursing assistant certificate course through Jan Shikshan Sansthan – a vocational skills and literacy program created by the Government of India to provide life skills education for poor, illiterate, neo-literate and un-reached populations.

This course will equip Poonam with basic medical nursing skills and allow her to intern at a hospital, providing her with valuable experience for securing a good job when her studies are complete.

Poonam is an active leader in her children's club and a role model for many girls who are not able to attend school because they take care of siblings and do household work, or are employed in factories or as domestic servants.

From *The future in their hands: A program review*, World Vision (2010)

### **Reflections:**

1. List the obstacles that prevented Poonam from attending school. Consider social, cultural, economic and personal challenges in her situation.
2. What interventions were needed to return Poonam to her studies? Who were the players involved (individuals or groups)? What accommodations, risks or sacrifices needed to be made?
3. Describe how Poonam's world has changed. What is the impact of her studies on both her current situation and future opportunities?