

TRANSLATION

**PROJECT PROPOSAL FORM FOR BRITISH EMBASSY COOPERATION FUND  
2009/2010**

**Project Manager**  
(Project Manager's  
name, title,  
organisation,  
telephone and fax  
numbers, e-mail  
address)

Governorship of Miranda State  
[REDACTED]  
[REDACTED]  
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**Project Title**

Promoters for Peace at Schools

**Location of Project**

The project will be carried out as a pilot [project] at 11 state schools in the region of the Tuy Valleys, the zone of Miranda state which has the highest violence index: "We believe that education is the fundamental pillar for the transformation of a state, and that is why the majority of schools, for investment projects and resources are being oriented towards the Tuy Valleys, because we are aware of the existing problems from a social point of view". [REDACTED] In this region the criteria of selection for the 11 schools were (i) those catering to students attending elementary and junior school and (ii) those located in urban zones of easy access.

## Brief Description of Project

### JUSTIFICATION:

The atmosphere of violence in which boys, girls and teenagers live every day in the Bolivarian State of Miranda doesn't escape the schools which depend on the state's governorship. Conflict and aggressions are common within the schools, generating a climate of tension which goes against a healthy psychological and socioemotional development of our students and especially, of teenagers.

In the face of this situation it is necessary to reconsider the strategies used to achieve a healthy school coexistence and develop preventive awareness, instead of punitive practices. It should be highlighted that the national government has recognised that the climate of violence in our country's schools is becoming an important factor which encourages dropouts and social insecurity, estimating that school violence in our country has risen 25% in comparison with the figures for 2008.

Traditionally projects aimed at a peace culture had focused on teachers' education and training, which even if necessary had demonstrated they hadn't been sufficient. To this effect, Promoters of Peace at Schools places the student in a leading position, allowing him/her to develop responsible freedom of action to exercise his/her rights respecting the rights of others, within democratic parameters of citizenship and participation. Another distinguishing element is working for PEACE from the values that promote it and not from the consequences of no PEACE. We should like to highlight values which permit a healthy interaction and promotes a climate of school peace

In that respect the Project "PROMOTERS FOR PEACE AT SCHOOLS" hopes to achieve the following:

### GENERAL OBJECTIVE

- Raise awareness in students of schools under (the State of) Miranda Education (Office), for a healthy coexistence at schools through an understanding of the forms and consequences of interaction and the establishment of action patterns which ensure the enjoyment of individual and collective rights"
- Development of techniques for mediation and conciliation of conflict, oriented at strengthening the equilibrium relationship between individual welfare and collective welfare.
- Design prevention campaigns against school violence through deployment of good citizenship practices.
- Assume a critical and reflexive attitude when analyzing situations which involve human behaviour, respect for life, the promotion of human rights, protection of the socioecological environment and human values, rights and duties.
- Give a boost to the student organisation based on the promotion and development of a peace culture.
- Incorporate university students, within the framework of the community service, to tutor the actions of "Promoters of Peace

at Schools”.

#### DESCRIPTION OF PROJECT

The project comprises the formation of “Promoters for Peace at Schools” at educational institutions of Miranda State. These promoters will organize themselves around 4 essential aspects:

- **Raising awareness:** Will sensitize the educational community around problems involving school violence and the necessity to develop preventive procedures and attitudes.
- **Citizenship:** Will propitiate responsible and democratic participation by students, through student organization.
- **Mediation:** The acquisition of techniques and strategies for mediation in conflicts adapted to a school environment.
- **Promotion:** For internal and external dissemination of good citizenship practices, oriented at decreasing school and community violence.

The group of Promoters for Peace at Schools will be integrated by approximately 20 members, between teachers and students from each school, and will count as well with the support of university students who will act as tutors for each institution. This latter aspect will facilitate the follow-up and strengthening of the actions to be carried out by the promoters for peace and will ensure the continuity of the project within the educational institutions.

This project will be applied as a pilot project at 11 state schools of the Tuy Valleys region, due to its being the region of Miranda state with the highest violence index. A school network will be formed to strengthen the individual action of schools, achieve synergy at the schools of the region and have a major impact on the community.

The following have likewise been placed within the criteria for selection:  
a) Schools catering to elementary and junior students and b) Those located in urban zones of easy access.

**DISSEMINATION:** A campaign will take place using promotional material, brief radio and TV publicity spots, pamphlets to publicize actions carried out, inwards and outwards of the schools. Emphasis will be made on the use of social networks (Facebook, Twitter, text messages on cellphones etc.) for the participation and interaction among members and rapid and direct dissemination of messages. For the choice of a slogan an activity will be carried out with the students in order that they may define a phrase to identify the programme and as well mean something to them.

**IMPACT:** On executing the PROMOTERS FOR PEACE AT SCHOOLS project we aim to reach a juvenile population of approximately 8,000 students from 11 schools of Miranda State.

**SOCIAL ACHIEVEMENTS:** The promotion and adoption of a peace culture and of good citizenship practices will firstly benefit boys, girls and teenagers studying at the State schools, as well as nearby communities and nuclear families, once this culture begins to be transferred to their respective families.

**COMMUNITY LINKS:** The student will focus his attention mainly on the building of a society concerned by problems of citizenship, order and democracy, starting with the promotion of the value of respect and continuing with the differences and assertive mediation of conflicts, in a violent population with inadequate practices of coexistence. This will permit the student to become sensitized towards the problems surrounding him/her, his/her potential and necessities, as well as developing his/her skills for planning and leadership in a community action project.

PHASES OF THE PROJECT

**PHASE 1**

{6 months}

<p>1: Selection of schools (First Quarter)</p>	<p>We plan to select 11 urban schools initially, considering the size of the student population, located in the region of the Tuv Valleys, which serves the junior school population in the following Mayoralties: Cristobal Rojas, Paz Castillo, Tomas Lander, Urdaneta, Independencia and Sta. Teresa.</p>
<p>2: Evaluation of School Environment (First Quarter)</p>	<p>Tools will be designed for collecting data. In this case, we plan to design surveys to be applied to students, teachers, directors, parents and representatives, and community members in order to identify the following: Relationships among different school actors. Conditioning factors for coexistence in the school (identify possible problems and more frequent conflicts). Analysis of internal organization and implications. Family and sociocultural factors which affect internal relationships. Identify students', teachers' and community members' proposals to improve school coexistence.</p>
<p>3: Structure of</p>	<p>Through the Student Organization, students</p>

<p>Student Organization and election of "Promoters for Peace at Schools" at each school</p> <p>(First Quarter)</p>	<p>will choose members to be "Promoters for Peace at Schools", following interests and needs of the student community and programme guidelines.</p>
<p>4: Training of promoters for peace at schools</p> <p>(First Quarter)</p>	<p>Three workshops will take place:          Induction to Project (4 hours)          Mediation in conflicts (16 hours)          Rights and Duties of student population, citizenship and Human Rights.</p>
<p>5: Training for teachers and tutors for strengthening and following up action of "Promoters for Peace at Schools"</p> <p>(First Quarter)</p>	<p>By means of a 24-hour workshop, teachers and university students will be offered the following:</p> <ul style="list-style-type: none"> <li>a) Induction to Promoters for Peace at Schools project and their duties as tutors.</li> <li>b) Tools for working with school groups.</li> <li>c) Mediation in Conflicts.</li> <li>d) Democracy, Citizenship and Human Rights.</li> </ul>
<p>6: Designing school coexistence programmes for exercising participative democracy</p> <p>(Second Quarter)</p>	<p>Adaptation and design of strategy in accordance with each school's characteristics required beforehand.</p> <p>The group of student promoters selected at the school, based on results obtained at the school and with the support of the programme's tutors will design mechanisms to implement the figure of "Promoters for Peace at Schools", articulating the proposal in accordance with the school coexistence rules and school's structure.</p> <p>"Promoters for Peace at Schools", together with the tutors, will establish guidelines to make the group operative and conditions for developing the project, which will include the Student Organization and their Assemblies.</p>

Follow-up of activities carried out in the school coexistence programme  (Second and third Quarters)	The tutors will accompany the promoters every month, in order to strengthen the mediation processes and review the scope of the actions which took place.  The tutors of the programme will submit a quarterly report on the activities carried out by the "Promoters for Peace at Schools" within the school coexistence programme designed at each school.
PHASE II (2 months)	
Evaluation of changes in school environment  (Fourth Quarter)	On conclusion of the first phase, a new survey will be carried out to identify changes produced in the school's coexistence relationship and positive or restrictive factors in the implementation of the project
Assemblies of "Promoters for Peace at Schools" for follow up and presentation of accounts  (Fourth Quarter)	Promoters for Peace at Schools, within the framework of the Student Organization Assemblies, will give a presentation on the objectives set out, the activities carried out and the achievements which improved the school environment.

**Budget**

5.

**ESTIMATED BUDGET for 11 schools (pilot)**

Component:	Description	Total Amount Budgeted
<b>Human Resources</b>		
General Training for promoters and tutors	Training for students, teachers and tutors	(British Embassy) Bs. 12,500.00
Follow up on the Project	Expenditure for Mobilization of Coordinator of project and tutors	(Miranda State Governorship) Bs. 4,000.00
<b>Subtotal</b>		<b>16,500.00</b>
<b>Other expenses</b>	<b>Description</b>	<b>Total Amount Budgeted</b>

Materials and distribution	Manuals, reproduction of materials, materials for facilitation, stationery in general for following up the activities	(British Embassy) Bs. 4,000.00 (Miranda State Governorship) Bs. 3,000.00
Promotion	Promotional Material	(British Embassy) 10,000.00
	<b>Subtotal</b>	<b>17,000.00</b>
<b>Grand Total</b>		(British Embassy) <b>Bs. 26,500.00</b> (Miranda State Governorship) <b>Bs. 7,000.00</b>









