

Arts Education, Intercultural Relations and Social Cohesion
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Santa Marcelina Cultura

Santa Marcelina Cultura is a Social Organization (SO) that manages three important programs from the *Culture Secretary of the State of São Paulo*: The Guri Santa Marcelina program, the Campos de Jordão Winter Festival and the Tom Jobim - *Escola de Música do Estado de São Paulo* (EMESP), along with its Juvenile Orchestras.

The standards that lead the activities performed by Santa Marcelina Cultura are the same for the four programs: The transparency, teaching excellence, high quality of Services rendered and professional ethics, are possible thanks to the experience of nearly 100 years of the Marcelinas sisters in Brazil managing schools, universities, hospitals and through a lasting partnership kept with the State Government of São Paulo, initially within the health department and, since December 2007, within the cultural sector.

Guri Santa Marcelina

Guri Santa Marcelina is a musical education and a social inclusion program targeting students from 6 to 18 years old, and has started its activities in 2008, under the management of Santa Marcelina Cultura - a social organization qualified by the Culture Secretary of the State of São Paulo and linked to the Santa Marcelina association, which is an entity recognized by its tradition in education and social services.

The main goal of the program is to provide quality musical education along with an effective social intervention in order to foster cultural and social transformations for children and adolescents in the Great São Paulo City Area. The actions of Guri Santa Marcelina are performed in learning poles set through a partnership with governmental and non-governmental organizations; therefore most of them are located in the surroundings of the city, within areas of social vulnerability and lack of sociocultural resources.

Currently about seven thousand children and adolescents are taken care of in the contrary school period. The performance of the program involves an average of 300 workers among teachers, social workers, music pedagogues, supporting agents and music trainees who engage with the students, their families and the communities they belong to.

Social Brazilian Reality

According to the IBGE (*Brazilian Institute of Geography and Statistics*) 2009 report, there are 190 million inhabitants in Brazil. Among them, 31% live under the poverty threshold (monthly income under a half minimum wage in Brazil), and the poverty percentage among children between zero and 13 years old reaches nearly 50%. The child mortality rate is 24 for every 1000 newborns.

In 2008, the average income of the Brazilian people was US\$ 8.300, the unemployment rate was 8%, and the trade balance in the country reached a surplus of nearly 25 billion dollars. The average income in Brazil, however, does not show the existing unbalance among the richest ones and the poorest ones in the Country. The richest 10% gather 75% of the entire wealth of the Country, the Gini rate that quantifies in a scale from one to zero, in such way that the largest inequality rate is the one closest to number one. A level over 0,40 is considered high.

Girls under 20 years old correspond to 20% of the babies delivered in the country, which contribute to the increase of school absence, considering that many pregnant women are forced to give up school. Researchers have shown that 56% of women that have left school have done it due to premature pregnancy.

Another critical problem is that, even enrolled in school, there are 2,1 million children between 7 and 14 in Brazil that remain illiterate. 10% of the total Brazilian population is illiterate. Other thousands of people, that are not part of this statistics, are considered semi illiterate, in other words, they are not capable of interpreting or writing basic texts.

18 year-old students or over are common in Brazilian schools. 10% from about 56 million students of the primary education in the country, that should complete school at the age of 17, are over 18 years old and 7% are over 25 years old. The average of Brazilians that attend universities and undergraduate classes is very low, which show that the education in the country has gradually decreased, with most of the population giving up school during primary or secondary education. Only 12% of the Brazilians have undergraduate diploma.

A research performed by *Fundação Getúlio Vargas* shows that the main reason for school abandonment is lack of interest. 40% of the ones who abandon find no motivation to keep going. The need to work is in the second position, with 27%. For women, the main reason is premature pregnancy, which is responsible for 56% of the cases.

São Paulo

The metropolitan region of São Paulo has about 20 million inhabitants, what makes it the sixth greater urban agglomeration in the world. As the state capital of São Paulo, it is the main financial and corporate center in Latin America. With an extension of about 1.530 km², its poorest population is concentrated in the peripheral areas of the city, in precarious homes and slums.

The social vulnerability within the capital, according to the rate calculated by the State Data Analysis System (SEAD – SP) based on IBGE data, increases as it moves towards areas that are more distant from the economy centers in the city. Neighborhoods located in the south region of São Paulo, where CEU Navegante, Cidade Ademar of CEU Alvarenga, Campo Limpo of CEU Campo Limpo, East Region such as Itaim Paulista of CEU Parque Veredas and Cidade Tiradentes of CEU Inácio Monteiro are within a vulnerability baseline that is considered very high.

In such locations, more than in other locations in São Paulo, children and youngsters are daily exposed to critical difficulties that might jeopardize their education. In such cases, the education and the culture could be the best reality transformation alternatives.

The HDI in the city of São Paulo is 0,82 within a zero to one range. However in peripheral regions of the city, this rate is under 0,50 reaching 0,40 in some locations of the South, East and North Zones, where the Guri Santa Marcelina poles are located.

76% of the inmates in the State of São Paulo are youngsters between 18 and 35 years old, from which most of them enter the crime life between 18 and 24 years old. They are youngsters with low formal education level. The education profile of the penitentiary population shows that 65% of women and 76% of man have not even completed the primary education. Only 4% of women and 1% of man have completed or partially completed undergraduate classes.

The São Paulo State alone is responsible for 58% of robbery crimes and for 25% of murders committed by adolescents in Brazil. The child mortality rate reaches 15 children from every 1000 newborns within the State.

Sources: Brazilian Institute of Geography and Statistics (IBGE); Applied Economics research Institute – IPEA; Fundação Getúlio Vargas (FGV); United Nations (UN); State System of Data Analysis (SEADE – SP).

Juvenile Vulnerability Rate

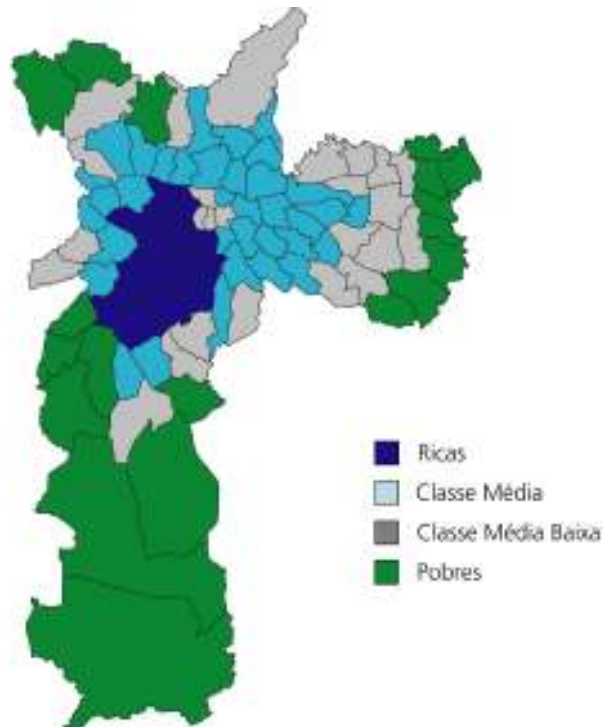
Among the extensions considered when building the juvenile vulnerability rate, there are the juvenile contingent exposure to urban

violence, the educational level and adolescent pregnancy. The mortality rate due to violence (homicides) within the male population between 15 and 19 years old, per 100 thousand inhabitants, has been selected in order to express the recurrence of the negative effects of urban violence among youngsters.

Likewise, the fertility rate in the age group between 14 and 17, has been used in order to quantify adolescent pregnancy. For issues regarding education, the age group between 15 and 17 has been considered in order to calculate two indicators: Proportion of youngsters between 15 and 17 years old that do not attend school within the total of people from this age group; the rate of youngsters between 15 and 17 that attend secondary school.

Social Vulnerability in São Paulo

96 administrative districts have been analyzed in the capital of São Paulo, grouped into four area types, according to the vulnerability rate of the population in regards to poverty. Therefore, it has been possible to verify the juvenile vulnerability in each of these areas.



Poor areas: They include 19 administrative districts located in more peripheral areas. In 2005, concentrated 31,4 % of people in São Paulo, from which 8,9% were youngsters.

Low middle class areas: Made of 25 administrative districts, they are home for 31,1% of the population, from which 8,3% are youngsters.

Middle class areas: They comprehend 35 administrative districts with 26,9% of the total Population in the municipality, from which 7,2% were youngsters.

Rich areas: Made of 17 administrative districts located in the central area, with 10,6% of the population and the lowest rate of youngsters (6,0%)

São Paulo State Government and Santa Marcelina Cultura

The São Paulo state government has performed great Cultural investments in the past years, which is not only considered a leisure and culture option, but also a social insertion tool. Music has been one of the areas that received resources in the State, which has developed spaces such as *Sala São Paulo* and has turned the Symphonic Orchestra of São Paulo State into a Latin American Reference.

Since 2008, Santa Marcelina Cultura has offered, in its musical education programs, classes for children starting at 6 years old, in Guri Santa Marcelina; from musical initiation education to professionalization at Tom Jobim – *Escola de Música do Estado de São Paulo* and the young orchestras linked to it; also Campos de Jordão International Winter Festival, one of the greatest classical music event in Latin America, which has a huge immersion in the promotion (concerts) and pedagogical education.

Guri Santa Marcelina Operation

Guri Santa Marcelina operates in regions of high Social Vulnerability within the city of São Paulo. It targets, by means of quality the musical studies and the sociocultural support offered to students and their families; to create the basis in order to transform the reality of such people.

About 7.000 students supported in 20 learning poles within the metropolitan region of São Paulo, have individual and group classes up to five times a week. Classes with 15 different instruments and choir singing divided into musical initiation, for kids between 6 and 9 years old, and modular and sequential for those between 10 and 18 years old.

The idea of Guri Santa Marcelina is to offer quality and continuous education. The educators of the program go through constant evaluations and trainings, and count on the support by elaborated learning methods. As for the continuity, it is possible for the students of

Guri Santa Marcelina to receive a complete education, from practical initiation to the advanced practice of a musical instrument or singing, throughout 6 years of study.

The social service operates daily and pungently by means of socioeducational actions, avoiding evasions and contributing to create a learning-friendly environment. It operates simultaneously with students and their families and aids music teachers when applying a social pedagogy in which autonomy and the development of life projects are part of it.

The goal of the social intervention in Guri Santa Marcelina is to assure the development, performance and evaluation of socioeducational, preventive and confrontation actions toward issues that affect students, such as: Violence, malnutrition, deficient literacy, interpersonal difficulties among students, educators, family members and other employees of the program, besides the issues of socioeconomic sort.

Social Service - Integrated Work with the Music Pedagogy

The social training is originated from the recognition, by the teacher himself, of his own identity as an educator and tool-like utilization in order to recognize the identity of children and adolescents and their reality, understanding who the students are, their families and communities which they are inserted, therefore interpreting the true condition in order to deal with the learning process. Since the work perspective is interdisciplinary, the training process complies with and emphasizes such form.

The action of the teacher counts on a privileged partnership with the professional from the social area, where, by means of knowledge sources other than the usual ones (other fields of knowledge) and their interpretation, through the exchange, are able to build more effective responses to the pedagogical challenge.

We are first concerned about the Subjects – the students, the apprentices, which radically changes the focus of the knowledge problem, replacing an exclusive clastic concern of the subject (teaching music only as a technique) by the education of human beings (citizens).

Social Impact - Evaluation of parents and students

The Datafolha agency, which is specialized in option researches, is carrying a survey with the parents and students of the Guri Santa Marcelina program that will show the satisfaction rate of the ones involved in the program, what they consider to be the weak aspects, the

highlights and more profound details of the socioeconomic reality of families who take part of Guri Santa Marcelina.

First, a research made with a smaller sample of subjects have indicated that most students consider their classes to be great and believe that GSM will help with their lives and careers in the future. They mention yet that they were able to understand more about themselves through the program and that they have become calmer and more attentive, in addition to having less idle periods.

The parents have also graded the program as **great**, and have mentioned that one of the main reasons for the enrollment of their children in the music classes is for them **to remain in school for longer periods**, consequently staying less time on the streets. They have also mentioned that the program helps to develop logical thoughts; it provides **more discipline** to their children, improves **the relationship with parents and siblings** and encourages children to aim **at having a profession** and becoming **better citizens** in the future. The parents have affirmed that their children have got more responsible, creative and communicative, that their schedules are more balanced and that they have made new friends.

Cases

Alessandro Rosa da Silva, 19 years old – visual deficiency – Sequential Class – Singing - CEU Jambeiro

Alessandro Rosa da Silva, 19 years old, is a student at the sequential class of Guri Santa Marcelina. Due to his age, he could not participate in the classes anymore, but the program management has offered him the possibility to keep studying. Alessandro has been in Guri Santa Marcelina for over a year. He has been taken by his mother, who is raising 5 children besides him. The only one that has lost the sight is Alessandro, who was not born blind, but he got blind after a medical accident, in a blood transfusion when he was 5.

The boy loves Guri Santa Marcelina, which he attends four times a week. He is very participative, as well as his 46 year-old mother, Fátima Aparecida da Silva. His teacher mentioned that Alessandro has had a great development during this year, due to his endeavor and participation.

Gabrielly Rodrigues de Carvalho, 9 years old – Musical Initiation – CEU Vila Curuça

The 9 year-old Gabrielly Rodrigues de Carvalho, attends Guri Santa Marcelina twice a week since August 2008. She is a student of the musical initiation class. At Guri, she has made many friends and has learned how to sing, which is one of her favorite activities. She was raised by her uncle and aunt, who are called father and mother by her. Gabrielly, despite little in age, is very sensible and, after taking part in a news report about Guri Santa Marcelina, performed by the infant supplement named *Estatinho*, part of the newspaper *O Estado de São Paulo*, has written an autobiography of her own free will. In the letter she explains that she has been the result of a unwanted pregnancy and that her godparents have adopted her, and that she calls and considers them as being father and mother. She also talks about being a different person and that she was afraid of not being able to learn what was being taught. With Guri Santa Marcelina, she affirms having learnt how to sing, forming a group and performing a presentation, which has made her feel very proud of herself. Being interviewed by the newspaper has also made her really happy, especially because her mother told her she was a "star".

Luiz Felipe "Guri", 12 years old – Sequential Class – Trumpet – CEU Vila Curuça

Felipe "Guri" – That is exactly how the boy is known in the Curuça pole – he plays the trumpet since he was 10 years old. He has got in touch with **Guri Santa Marcelina** by chance, "I was looking for a teacher, saw the Guri Santa Marcelina sign, enrolled and started to attend the class". After this, the life of Felipe "Guri" has changed. He is in contact with music everyday; he arrives at the pole early and stays there until the end of the day. "I stay here at Guri from 8am to 6pm. I take part in other classes, help teachers and practice everyday".

His aunt Fernanda Augusta Bleco Martinez, has mentioned the changes she noticed on the attitudes of her nephew: "Felipe is a lot calmer. Before, I received many complaints from the school, but now it is different". And he has not only improved in the classroom. He is more open and caring at home: "He has always been very introspective, but now he is demonstrating his feelings, kissing and hugging"

He has also been one of the highlights of the news report on March 16, in *O Estado de São Paulo* newspaper, one of the most important in Brazil. His case demonstrates one of the goals of Guri Santa Marcelina, which is to motivate its students and it directly reflects in their behavior at home and in school, where many of them become more attentive, concentrated and end up achieving better results.

Ezequiel de Souza Santos, 8 years old– Musical Initiation – CEU São Carlos

Ezequiel has been enrolled in the Guri Santa Marcelina program by his mother. In the beginning she needed to follow the boy to the educational center in order to assure he was going to study music. In school, Ezequiel had many difficulties in the classroom; he could not focus and fought with other students.

Due to the difficulties, the school has tried to transfer Ezequiel. According to the statement of the boy's mother, if that occurred, Ezequiel would have possibly left school. Through the initiative by the social department of Guri Santa Marcelina, Ezequiel has been forwarded to CAPS, State Center for Psychosocial Support, in which he has received specialized support. At the same time, the social assistant of CEU São Carlos, in a partnership with her music teacher, has reserved the time to read children books along with the boy.

Ezequiel's attention deficiency has gradually been eased and he managed to stay more time in the classroom. In the beginning the boy would stay for 10 minutes with the music teacher. This time changed to 20, 30, 40 minutes and finally to a whole hour of class. Ezequiel's teacher has noticed an evolution in his behavior and an increase on his concentration. "thanks for what you have done to my son", has affirmed his mother. Currently, he manages to relate a lot better with other students, he is motivated and goes alone to Guri Santa Marcelina.