

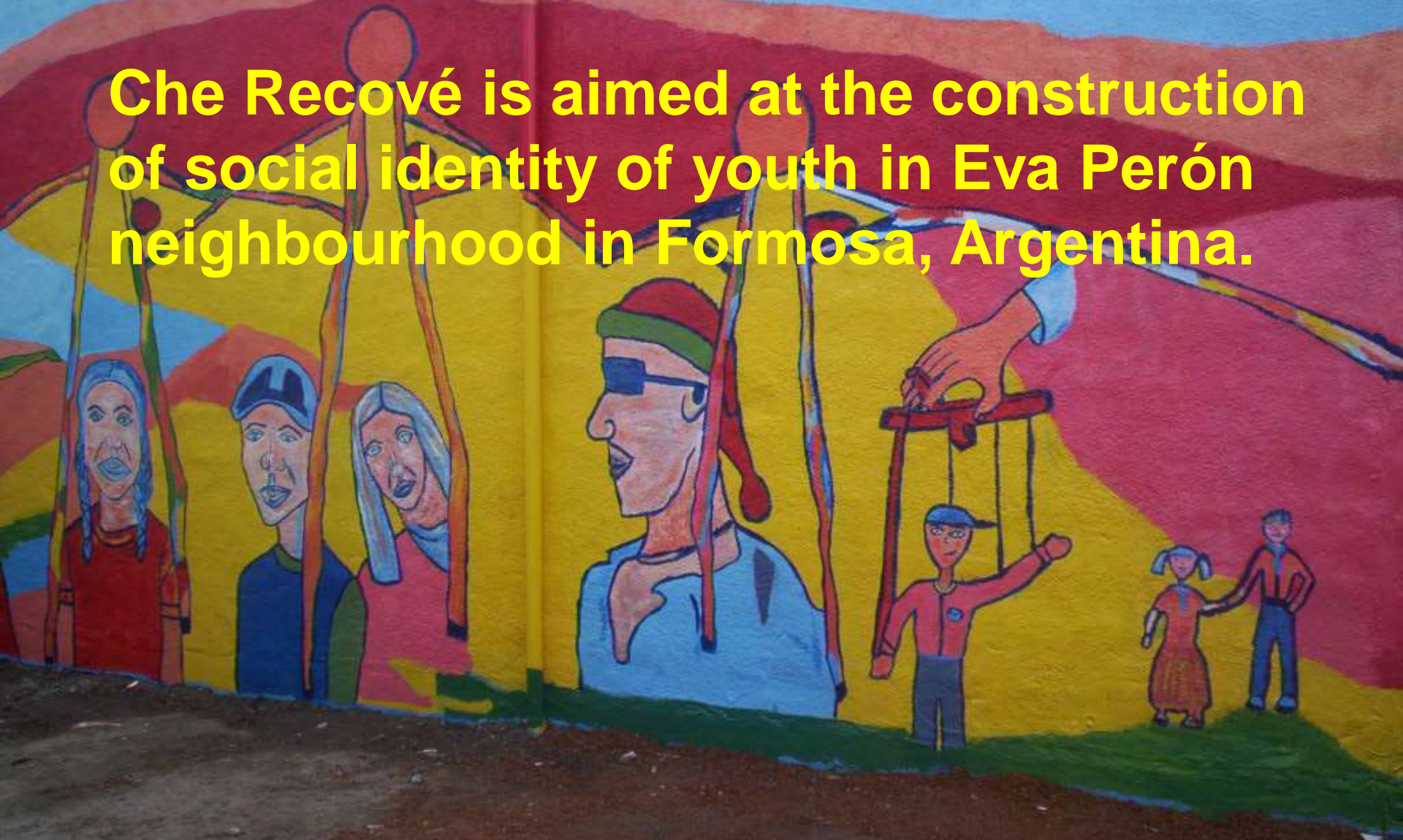


CHE
RECOVÉ

My Life

Asociación Civil Estudios y Proyectos

Che Recové is aimed at the construction of social identity of youth in Eva Perón neighbourhood in Formosa, Argentina.



720 poor / vulnerable adolescents completed the program since 2000.

Admission criteria:

- **Leave school**
- **Leave their homes**
- **Do not work nor study**
- **Have nutrition deficits**
- **Spend most of the time in streets**
- **Abuse of drugs and alcohol**
- **Have violent behaviour**
- **Are victims of violence, sexual abuse, labor exploitation**
- **Are pregnant girls or adolescent mothers/fathers**
- **Are handicapped**
- **Have self-harmful behaviour**

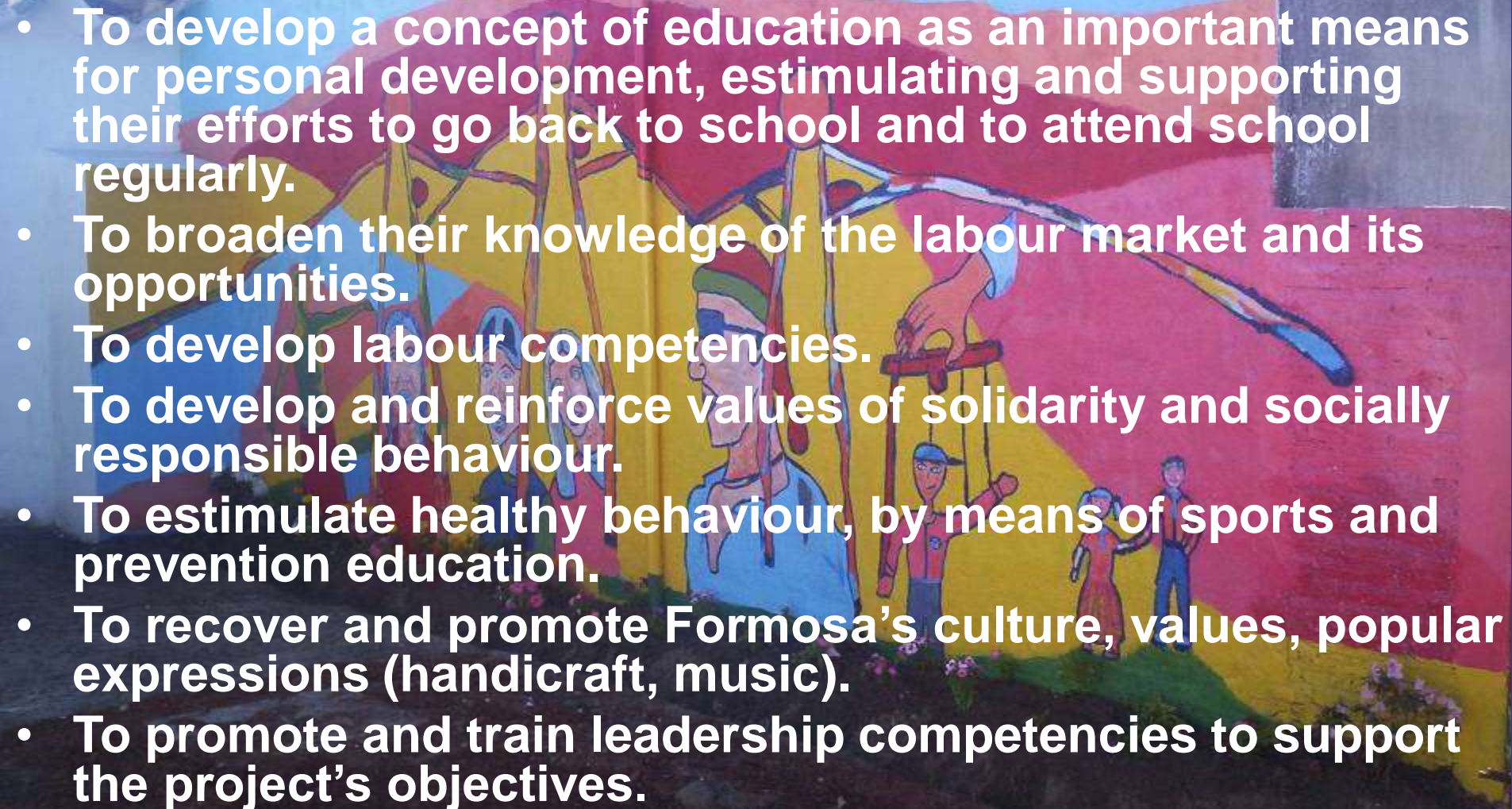


Che Recové

- Is intended to develop and reinforce a new healthy, socially productive concept of life, giving tools and values to live with dignity.
- We look to develop and apply new methodologies of social intervention to assist poor urban populations.
- We work with families in promotion, sensibilization, training activities to meet its objectives of improving the quality of life of participant adolescents.



Objectives

- To develop a concept of education as an important means for personal development, stimulating and supporting their efforts to go back to school and to attend school regularly.
 - To broaden their knowledge of the labour market and its opportunities.
 - To develop labour competencies.
 - To develop and reinforce values of solidarity and socially responsible behaviour.
 - To stimulate healthy behaviour, by means of sports and prevention education.
 - To recover and promote Formosa's culture, values, popular expressions (handicraft, music).
 - To promote and train leadership competencies to support the project's objectives.
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- A vibrant mural on a wall, likely in a community center or school. The mural is divided into several sections. At the top, there are stylized mountains in shades of blue and purple. Below this, a large red hand is shown holding a blue tool, possibly a hammer or a wrench, symbolizing labor or construction. In the center, there are several figures: a man in a blue shirt and a woman in a red dress, both looking towards the right. To the left, there are more figures, including a woman in a red dress and a man in a blue shirt. In the foreground, there are small figures of people, some appearing to be playing sports or socializing. The overall style is colorful and expressive, with bold outlines and a mix of primary and secondary colors.

Main features of the intervention

- Learning-by-doing personalized, participative approach.
- Flexible enough to make adjustments taking into account suggestions and demands from the children and their families, to let them be part of the decision process.
- Training orientations in accordance to vocational preferences and opportunities identified in the labour market.
- Activities held on a daily basis, from Monday to Saturday (8 AM to 12 and 3 PM to 6 PM), including breakfast and lunch.



Introduction to the Labour World

- Vocational orientation and training
- Social competencies required for succeed in a labour environment.
- Rights and responsibilities related to the labour world.
- Work, safety and quality of life.

Working with Families

- Concepts of family
- Healthy family environments for the development of children and adolescents.
- Key social problems affecting families welfare: domestic violence, addictions, adolescent suicide.
- Identification and use of community resources for familiy welfare.
- Solidarity and networking.

Training courses and workshops



Support in school activities

- Complementary education in the fields of Maths and Spanish, enfasizing comprehension of texts and motivation to read.



Rights of children and youth

- Training and promotion of rights, citizenship, healthy behaviour, prevention of addictions and AIDS.
- A radio program was created to reach the whole local community.



Computer literacy

- Windows basics and applications.
- Writing documents, using worksheets, making presentations.

Vegetable production

- Team working, education in preservation of natural resources, nutrition and balanced diets. The whole production is devoted to their own families.



Sports

- **Teamworking, cooperation, self-esteem, values of respect, justice, solidarity, honesty, persistence to meet goals.**



Arts

- **Recovery of cultural identity and local values. Theatre, puppets, songs are used to dramatize and discuss community social problems.**
- **A company was formed that is invited by the provincial government to perform in celebrations and festivals all over the Province.**



Community Leaders

- Train the youth, developing capacities to conduct community projects. Participants are recruited as volunteers for Che Recove project. They are motivated to develop their own projects.



Networking

- **Strong articulation with other organizations - schools, health centers and hospitals, promotion agencies, police, NGOs- making synergies to obtain a greater impact from the project's activities.**
- **In particular, with the schools where the adolescents are attending classes, working together to address their problems.**



Main results

- 90 % of the children went back to school.
- 12 are at the university.
- There is a group of young artisans making puppets for commercial purposes.
- There are different groups of young artists -puppets, theatre, folk dances- been invited to perform in festivals and ceremonies, This activity is increasingly becoming a professional one, some of them being paid for that.
- A group of parents are taking the training courses. In Computer Literacy they are developing working competencies that are beginning to apply to their own jobs.



Testimonies: adolescents

We learned to talk to each other; to establish a better communication; to be more tolerant and respectful with other people;

We discovered that not everything has to be addressed with violence;

We learned to appreciate our parents and the efforts their are doing to give us a better life;

My life changed when I came down to the project; being outside I looked at my friends been part of the project and thought they were doing nonsenses; now I want better things for me; I realized I do can do good things for me also.



Testimonies: parents

- *Our kids have changed the way they talk to us; they more open; now they ask for help when they need it;*
- *We see them more confident, happy, encouraged, proud, when they have to talk about and demonstrate what they are doing; they are respected; they are more responsible;*
- *They helped us to change things in our family, like the way we treat each other, our attitudes related to sharing and discussing things...*



