The experience of the Common Base of Citizen Knowledge – CBCK (BCCC)

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"Who has information has power"[3], this was one of the guiding axles of CBCK (BCCC), whose challenge is to organize information in order to keep the data relating to the day-to-day life and the place where we live in, and, at the same time, to create simple and friendly forms of access to work with them. This way, we believe people will be able to contribute to a more realistic construction as well as the management of public policies according to citizens' needs.

During the process of the courses we tried to privilege thematic contents with the objective of reaching the essential level of information, so that participants could acquire the informational competence demanded by the globalized world needs.

The sociologist M. Castells[4] (1999) points out that:

> "(….) *the revolution of information technology and the reorganization of capitalism introduced a new form of society, the network society*".

The author reinforces the fact that this "information" society is living through a series of changes due to the network society. The reality we live in is increasingly more communicational and global, sprouting new forms of marginalization.

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[2] This experience was possible thanks to the special collaboration of the IFLA-LAC.
[3] http://www.itaimpaulista.com.br/bccc
[4] CASTELLS, Manuel. **A sociedade em rede.** 7th ed. São Paulo: Paz e Terra S/A, 1999

Within this context, in the most vulnerable communities, the info-excluded start to exist.

At CBCK (BCCC) we adopted the concept of development, according to Amartya Sen[5], for whom

> "*the expansion of human freedom is not only the primordial end but also the main means of development. The objetive of development relates to the evaluation of real freedom people can enjoy. The individual abilitites depend, crucially, among other things, on economic, social and political availability. As appropriate institutional availabity is implemented, the instrumental roles of distinct types of freedom need to be taken into accoun; going far beyond the fundamental importance of global individual freedom*".

For Sen, the evaluation system of well-being when based solely on the purchasing of goods, basic food needs, clothing, housing, or only by an utility criterion is imperfect in several aspects. The utilitarian notion of values perceives value only by an individual utilility criterion, of pleasure, satisfaction of desires, in short, by merely subjective values which may be deceiving since they might become unable to reflect someone's <u>real privation</u> (our underlining). Development as mankind freedom, in light of this theory, generates overall superiority of <u>basic political and civil rights</u> (our underlining) which would thus play <u>three essential roles</u>:

1. **<u>Direct</u> importance <u>in human life</u>**: <u>transformation</u> is potent over the agent who will suffer the action, and not on the other one;

2. **Intrumental role:** increases the degree in which people are heard when they express themselves or defend their claims for attention and political needs;

3. **Constructive role in the conceptualization of "needs"**[6]. Political rights, including freedom of speech and discussion, are not only

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[5] SEN, A. *Desenvolvimento como liberdade*. São Paulo: Companhia das Letras, 2000.

[6] The diagnosis of punctual needs and intra-local indicators are fundamental for the recognition of local reality. Dr. Narey P.C. Perez in his article entitled "Um dos caminhos para sair da pobreza extrema" on May 3rd, 2006, states that "(…) different paths can lead to a way out of poverty and, this way, people can recover human dignity, who, for several circumstances, felt excluded and hopeless of finding a job and weren't able to solve, with their own efforts, their basic needs, as well as those of their families". Available at http://cvirtual-ex-func-nu.bvs.br/tiki-print_article.php?articleId=21 Access on Nov. 23rd, 2007.

central to induce social responses to economic needs but also for conceptualization and definition of their own economic necessities[7].

Parallel to development, we also identified concepts such as globalization, flexibility and rentability of work which have started to interact with the need to find alternative paths through this new communication infrastructure. We see it is possible to build a better society, using the potentialities of the information society, through which we can fight against the unfair differences of an unequal world in geographic, social, political and cultural aspects.

It is important to emphasize, returning to Castells, the distinction he makes between the concepts of "information society" and "informational society":

- In Information Society, the role of information in society is emphasized;

- In Informational Society, the existence "of a specific form of social organization in which production of information, its processing and its transmission become major sources of productivity and power" is implicit.

By this perspective, the author advocates that "economy is informational (…), because cultural and institutional attributes of the entire social system must be included in the implementation and diffusion of the new technological paradigm" (Castells).

This new paradigm – of information technology – is composed of five factors:

1. Information is the raw material;
2. It penetrates all sectors of human activities;
3. It is structured in network;
4. It is highly flexible – yelding to permanent re-adaptation; and
5. It is open to convergence and interdisciplinary quality as it yelds to the union of differentes areas.

CBCK (BCCC) emerges with the perspective that "*new information technologies will integrate the world through global instrumentality networks*", within a new economy which is "informational, global and in network".

Castells points out to the duality between the space of flows and the space of places. The first one is the place of global networks. It is located in cyberspace, the same where Internet is located, as intranets, banking network, financial circuits,

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telecommunication networks, that is, the space of the "information era", the location of power by excellence as well as money and information circulation.

Geographically, we became orfans. In this new sense of place and time, we navigate in no place.

For Castells and Milton Santos[8], this desterritorialization allows some advantages: the organizational logic does not depend on space, contrary to organizations located at a given building, formed by people whom are dependent on that space. This organizational logic is found in the space of flows, which is located above the places, therefore, less permissive to being influenced by social contexts. And, here is where globalization comes in. On one hand, there are the big shots who "inhabit" the space of flows and command it and, on the other hand, there are those who are found in the space of places: unable to negotiate, with less school education, with no power for investments, they are the excluded ones.

This competitive complexity based on knowledge and information is more and more demanding, as a collective necessity, a day-to-day tool, where knowledges are built and spread through a mecanism that will prevail interactivity among people and communities. Therefore, we are talking about the Internet and the *web*. The secret lies in the frame of this communication network and our education system being focused on a quest for constant technological innovation through information. This network must be built gradually, through commom interest, respecting beliefs and local values, approaching different people in projects of common interest. We are dealing, afterall, with a process of approximation, through the work done at CBCK (BCCC) which could enable us to even run Territorial Communitary Management.

Information and Knowledge: Building Alternatives for the citizens' living territory

Information has a dual role in forming social capital, enabling exchange within the several types of knowledge besides offering the basis for enlargement of capacitation for social change generation, distribution of local power and means for regulation of interests, inherent to the several communities.

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[8] SANTOS, MILTON. Metamorfoses do espaço habitado. Ed. Hucitec, São Paulo, 4th ed., 1996

To make these activities possible at CBCK (BCCC), we identified, at the "living places", the necessary elements, available and appropriate for the implementation of the activities: telecenters, communicational infra-structures at the teleCEUs - telecenters at the Unified Education Centers (Centros de Educação Unificada - CEU), the possibility of using the regional lan-house network and other digital spots that are accessible by the entire population and already exist in the municipal and state school areas and, finally, in some access spots in the institutions of the third sector, who keep information technology laboratories in libries, as those at City Club (Clube da Cidade)[9], in Itaim Paulista and Alana Institute (Instituto Alana) in Jardim Helena district, under the jurisdiction of the Subprefeitura de São Miguel Paulista.

Digital inclusion

The learning process in digital inclusion presupposes new paths. Once again, we were facing a new paradigm, through which learning was based on the reality and the day-to-day life of the agent[10], and it made a lot of sense to acquire new knowledge in computer science, because it becomes a construction process on a daily basis. Emphasizing the fact that shared learning leads to more efficient and long-term knowledge building. One of the objectives of the capacitation course at CBCK (BCCC) was to master the use of georeferencing (software) and to build a data bank in order to collect information.

It is worth mentioning that the course at CBCK (BCCC) took place in three different places on the territory: at Infanto-Juvenil Vicente Paulo Guimarães library and Vila Curuçá Telecenter, both in the District of Vila Curuçá, at the Municipal Capacitation and Training Center (Centro Municipal de Capacitação e Treinamento – CMCT II), in the District of Itaim Paulista, and, finally, at Alana Institute (Instituto Alana), in the District of Jardim Helena, in the Sub-administration of São Miguel

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[9] In partnership with the companies Votorantin Metais, Alana Institute (Instituto Alana) and Senai, the City Club (Clube da Cidade) implemented a Project named "Projeto Conecta" – Inclusão Social ao Alcance de Todos (Social Inclusion at Everyone's Reach), setting a classroom with 16 microcomputers, printers and data show equipment, teaching a basic computer science course, aimed for students between 15 and 18 years old, with the objective of stimulating social change and creating job opportunities. (Available at http://portal.prefeitura.sp.gov.br/noticias/ars/spit/2007/11/0006. Accessed on December 1st, 2007)

[10] By the use of the term "agent" (one who acts), we adopt the concept established by Pierre Bourdieu: individuals in social interaction. We conceive the existence of the agents as a dynamic and historical relation between the past (or the culture of) that each person inherits in their process of socialization, incorporated as organizational cognitive structures of world perception, the thinking, and, therefore, the various activities and contingents of the day-to-day life.

Paulista (Subprefeitura de São Miguel Paulista). The beneficiaries, in its majority, were aged between 16 and 24 years old, students in public schools and who have reveived 336 hours of capacitation.

Methodology and Pedagogical support

The proposals by Edgar Morin[11] guided the pedagogical activities at CBCK (BCCC):

> "(...)we must be reminded here that the word "method" does not mean methodology in any way. The methodologies are guides a priori to program researches, whereas the method derived from our path will be of help for the strategy (which will usefully comprehend certain segments planned, that is, "methodologies", but will necessarily bear discovery and innovation)." (Morin, p. 39)

The methodology was based on four structuring axles: construction, participation, openness and processing.

Axle	Description
Constructive	From the existence of a given demand, the activities are punctuated, in phases and focuses, according to the diagnosis of local reality
Participative and open	There is no fixed nor closed platform
Procedural	The project activities are developed as a process. The planning is quite flexible. However, it allows distintion of chronological ordering of its phases

Capacitation in basic fundamental concepts (information hard core) and in information technologies with their own pedagogy privileges "learning to learn", thus producing autonomy to face the difficulties offered by the system and practice in ellaboration of policies, based on concrete knowledge of his territory and his desires for changes. The participant is the protagonist of his acts.

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[11] MORIN, Edgar. O método 3. Porto Alegre: Sulina, 1999.

The methodological work developed prioritized three major pillars: transversatility condition, the learning environment and the question of commitment.[12]

CBCK (BCCC) and cyberspace

When we talk about cyberspace we commonly think of something that is not palpable for us, incorporeal, a distant place far away from our reality, where social, cultural and economic relationships are created in an imaginary field as they are established, "something from another world", a future environment, a reality restricted to that of the movie "Matrix", by Andy and Larry Wachowski. This is an idealistic view of time and space. There have been attempts to explain cyberspace but they touch an idealistic posture, with all its nuances, that is, they try to deny the objective reality of space as a means of existing matter.

Emmanuel Kant, reference of idealistic phylosophy, conceived space and time subjectively. Time and space were two forms of sensitive representation, that is, a form of contemplation of senses. However, cyberspace is not only a succession of images and sensations lived and experienced by the individual who interacts with the machine, with the goal of keeping in touch with a "magic world"; it is also a new expression of the material advancements of contemporary society.

Cyberspace – which, according to Lévy, [13] *"is the new means of communication arising from the worldwide computer interconnections" (p.17)*, is the world with access to globalization, in which everyone wants to be included. The author also states that *"cyberspace growth is the result of a worldwide movement of teenagers who are eager to experiment, collectivelly, different forms of communication from those classic media have proposed".* (p.11)

It is important to highlight the fact that the capacitation processes carried out with teenagers at the Common Base of Citizen Knowledge (Base Comum de Conhecimento Cidadão) methodologically took into account the living reality of the young Brazilians.

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[12] The details of these three pillars are explained in the Final Activities Report (Relatório Final de Atividades) with the methodology of the CBCK (BCCC).
[13] LÉVY, Pierre. Cibercultura. Translation: Carlos da Costa. São Paulo: Editora 34, 1999.

According to the Brazilian Institute of Public Opinion and Statistics (Instituto Brasileiro de Opinião Pública e Estatística - IBOPE), which carries out surveys in several segments in Brasil and in 11 other countries in Latin America, in the third quarter of 2007, the Brazilian internet already reached 39 million people in the entire country, being 30,1 million Brazilians the number of people with residential access to internet, while the number of active residential users in October was of 20 million people.

The statistics institute (IBOPE) also points out three important elements to contextualize the universe in which CBCK (BCCC) was inserted: access environments, types of accessed service and the time (quantity) accessed per month in different countries:

Environments	Home
	Work
	School
	Cybercafé
	Libraries
	Telecenters
	Other places

Accessed Service		Percentage
December/2007	Home and Fashion	70.1%
	Travels and Tourism	55.6%
	Education and Carreer	**56.6% [14]**
	Automotive	70.4%
	Govern and Companies with non-lucrative purposes	53.5%
	Entertainment	**50.8%**
	Finance, Insurance and Investments	7,8 million people[15]
	E-Commerce	57%

[14] This indicator refers to October 2007.
[15] The Brazilian Institute of Geography and Statisics (Instituto Brasileiro de Geografia e Estatística – IBGE) supplied the data in absolut data.

Country	Quantity of hours/month
Brasil	22 hours and 59 minutes
France	20 hours and 34 minutes
United States	19 hours and 47 minutes
Germany	19 hours
Japan	17 hours and 46 minutes

In the city of São Paulo, the educational system has 1,100,000 students while telecenters (telecentros)[16] have 1,400,000 registered ones plus users. The proximity between the libraries and the Digital Inclusion Coordination Office (Coordenadoria de Inclusão Digital)[17], through the work of the telecenter at Vicente Paulo Guimarães Library (Biblioteca Vicente Paulo Guimarães), was the starting point for a very profitable relationship serving the city of São Paulo, in special, for teenagers.

After the pilot project at CBCK (BCCC) in Itaim Paulista having presented such favorable results, the Municipal Secretariat of Participation and Partnership (Secretaria Municipal de Participação e Parceria) has adopted the implementation of the free TerraView[18] software as a norm, in all the telecenters in the city of São Paulo. An innovative model was created, in which the new information technologies cannot be separated from the activities developed by the libraries, there is a need to develop research tools to acquire knowledge to go beyond the current models, nothing more relevant than offering the citizens, those who go to libraries as well as those who go to telecenters, a methodology for acquiring territory recognition.

For CBCK (BCCC), Internet (Internet Work System) is observed as a system of interconnection of the communication network. Internet is the most democractic place there is, because it accepts all the subjects in their most varied aspects, from the top best to the worst quality. The quantity of information is so huge in scale that one could lose track if there weren't search *sites* and their tracking programs which make a practical and fast selection, allowing any kind of research. If well used, it is a

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[16] Equipment belonging to the Special Secretariat of Participation and Partnership (Secretaria Especial de Participação e Parceria), of the São Paulo City Hall (Prefeitura da Cidade de São Paulo), where activities of digital inclusion are developed.
[17] Connected to the Special Secretariat of Participation and Partnership (Secretaria Especial de Participação e Parceria), of the São Paulo City Hall (Prefeitura da Cidade de São Paulo).
[18] **TerraView** is an applicative built upon the **TerraLib** geoprocessing library, having as main objectives: offering the community an easy geographic data visualizer with resources ranging from consultation to analysis of such data. Exemplify the utilization of **TerraLib** library. **TerraView** manipulates vectorial data (points, lines and polygons) and matritial data (graphs and images); both are kept at SGBD market relational or geo-relational, including Access, PostgreSQL, MySQL and Oracle. (Source: http://www.dpi.inpe.br/terraview/index.php)

complete learning tool, wide and complex. We can, by the way, through it, locate sources of information that, virtually, enable us to study different fields of knowledge.

Among the most accessed sites in Brasil, according to the surveys, are: www.uol.com.br; google and its e-mail services (gmail), satellite images (google earth), relationship (orkut); youtube (video contents) and flickr (picture contents).

We observed that, concerning content, the sites by Uol and Google are considered **midiatic** sites (informative, with frequent and periodical updates and the content is not only based on pure text, it may contain varied multimidia elements); **applicatives** (interactive, and the content consists of automatization tools, productivity and sharing, substituting desktop applications. They may be text processing, eletronic spreadsheets, image editors, e-mail softwares, calendars, etc.) and **portals** (serving to congregate contents of different types among the other types, generally supplied by one same company. They receive that name because they congregate most of the Internet services in one same place). We would like to point out that these sites congregate, among themselves, types of information that are simultaneously linked in the same space:

- **News programs:** are sites of newspapers, magazines and news agencies, with constantly updated content;
- **Blogs**: in general are kept by one only person, with or without collaborators, whose content may include dissertations, poetry, personal reports, comments about different subjects, etc.;
- **Flogs:** similar to blogs, but with pictures instead of texts. Most times produced as a means of entertainment by teenagers or photography models, or even used to promote plastic art works, such as photography and painting.
- **Podcasts**: distribute audio content, working similarly to radio stations.
- **Vlogs:** distribute video content, working similarly to TV broadcasting channels.

We can see that Google has a relavant role because, from this same site, other service sites are available, as Gmail, with the same content featured as those of the great provider; Google Earth with satellite images; and Orkut as a site for relationships.

These sites we mentioned became the largest opinion makers that ever existed. The best ones are those whose equipment can process fast search, obtaining the largest number of pages, with ranking programs that best satisfy the interests of

internet users and that offer credibility in a way they cannot be manipulted by anyone else.

Some of these sites are worth, nowadays, millions of dollars and they get to process, daily, hundreds of millions of searches.

The forms of access for these sites, in majority, are open and through registering, since they can be accessed, freely, by any user, once they have already filled out a form, free of charge.

Site	Content	Type	Form of Access[19]
www.uol.com.br	Midiatic[20], Applicative[21] and Portal [22]	News Blog Flog Podcast Vlog	mixed/restrict
www.google.com	Midiatic, Applicative and Portal	News Blog Flog Podcast Vlog	Open
www.gmail.com	Midiatic, Applicative and Portal	News Blog Flog Podcast Vlog	Open/by Registering
google earth			Open
www.orkut.com	Portal	Relationship	Open /by registering
www.youtube.com	Portal and Applicative	Vlog (distribute video content)	Open
Flickr.com			Open

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[19] **Open:** can be freely accessed, by any user; Restrict: can only be accessed after payment of maintenance fee. Originally compounded most often by sites of pornographic content, they also include, nowadays, journalistic sites, virtual magazines and consulting services; **By registration**: may be accessed by any user, but they need to fill out a form, free of charge, to access content. That is the case of almost all applicative sites; **Closed:** can only be accessed by a few people who are properly authorized by the owner of the site and they do not allow registration by any person; **Mixed:** these are sites which have some parts of their content with forms of access that may vary – with some open areas and other closed ones, etc

[20] Informative sites with frequent and periodical updates. The content is not always based on pure text; it may contain various multimedia elements.

[21]Interactive sites whose content consists of automatization tools, productivity and sharing, substituting desktop applications. They may include text processing, electronic spreadsheets, image editors, e-mail softwares, calendars, etc.

[22] Their function is to congregate contents of different types among the other types, generally supplied by one same company. They receive that name because they congregate the great majority of the Internet services in one same place.

CBCK (BCCC) and the Internet[23]

CBCK (BCCC) also develops its activities based on the concept of Network Communities and, for that, mecanisms should be effective in order to have fluid circulation of information due to the wide range of activities involved so, for this reason, a "hot site" was developed to meet this purpose.

The basic criteria to follow the established concepts are:

a)   Work as interactive link among the several actors at CBCK (BCCC) and attended at it;

b)   Enable the exchange of knowledge among the agents, the communities and identification of needs;

c)   Break the paradigm of centralism in technological knowledge, and therefore acknowledge latent human and social capital;

d)   Structure the local development basically towards three axles of knowledge: health, energy and information;

e)   Constitute in collective memory the themes considered trabalhadas, such as: families' social and economic situation, environment, gender, social and political participation and social vulnerability.

CBCK (BCCC) cannot be analized in a flat manner, isolatedly, since its construction was developed in view of the concepts by Humberto Maturana, in what concerns the systemic theory. Because of that it was idealized also as part of an integrated and sustainable local development project.

The Common Base of Citizen Knowlewdge (Base Comum de Conhecimento Cidadão – BCCC) has the premise of enabling all the citizens to see the group of necessary information to structure their desire for change. Its individual activity must be born already conceptualized by the view of movement within a group. Its focus is to allow the citizen, in a universal and free manner, the set of information linked to his living territory which will offer scientific basis in his decision-making process.

The structure of the information system has as the starting point:

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23 http://www.itaimpaulista.com.br/bccc

- A territorial division based on census, acknowledged by the citizens in their day-to-day relationships;
- A set of existing and available information structured by acknowledged methodology, by the public forces and the community.
- A pattern and a relational field that must **necessarily** be the citizen living territory.
- A friendly technology developed in free softwares, able to support the data bases.
- A pedagogy for data utilization.
- Diffusion agents.

We have seen, thus, that one of the principles in the experience is the search for local data, punctual to the territory, in light of data from the Common Base of Citizen Knowledge – CBCK (BCCC), from the point of view of local needs. We would like to point out, as one of the most relevant themes, currently in discussion within the communities, the role of the telecenters and the *lan houses* to acknowledge teenagers' potentialities, as well as the importance of shared and cooperative work.

This project of local development, considers the premise that the trilogy of social capital, entrepreneurial capital and intellectual capital must be "animated" through various processes that will group around the construction of a local culture, for affirmation and reaffirmation of beliefs and values supressed by precarious conditions, and, above all, to build a bridge to strengthen the feeling of belonging to the territory where the people live.
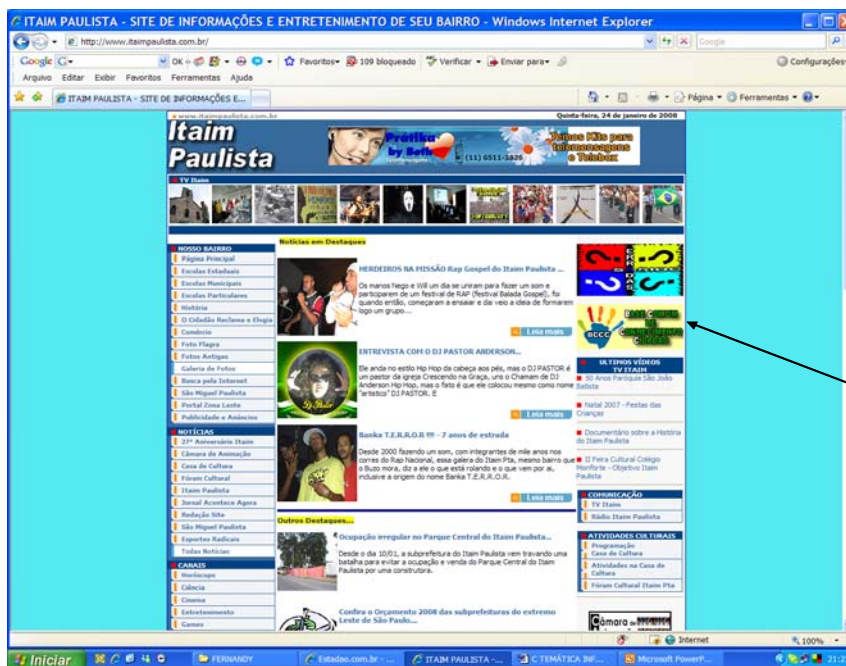
The "hot" site for the CBCK Seminar (Seminário da BCCC) –
www.itaimpaulista.com.br/bccc[24]

Held from October 25th through October 27th in 2007, the communication for the seminar was published on the site www.itaimpaulista.com.br , presented through small announcements called "pop ups" in a systemic and dynamic way, that is, as you open the page, the small announcements suddenly pop up, in a way that it directly

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[24] The site www.itaimpaulista.com.br was already in full functioning, but due to its characteristics of being a static site, it needed reformulation and, mainly, some modifications concerning usability and content. However, to bring better navigability, usability and full interactivity, we will need time and resources. It is worth reminding that there is already a Project developed to implement a new functional conception for this service portal.

intervenes in your reading. Until you click on it a second time, the ad will stay in the "air".

This same ad was shown on the site for 15 days, and also through other conventional media, as a large "banner" on the site's homepage. This ad was accessed by a large number of teenagers for enrollment in the forum. As a result, during the month of the "Evaluation Seminar of the Common Base of Knowledge Project" ("Seminário de Avaliação do Projeto Base Comum de Conhecimento") – place: Vila Curuçá Unified Education Center (CEU – Vila Curuçá), on October 25th and 26th, 2007; we had 12,118 visits on our site www.itaimpaulista.com.br :
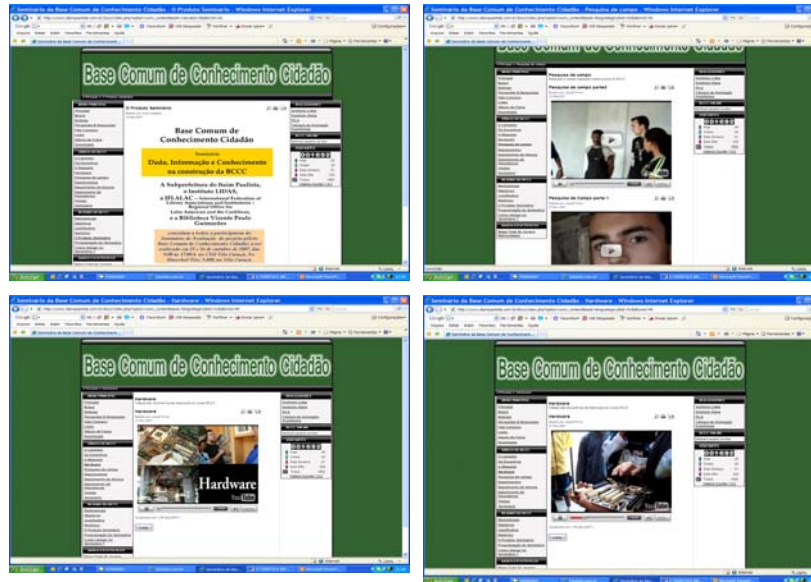

The steps taken for the CBCK (BCCC) were properly made available at the "hot site". In special the participation and collaboration of our ex-student and capacitator, Josué Santos Firmo, for the systematic registering of videos, recorded with a digital camera, and who became in charge of edition and publication of the works, which were registered in the format of "documentary".

Other moments in the course process were registered by capacitators themselves, demonstrating the versatility of the tools available. On the other hand, some teenagers in the course at CBCK (BCCC) without access to this type of equipment, when were given the opportunity to deal with it have demonstrated the possibilities of constructing information in the "testimonial" category and how the

virtual world and the world of the new media produce new connections among knowledges lived locally.

The phase of video post-production, insertions and authorization for publication at Google/ YouTube has also been a continuous learning process, and how the "new virtual economy" works and its circuits.

Previously, although it was common to put out videos on the portal, at a section named "Itaim Paulista TV" (TV Itaim Paulista), it was only after the publication of the videos at CBCK (BCCC) that the other remaining videos had significant access, as the records identified not only the visits initiated through the site www.itaimpaulista.com.br but also those coming through You Tube.

They are also qualified in other information categories, such as the Information for Education mode, traced and identified as a new form of citizenship practice among 400 videos about the theme "Citizen" (Cidadão). The result of the videos for the CBCK (BCCC) course registered 6,140[25] visits until this moment, in a period of 6

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[25] Since February 2008, the CBCK (BCCC) site started to use the tool named Google Analytics to manage accesses. Until April/2008 the number of accumulated access was of 3930 and the countries listed on the report are: Brazil, Mexico, United States, Chile, Portugal, Peru, England, Colombia and Germany.

months, which confirms the interest of teenagers on the theme, even being of restricted interest.

Therefore, the success of these videos indicate we should produce more videos in the future, trying to utilize the You Tube mecanism as publication channel, making a link with the portal and explore Flickr to post the pictures generated during the exercises, which are being inserted since the month of February 2008.

This form of posting videos, through You Tube (Google's video portal), brings significant advantage, once it allows publication without occupying space in the memory of the site's central server. The site's management system indicates that although the quantity of videos aired by CBCK (BCCC) is large, it occupies only 5% of the memory available.

Results of the Project sponsored by IFLA - ALP/SIDA

The result charts present the activities developed during the courses of study at the Common Base of Citizen Knowledge – CBCK (Base Comum de Conhecimento Cidadão – BCCC) and its unfoldings. The results are divided into three axles originated during the process: focus, information and observations.

Focus	Information	Observations
Target Public		
Students registered in the project	183 people	146 sellected
Graduates	62 people	60 dropouts: • School schedule conflict • Expired scholarship 25 dropouts: • Job hunting due to family pressure
Public Profile		
Age	15 – 24 years old	3 people above required age-bracket were accepted: 32, 55 and 62 years old
Gender	86 men 97 women	

Partnerships for Capacitation courses and Support for activities		
Vicente Paulo Guimarães Library (Biblioteca Vicente Paulo Guimarães)	1. Place for capacitation courses and elaboration of mock-ups	The mock-ups are learning models for students from nearby schools
	2. During phase II of the Project, the Telecenter was implemented	Place of tests for the TerraView program

Focus	Information	Observations

Partnerships for Capacitation courses and Support for activities		
Itaim Paulista Sub-administration Office (Subprefeitura do Itaim Paulista)	1. Initiative together with the Digital Inclusion Coordination Office (Coordenadoria de Inclusão Digital) and the Municipal Education Secretariat (Secretaria Municipal de Educação) for use of the telecenters: in Vila Curuçá and CMCT II. 2. Identification and sensitization of the teenagers for the "Young Agent" Scholarship Program (Bolsa "Agente Jovem") in the project. 3. Sponsoring of part of the International Seminar ministering.	The activities involving technical visits with transportation were sponsored by the Sub-administration Office

Partnerships for Capacitation courses and Support for activities		
Alana Institute (Instituto Alana)	Assignment of Computer Science Laboratory and other two support rooms, during phase II of capacitation courses.	The activities involving technical visits with transportation were sponsored by the Institute.

Seminar Ministering, Capacitation Course class loads and Communication of Activities		
International Project Evaluation Seminar (Seminário Internacional de Avaliação do Projeto)	Held on October 25th and 26th, 2007, including the presence of IFLA observers: Chile, Ecuador, Argentina and Venezuela.	190 people participated, including the presence of São Paulo's municipal and state governments. The students received their certificates in this ceremony.
In-classroom capacitation	Classroom load: 336 hours	Ministered in two phases; the complementary activities were not included in classroom load.

Focus	Information	Observations

Seminar Ministering, Capacitation Course class loads and Communication of Activities		
Creation of the "hot site"	www.itaimpaulista.com.br/bccc The documentation concerning the project experience is available at this address.	From Oct/07 to Feb/08 – 1,870 accesses From Feb/08 to May/08 – 4,590 accesses

Creation of a Cooperative and replication of the BCCC project		
Cooperative	Creation of "Mira Peripheria Digital" by 24 teenagers, graduated at BCCC, to perform services in the field of Information Technology and Communications (TICs)	The objective is to generate work and income for teenagers. In May/08 began the first research contract
Cidade Tiradentes District	Replication of the BCCC Project with collaboration by IFLA-ALP/SIDA	10 teenagers at the Cooperative will become multipliers of the methodology
São Miguel Paulista Sub-administration Office (Subprefeitura de São Miguel Paulista)	In June, groups of 40 teenagers will begin in Jardim Lapena and Jardim São Vicente	10 teenagers at the Cooperative will become multipliers of the methodology and the sponsor is Tide Setúbal Foundation (Fundação Tide Setúbal)
Jardim Helena District	In June, the survey on local informal economy will be initiated. Sponsored by Tide Setúbal Foundation (Fundação Tide Setúbal)	24 teenagers at the Cooperative will become researchers
Ecuador – Otavalo	Replication of the BCCC Project with support by IFLA-ALP/SIDA	2 teenagers at the Cooperative will become multipliers

"No matter where you are. The transformational idea is able to unite in network the people in different places. The challenge lies in knowing how to make the way and in building entire and planetary citizenship."

(Luzia Monteiro Araújo Soares).

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