



# THROUGH THEIR EYES

*a final report on the Disseminating Technologies project*



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## FOREWORD

**B**y 2025, 39% of the world's population will be under the age of 25. Young men and women everywhere face huge and complex challenges transitioning successfully from youth to adulthood, and perhaps the most difficult transition of all may be getting a first job. Today, unemployed youth make up almost half of the world's total unemployed, and compared to adults, youth are more than three times as likely to be without work. In Latin America and the Caribbean alone, there are an estimated 10 million unemployed young people, which represents 46% of the total unemployed workforce in that part of the world.

One critical component enabling young people to be part of the global economy is IT — obtaining the skills needed for employment in the growing IT sector. Our objective is to train youth for the 21<sup>st</sup> century workforce, which requires workplace skills and Information and Communication Technology (ICT) skills. This includes computer literacy, which is as important as normal literacy and numeracy.

In response to these challenges, Travelport, (one of the world's largest travel conglomerates), the International Youth Foundation and

Fundação Abrinq formed an alliance to provide IT knowledge and real work experience for young people in the community of São Mateus. In short, the project focused on youth gaining the technical and life skills needed to reach their potential as individuals and lead their lives with confidence and determination.

This booklet and accompanying video tell the story of the Travelport program graduates. On the pages that follow, you will see that beyond the grim statistics and the harsh realities in many of these communities, personal and collective transformations are taking place.

We are proud of this collaboration and hope that this report will demonstrate the impact that the funds raised by Travelport employees around the world have made on the community of São Mateus. We hope that you too will be inspired by their stories.

**Robert Coggin**

*Vice Chairman  
Travelport GDS*

**William S. Reese**

*President and CEO  
International Youth Foundation*



## The Project

In 2007, Travelport and the International Youth Foundation (IYF) launched a partnership with Fundação Abrinq to better prepare young people for success in the work force, while encouraging their commitment to improve their own communities. With the support of the Center for the Professional Development of Adolescents (CPA) — Pe. Bello, the project “Disseminating Technologies” targeted youth in vulnerable communities on the periphery of the city of São Paulo, Brazil, with an emphasis on strengthening their competencies in Information and Communications Technology (ICT) as well as boosting their professional and personal skills such as teamwork, decision-making, life planning, and leadership, while also reaching out to other children, adolescents, and adults of the communities.

## Creating an Opportunity for Change

This one-year project has sought to address a clear need of Brazilian youth: the difficulty of entering the job market. According to the International Labor Organization (ILO),

unemployment among youth in Latin America and the Caribbean increased from 7.2 million to 9.5 million in the last decade. Even many of those who do gain employment cannot climb out of poverty due to low wages — often no more than \$2 a day. Another significant factor in youth joblessness in Brazil is a serious lack of ICT training, which includes inadequate access to the internet — a problem faced by nearly 70 % of the population. The precarious social and economic situation facing thousands of young Brazilians is further reinforced by the lack of opportunity to a quality education.

Therefore, the “Disseminating Technologies” project provided practical experience to 20 young people who participated in a previous digital inclusion program — the Digital Garage Program, which was initiated in 2001 by Fundação Abrinq and Hewlett Packard Brazil. The project gained institutional support from CPA, where one of the Digital Garage project sites is located.

## Objectives and Strategy

The “Disseminating Technologies” project had two main objectives: 1) to provide 20 youth with the opportunity to acquire professional

experience related to ICTs and thus increase their prospects to enter the job market, and 2) to promote “digital inclusion” to children, adolescents, youth and adults in the community.

The objectives were based on the following strategies: on the one hand, to enable former students of the Digital Garage Program to have the opportunity to improve their ICT skills and know-how, gain new perspectives in their personal/professional projects and have a practical professional experience. On the other hand, to support them to play a critical role in sharing and disseminating their ICT knowledge to children, adolescents and young people in their communities through the public schools and community organizations. These young educators, in effect, became social change agents who had a direct impact on their communities.

In addition, the “Disseminating Technologies” project responded to a latent need in Brazil: to optimize computer labs in public schools, which in some cases, face infrastructure problems and lack of qualified personnel. The community centers that open their computer labs to the community also face a similar problem as they often lack volunteers or staff to provide lessons. Thus, by collaborating with public schools and community organizations, this project acted as a catalyst in that:

- Some of the schooling community and community organizations used the computer labs on a regular basis and assisted in developing a sustainability plan to ensure the continuous use of the facilities;
- The use of the computer labs in the public schools and community organizations were maximized;
- Opportunities for public schools teachers and management staff were made available through the use of ICTs in various educational contexts.





*Learning from each other!*

## The Process

Nine public schools/social organizations were mobilized to participate in this project and were selected based on set criteria, including having a functioning computer lab and having a connection with the youth educators. This was done in order to strengthen the relationships between the youth educators and their communities. As a young participant indicated about the project, “its essence is that young people in this region can, based on this project, be digitally and socially included.”

The 20 youth educators who were selected were then assigned, in teams of two, to the participating public schools and community

organizations. Working in pairs allowed the youth to develop critical life skills such as problem solving skills, negotiating priorities, group decision making and consensus building. Furthermore, working in pairs helped the youth learn about teamwork and deal with any uncertainties and anxieties related to the project.

Fundação Abrinq and CPA worked closely with the youth educators, providing the group with several training sessions as well as regular planning and evaluation meetings to assess their work. The weekly meetings were a forum to share information, exchange ideas, and brainstorm on ways to address challenges that the youth faced in their work with the community. These meetings were also complemented by contact through emails and MSN.

As a result of this process, the youth educators, who had become social change agents, developed ownership of this project. They actively took on their role as community leaders and gained confidence in their ability to disseminate their knowledge. These young people clearly displayed a strong interest in and commitment to their communities.

## The Impact

By the end of the program, in addition to the 20 youth educators, 2,099 individuals benefited from this project through basic computer classes and community access to the internet, among other learning opportunities. Referring to the youth educators, “You really better understand the knowledge you have learned when you teach,” explains Roseni Reigota, Programs Coordinator at Fundação Abrinq. “This experience cements what these young people have learned in class in practical ways, because they can apply what they learn in real life settings.” The project surpassed its target youth beneficiaries by 3.87%.

But beyond the numbers, there were real individuals’ stories whose personal narratives were unfolding through the project. This booklet seeks to capture and describe the impact that “Disseminating Technologies” has had on the community — through the voices of the young people who gained practical job experiences, the children who they taught, as well as the many community members, school administrators, teachers, NGO leaders, and families of the participants — who have watched these young people grow and mature as contributing citizens in society. This book, along with the video that is included, tells some of their stories.

### Participating Schools and Centers

- Center for the Professional Development of Adolescents
- Henry Ford Professional Development Center
- Jardim Roseli Community Action Center (until June 2007)
- Maestro Brenno Rossi State School
- Professor Haidée Hidalgo State School
- São Lucas Professional Training Center
- São Mateus Unified Education Center (until May 2007)
- São Paulo Apostle Community Education Center
- Websocial — Community in Network (as of July 2007)



## Voices of Change: Profiles of Youth Participants

The youth educators who participated in this project were between the ages of 16 and 19. Most had not finished high school and did not have clear plans to continue their studies after secondary education. They all live in São Mateus, which is considered one of the marginalized communities on the outskirts of São Paulo and has high rates of violence. They also have little access to quality education, leisure and cultural spaces or public services. Few had ever left their neighborhoods before they participated in this project. So these young people themselves are part of a vulnerable sector of the Brazilian population whose lives and dreams have been limited because of this “social exclusion.”

Each week, the youth educators who participated in the “Disseminating Technologies” project would meet to develop their work plans and to exchange experiences. Each one received financial support (the equivalent of \$140) and assistance with transportation and food. Through the various learning opportunities, sharing of experiences with one another, as well as cultural activities such as trips to museums and other educational

spaces, these young people have grown both professionally and personally, gaining such skills in communication, teamwork, and leadership development.

## Cultural and Educational Activities Add Spice and Interest

In addition to planning their activities for the beneficiaries of the project in the schools and community organizations, the “Disseminating Technologies” participants also took part in cultural activities that included taking the youth educators to educational and cultural events that contributed to their personal and educational development. The selected events, such as visits to museums, were chosen as well because they offered a technological component, so that the youth could be exposed to various uses and applications of different technologies, including computers.

“These cultural outings allowed these young people to see the world in new ways,” explains Vanessa Pipinis, Fundação Abrinq Project Manager. “Going to museums and participating in other activities allowed them to see their lives through different eyes.” The young



people clearly not only enjoyed themselves but learned from the experience. “I learned to walk in the city, where the cultural centers and tourism sites are located. We learned about the wonderful things that our city offers us and a bit of our country’s history” indicated Eduardo Soares Carvalho, a project participant.

Prior to this project, most of them had never been to a museum, nor visited the city of São Paulo. “Through the cultural visits, I discovered places I had never seen and possibly would have never seen had it not been for this project. Now I can go back to these places and bring others with me,” noted Leiliane Evangelista de Aquino.

One highly successful outing was to the São Paulo Museum of Art (MASP) to see the highly acclaimed exhibit entitled “Darwin — Discover the Man and the Revolutionary Theory that Changed the World.” “Visiting MASP gave me much food for thought, it was an amazing experience,” said Lilian Sousa Leandro. “I saw a lot of relationships with technology, because



*A view of São Mateus*

Darwin was someone who sought to innovate, create new things, and new discoveries that help science today.” The visit also inspired Soraia Gabriela Garcês and Martina Rosa de Sousa to take this experience to the Maestro Brenno Rossi State School: “At the school, we did research on Darwin with the fifth grade students, by dividing them up into groups of two and navigating the Museum’s website, and then we gathered in a circle and talked about the man, why what he did was so important, and then we asked them to write an essay about what they had learned.”

## Portraits of Participants

The following stories from some of the project participants reflect the impact that “Disseminating Technologies” had on the 20 youth educators who went through the project, not only in terms of their future professional prospects, but also their new-found confidence in themselves and their ability to create positive change in their communities.



### Eduardo Soares Carvalho, 19

Eduardo grew up in very difficult circumstances following the separation of his parents when he was young. “When I was growing up, I wasn’t interested in anything,” he said, “I didn’t care about life in that period.” Eduardo’s personal situation impacted his studies, and he had to repeat grades twice in elementary school. At the time, his mother was working as a housekeeper, and received a low salary. “It was a dark period,” he explains, “I had no friends, no place to go and I used to play in the streets.” Eduardo’s situation began to improve when he became involved in the Digital Garage Program, run by CPA. “It changed my life,” he says. When he began the

project, he admitted he did not know anything about computers, but he was very motivated to learn, and discovered he loved technology. He decided to join the Travelport-funded project, so he could continue his studies and teach what he had learned to others in the community.

Challenged but also inspired by this new group of friends and his new responsibilities, Eduardo began to flourish. While still shy, he became more engaged. “All of a sudden I was motivated to change; I decided to speak more, to pay attention to things. Now I realized,” he said, “how important it was to change my life.”

Eduardo and Leiliane were assigned to CPA where they taught young people who came to the computer lab that was open to the community. In addition, they also offered to teach computer skills to the kitchen staff at CPA. “These older people said we wouldn’t have the patience to teach them, but we did. I realized that a lot of people didn’t pay any attention to them,” he said. He discovered he enjoyed working with this group, and they, in turn, were deeply grateful that the team had taken an interest in them — and was teaching them how to use computers to improve their work.

What did he learn from his work in “Dis-

seminating Technologies”? “I thought I was just a guy, but now I see I have a future. I also learned that it’s important to respect everyone, and to give value to people who need and deserve it.” Eduardo values what he learned in the project. “I moved from someone who didn’t know what life was to someone with a larger vision of the world; this project opened doors for me to a new world.” He plans to find work repairing and maintaining computers, and wants to earn a scholarship to continue his studies. While he continues to mentor young people in his community, he is also committed to sharing what he has learned with his family. “I want to do for my younger brother what no one could do for me.”

## Leiliane Evangelista de Aquino, 18

“When I joined the Digital Garage, I didn’t know anything about computers,” Leiliane admits. “But in Brazil, you need to learn about computers to get a job so I knew I had to improve my skills, and this was a great opportunity.” She described how the group worked in pairs, and how she made friends in the “Disseminating Technologies” project. “We became like a real team, all working together,”

she said. As part of the process, the group talked about their weaknesses and strengths, and how to find solutions to the challenges they were facing teaching the younger kids in school or community organizations. “This was both a personal and professional lesson, when I had to look to others for advice, not just myself.” Leiliane worked with Eduardo to teach the kitchen staff computer skills. But she was not sure she was up to the task. Would they accept her, she wondered. Could she really teach them something of value? But she found that while her students were in their 40s and 50s, they were very excited to learn, and Leiliane was pleased she made such a contribution in their lives. “We’re hoping we’re making a difference, and can influence them in some way,” she says.

Looking back on the experience of being part of the “Disseminating Technologies” project, she is amazed at how much the project has impacted her life. “This project has changed how I think about my career,” she says. At first, Leiliane wanted to be a journalist, but now she’s more interested in teaching and working with young people. “I realize how great it is when everyone can play a small role in contributing to the community and giving to others — not just to themselves,” she says.





## Martina Rosa de Sousa, 18

Martina feels lucky. She was adopted by a good family, and has been very well treated by them. She is also a good student, loves to study math, and wants to be an accountant. She had already taken some computer courses when she joined the “Disseminating Technologies” project, where she says she learned a lot more than technology. “I learned about teamwork and speaking in public. Before this,” she said, “I was very shy and timid, I had a lot doubts about myself, and I didn’t talk much or ask questions.” When she joined the project, she realized that everyone was expected to speak out and contribute. “OK, then, I will too, I believe I can,” she explains.

As a participant in “Disseminating Technologies”, Martina’s responsibility was to disseminate IT skills to children in a neighborhood elementary school. She admits it has been a challenge, as she only had access to three working computers to teach 15 students. There was a computer lab at the school, she explains, but the computers remained unused or had not been installed. The computers were recently unpacked and now can be used by both the students and teachers. Martina sees this as a real victory. “I think it was because of us that they finally opened the computer lab,” she says proudly.

She taught two groups — one in the morn-

ing, with kids ages 11 to 13, and one in the afternoon — to 11-year-old fifth graders. She was very pleased that they all seemed excited about the class, and ready to learn. “One rainy day, they came to the lab and asked us why we were there. I told them because of you, we want to teach you. She and Soraia Gabriela Garcês, her partner in the project, also assisted the teachers at the school, providing them with IT lessons. “We were nervous in the beginning, so we joked about it. Here we are teaching professors! But it was really like an exchange,” she explained, “we learned from each other, and felt mutual respect.” What has she learned about her work in the classroom? “If I did it again, I would probably play more with the kids, not be too serious and work at the computer the whole time.”

While the experience has not changed her plans for the future — Martina still wants to be an accountant — she believes she has grown as an individual, and is far more confident about her abilities. She said she told one of her students that he needed to open up his mind and to not limit himself. She, herself, has learned that lesson. “I’ve changed as an individual, because I feel stronger and definitely more responsible. I’ve learned that to get things you have to fight for them, you have to work hard.” Martina has also learned to overcome difficulties in her life.

"Nothing is easy, you have to face this, but it is worth the effort, projects like this."

## Soraia Gabriela Garcês, 18

Soraia challenged herself to do well in the project. She had never taught children before. However, she gained much strength and confidence from her partner, Martina, and believes that friendship made it easier to succeed in the classroom. Soraia has been motivated to work hard since she was young, when her parents separated, and her mother became the head of the household. "These changes gave me the desire to do things, to get things done, and to move forward. My priority," she says, "is my family." Now she is thinking about her future career. While she has always thought about working for a non-governmental organization, this experience has helped strengthen that desire. "Social commitment is what caught my attention; I had expected to work in the community, but I didn't know how it would unfold."

Soraia has a message to other young people like herself. "It is vital to believe in yourself if you want to meet your goals. When you try for something, you might not always reach that goal, but through the process you learn a lot," she says. "I learned a lot in this project, and I am so grateful I had this opportunity."

## Talita Aparecida Oliveira Dutra, 16

Although Talita became pregnant at 16 and had to drop out of school, she is a confident and vivacious young woman with many dreams. She loved the experience of teaching young kids through the project. "I liked the fact that I had this big responsibility, and that I was always there on time," she said. Her favorite part of the project? "I saw the deep desire these kids had to learn. They were really curious about the computer work, but they also wanted to learn about me, what I thought about things." They covered so much ground, and worked so hard, she explained, that they finished the project a week early. "The experience matured me," Talita said. She says that after her child is born, she plans to finish high school and go to university. Then she wants to focus on business management.

Talita's parents separated when she was five. Her mother is supportive of her, and wants her to succeed. Talita has learned a great deal from the many challenges she has faced growing up. "I want to tell other young people not to give up. I say, when there's a crisis, you have to conquer things, no matter what, you always have to fight. I've learned that is true of life."



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## Program Participants Talk about Their Experiences

In a day of various focus groups that included participants of the project and their family members, the young people spoke about what they had gained from their experiences, and what they would take with them into the future. Here is what some of them had to say:

“We learned a lot, living and working together. I’m proud of being able to teach others what I’ve learned. There’s nothing greater than seeing these students learn and change. This has changed me as well. I’m more confident, I can express myself, I’m not timid, not now.”

“I liked the relationship I forged with the kids. I was nervous, but they ended up respecting me. I learned that every kid is very different, and you have to deal with them as individuals. I saw myself growing, and all this hard work was worth it.”

“Before this project, I had never done anything in the community. It’s something I want to do again. It’s great to be able to share and transmit knowledge to others.”

“I learned to do websites, but I also learned to be more responsible, to be more mature, and to express myself better. This experience

helped me to believe in myself, and that when you have this kind of opportunity, you should grab it. I was scattered, now I’m focused.”

## Family Members Confirm Young People Have Changed

One way to measure the project’s impact is to listen to the participants’ parents and other family members who know them well. As the parents and siblings joined the 20 youth educators during a one-day event of reflection and exchange, they clearly confirmed the transformation that the project participants discussed. As they talked about the changes they observed in their child or sibling, they spoke with pride and humility of their transformation and their commitment to alter their lives in a positive way, and were grateful for the opportunity they were given. The following comments from parents and siblings focus on the more personal changes and individual growth that family members saw the project participants experience.

“Rafael was a good student, but we could not afford to send him to university; and didn’t believe he could do it. Now he tells me he’s



waking up, that he is really learning about technology. He gets up early now to get to the project on time, and is not a trouble maker. He talks to me about how proud he is that he's working with young people. He's the youngest of my ten children, and I can see that he's going on the right road. I never had much education myself, but I am optimistic about Raphael's future. He has the strength and commitment to do this."

"My son was quiet, and he was always in his room. Now he goes out, now he knows people in the community."

"My niece talks about the other kids, and what it's like working as a team. She interacts more with people, this experience changed her."

"This project is about more than computers and teaching. It really tries to build critical thinking, and works closely with the community. My brother started to think about things, and now is getting more involved in politics. He sees things with a different perspective, and relates to the larger community."

"This is a platform for young people to grow. More of them need access to this kind of initiative. Now my son has a vision for his future."

"My daughter said that society thinks young people are irresponsible. She says no, we are responsible!"

"I saw my sister grow, and take her work very seriously. She prepared her lessons, and gets up very early every day to go to the school. She had a limited vision of life. She's broadened that."





## Support from Community Leaders

Fundação Abrinq and CPA were responsible for the implementation of this project and worked closely with the youth participants mentoring and supporting them during a year of activities. Their continuous and relentless support combined with a true appreciation and respect for these young people as individuals and social agents of change were at the core of this project and were key ingredients in its success as is highlighted below: “This project is about more than young people teaching computers to kids. These youth participants are also becoming protagonists,

playing a role in their community and contributing to it. They have learned that they can transform the reality of the communities they live in. They are the stakeholders and are “multiplying” agents, because they disseminate what they’ve learned to


others. This project is part of our emphasis on social inclusion — making sure these young people from vulnerable communities are getting access to information and technologies, and can contribute to building Brazilian society.”

— *Roseni Reigota, Programs Coordinator at Fundação Abrinq*

“This project is an instrument to work with and contribute to the community, and young people are part of this process. The ultimate goal of our organization (CPA), and it’s in our blood, is to build citizens. This is what “Disseminating Technologies” is about as well. Some people in the community say that if you are young, you can’t contribute anything. These young people in this project showed them they could.”

— *Adelson Rodrigues da Silva, CPA Educator*





“The framework for this project is that it offers education for employment. It gives them practical skills that they can apply. We need to make sure these young people can move into the job market prepared and qualified so that they succeed. I tell them, you are privileged, because you have new skills now, new power to transform yourselves, your family and your community. You are now social change agents who are responsible citizens. But we all face so many challenges. The tsunami in Asia was a huge wave that created many victims and destroyed so many lives. Here in Brazil, the wave that has washed over us for centuries is the wave of poverty, exploitation, and slavery. To respond, we need responsible young people who have IT skills, who are confident, and who see themselves as protagonists in their communities.”

— *Flariston Francisco da Silva, CPA Director*

## Impacting the Schools and Community Organizations

A focus of the work of the “Disseminating Technologies” participants was to benefit the children, adolescents, young people and adults in the community to whom they offered IT activities through the schools and the com-

munity organizations. By the end of the year, 1,546 students, 497 community members and 56 educators had benefited from these activities. Here are comments from a number of educators on the value of the project to the participating schools and community organizations.

“This project has really brought learning about computers to our kids. This is a very poor community; we are on the periphery, there are so few opportunities. Here, to have access to computers, to have a chance to enhance your skills, is for these young students a dream. I know the desire of this community to have access to this kind of knowledge, and I feel that through this partnership, that these young people are in a better position to get their first job.”

— *Emilene Dos Santos Ribeiro, PTA President,*  
*Professor Haidée Hidalgo State School*

“This project really worked, it was a wonderful project. It was a great experience for the kids who taught the students, the community, and the school. This is important. A lot of schools in this area are vandalized, things are destroyed and stolen. In this school, this has not happened, because the kids are involved in these kinds of activities. It is so important to include kids and engage

## Brazil Facts and Figures

- 19 % of the Brazilian population is aged 15 to 24.
- Brazilians have lower academic achievement than young people in comparable countries.
- Brazil has the third highest homicide rate in Latin America.
- Nearly 60 % of Brazilians aged 15 to 19 are unpaid workers or work without a contract.
- The transition from school to work begins at the age of 13 for boys and 14 for girls.
- Almost 90 % of unemployed young people are from households with per capita incomes less than two minimum wages (Bonelli, Reis, and Veiga, 2004).

Courtesy: World Bank, Youth at Risk in Brazil (Report No. 32310-BR)

the community, so they can help maintain the school and protect it. As a result of this project, I've definitely seen improvements in learning, reading and writing. What was planted here was important; this was a small project, but it's had significant impact. Before this project, we didn't have a functioning computer lab. Now we do. Parents want their kids to have access to this technology. We have to show

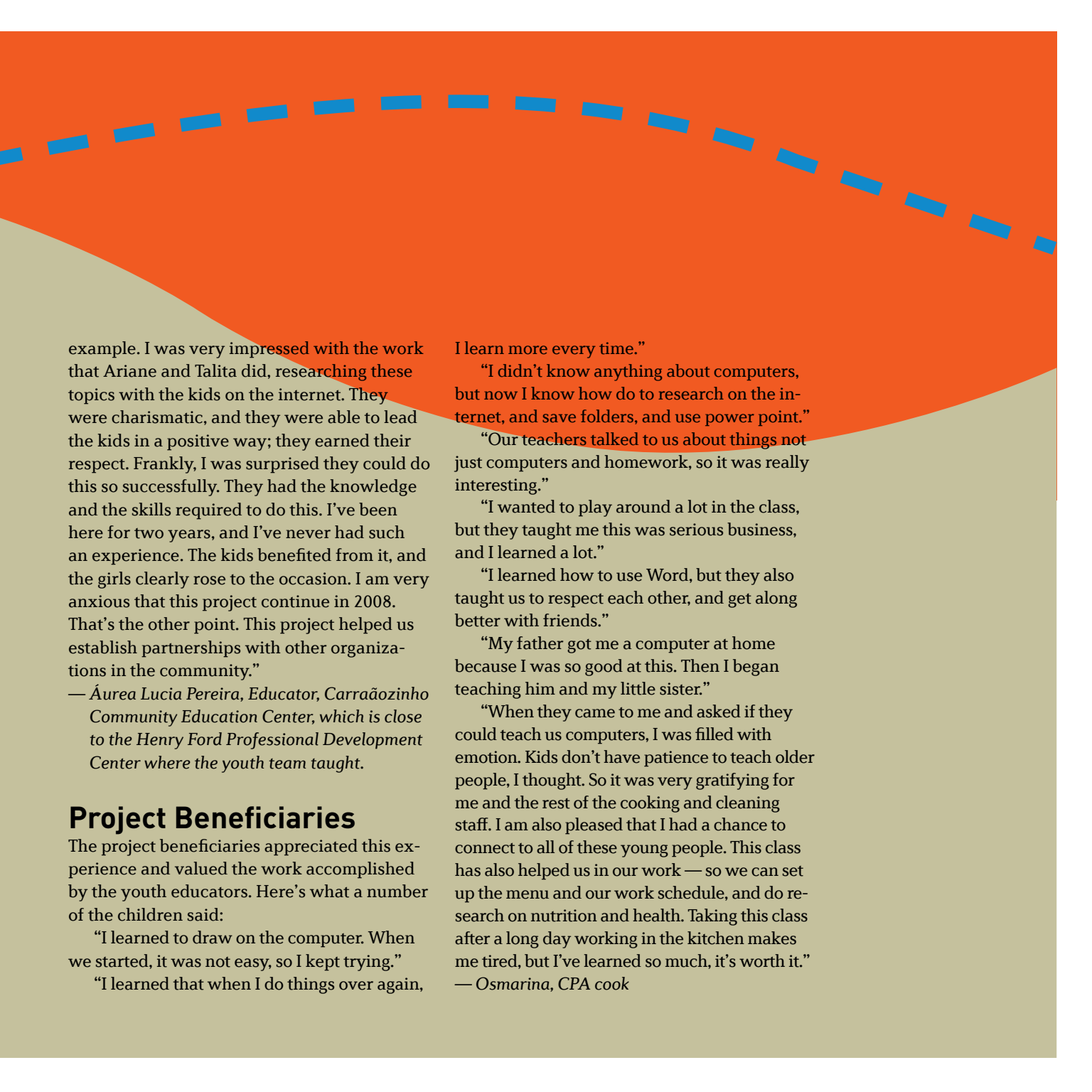
what works. And this project does. It works."

— Rosangela Vidal Aparecida, School Principal,  
Professor Haidée Hidalgo State School

"When I first heard about this project I was extremely happy. I felt that the computer lab was needed, and should be used by the school and the community, but we had no one to help manage the lab. These young people [from "Disseminating Technologies"] came, and finally the computer lab is functioning the way it should function. Why is it important for young people to be computer literate? Because today, that's all you have, that's all there is. There is no other way to get a job than through this knowledge of IT. A lot of Brazilians — some of the smartest ones — are leaving this country. No! We have to help them stay here, and fight to make positive things like this happen."

— Theresa Alfonso de Lima, School Principal,  
Maestro Brenno Rossi State School

"At the beginning, I wondered about the teaching methodology we were going to use, and wondered how we were going to build it together. But then I realized this was a collaborative effort, with both the ["Disseminating Technologies"] team and myself contributing to what was going on in the classroom. We worked together on certain themes: black consciousness and the hazards of smoking for



example. I was very impressed with the work that Ariane and Talita did, researching these topics with the kids on the internet. They were charismatic, and they were able to lead the kids in a positive way; they earned their respect. Frankly, I was surprised they could do this so successfully. They had the knowledge and the skills required to do this. I've been here for two years, and I've never had such an experience. The kids benefited from it, and the girls clearly rose to the occasion. I am very anxious that this project continue in 2008. That's the other point. This project helped us establish partnerships with other organizations in the community."

— *Áurea Lucia Pereira, Educator, Carraãozinho Community Education Center, which is close to the Henry Ford Professional Development Center where the youth team taught.*

## Project Beneficiaries

The project beneficiaries appreciated this experience and valued the work accomplished by the youth educators. Here's what a number of the children said:

"I learned to draw on the computer. When we started, it was not easy, so I kept trying."

"I learned that when I do things over again,

I learn more every time."

"I didn't know anything about computers, but now I know how to research on the internet, and save folders, and use power point."

"Our teachers talked to us about things not just computers and homework, so it was really interesting."

"I wanted to play around a lot in the class, but they taught me this was serious business, and I learned a lot."

"I learned how to use Word, but they also taught us to respect each other, and get along better with friends."

"My father got me a computer at home because I was so good at this. Then I began teaching him and my little sister."

"When they came to me and asked if they could teach us computers, I was filled with emotion. Kids don't have patience to teach older people, I thought. So it was very gratifying for me and the rest of the cooking and cleaning staff. I am also pleased that I had a chance to connect to all of these young people. This class has also helped us in our work — so we can set up the menu and our work schedule, and do research on nutrition and health. Taking this class after a long day working in the kitchen makes me tired, but I've learned so much, it's worth it."

— *Osmarina, CPA cook*

## THE STUDENT EDUCATORS



Gilson Ferreira Mendes &  
Daniel Pereira da Costa



Ariane Aparecida Oliveira  
Nascimento & Talita  
Aparecida Oliveira Dutra



Rafael de Lima Silva &  
Leandro Farias Raimundo



Viviane Nunes dos Santos &  
Helenice da Cunha Almeida



Martina Rosa de Sousa &  
Soraia Gabriela Garcês



Dyelen Raquel do Carmo &  
Eliane Cristina da Silva



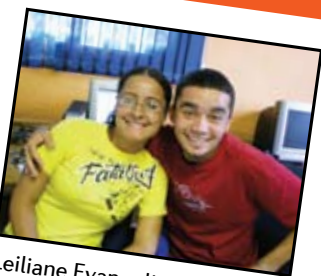
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— Petula Nash, Program Director,  
the International Youth Foundation



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