



THE SACI PROJECT: training for work in Health Education

Projeto SACI (Sonhar, Acordar, Contribuir e Integrar): formação para o trabalho de Educação em Saúde

EL PROYECTO SACI: formación para el trabajo de Educación en Salud

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Abstract

This study presents the story of an intervention in the daily practice of health services involved with the critical reflection of reality and with the development of the subjects: the SACI Project (Dream, Waking up, Contribute and Integrate). This project is characterized as Health Promotion and Health Education and includes environmental issues in the actions developed by the Family Health Strategy under the guidance of Green and Healthy Environments Project - Building Integrated Public Policies (PAVS). Each year, students from disciplines of supervised stages of speech therapy and psychology courses of PUC-SP, integrated with the Pro-Health II and in partnership with the Health Technical Supervision of Freguesia do Ó / Brasilândia participate in the SACI Project, sharing information with professionals and with the population, touting meetings and activities, to discuss issues related to the theme of health and environmental education. The rescue of its history was done through writing workshops attended by Community Agents and professionals of NASF under the coordination of two educational tutors.

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Together with teachers and students, they systematized this narrative. The project was implemented by Community Health Agents (CHA) of a Basic Health Unit in order to promote health education to children and adolescents in the region, which has high social vulnerability indices. In addition, the rescue of its history shows the transforming power of a mobilized public, aware of the contradictions they face daily and participant of a network of health territory relations.

Keywords: Health Education; Public Policies; Primary Health Care.

Resumo

Este estudo retrata a história de uma intervenção no cotidiano dos serviços de saúde implicada com a reflexão crítica da realidade e com a emancipação de sujeitos: o Projeto SACI (**Sonhar, Acordar, Contribuir e Integrar**). Este projeto, que se enquadra como Promoção da Saúde e Educação em Saúde inclui questões ambientais às ações desenvolvidas pela Estratégia de Saúde da Família sob a orientação do PAVS – Programa Ambientes Verdes e Saudáveis. Anualmente, estudantes de disciplinas de estágios supervisionados dos cursos de Fonoaudiologia e Psicologia da PUC-SP integrados ao Pró-saúde II, realizado em parceria com a Supervisão Técnica de Saúde da Freguesia do Ó / Brasilândia participam do Projeto SACI, compartilhando informações com os profissionais e com a população, agenciando encontros e atividades, para debater questões relacionadas com o tema saúde e educação ambiental. O resgate de sua história foi feito por meio de oficinas de escrita que reuniu Agentes Comunitários e Profissionais do NASF sob a coordenação de dois tutores educacionais, que em conjunto com professores e estudantes sistematizaram a presente narrativa. O projeto foi implementado por Agentes Comunitários de Saúde (ACS) de uma Unidade Básica de Saúde com o objetivo de promover Educação em Saúde com crianças e adolescentes da região, que apresenta altos índices de vulnerabilidade social. O resgate de sua história mostra a potência transformadora de um coletivo mobilizado, consciente das contradições que enfrentam cotidianamente, e participante de uma rede de relações do território de saúde.

Palavras-chave: Educação em Saúde; Políticas Públicas; Atenção Primária à Saúde.

Resumen

Este estudio presenta la historia de una intervención en la práctica diaria de los servicios de salud que participan en la reflexión crítica de la realidad y con el desarrollo de temas: el proyecto SACI (Sueño, Despertar, Contribuir e Integrar). Este proyecto se inscribe como Promoción de la Salud y Educación para la Salud incluye cuestiones ambientales a las acciones desarrolladas por la Estrategia de Salud de la Familia bajo la dirección del Proyecto Ambientes Verde y Saludable - Construyendo políticas públicas integradas (PAVS). Cada año, los estudiantes de disciplinas supervisados etapas de cursos de terapia del habla y la psicología de la PUC-SP, participan en el Proyecto SACI, el intercambio de información con los profesionales y con la población, haciendo alarde de actividades para examinar cuestiones relacionadas con el tema del rescate de la salud y la educación ambiental. O rescate de su historia se hace a través de talleres de escritura asistido por Agentes comunitarios y profesionales de lo NASF bajo la coordinación de dos tutores educativos, que en conjunto de los profesores y estudiantes sistematizan esta narrativa. El proyecto fue implementado por Agentes Comunitarios de Salud (ACS) con el fin de promover la educación para la salud de los niños y adolescentes de la región, que tiene altos índices de vulnerabilidad social. Y el rescate de su historia muestra el poder transformador de un público movilizado, consciente de las contradicciones que se enfrentan todos los días y participante de una red de relaciones territoriales de salud.

Palabras clave: Educación en Salud; Políticas Públicas; Atención Primaria de Salud.





Introduction

“The philosophers were limited to interpreting the world in many ways; what matters is to transform it”. MARX

Brasilândia is a district located in the Northern part of São Paulo, and it covers an area of approximately 298 km², with 2.189.273 inhabitants¹. The territory of Brasilândia was initially occupied near the boundaries of Freguesia do Ó district, by means of regular subdivisions for middle-income population¹. According to data from the city of São Paulo¹, the total population of Brasilândia and Freguesia do Ó in 2010 was 407,245 inhabitants in an area of 31.5 km². In Brasilândia, whose area corresponds to 21km², there are 264,918 inhabitants¹, that is, about 65% of the population of the region of two districts combined¹. The region has high rates of social vulnerability and, in its peripheral condition, it has the violence, urban degradation, the long time spent in movements and the precariousness of public social policies as its most visible expressions of socio-environmental segregation. The lack of public services associated with the lack of investment, and the inadequacy of the demands of the territory, explain the precarious care provided to this region².

According to the “Violence Prevention and Youth Project Report”³, conducted by the Ministry of Justice through the National Public Security Department in 2010, the residents of the region of Brasilândia pointed out as weaknesses and problems of the territory: the lack of access to health care (due to the delay in health care and the lack of “health centers”), as well as to quality education, culture and leisure, the poor public transport, the housing conditions, poor garbage collection, and the consequent dirt in the streets, the lack of security and working conditions.

As a result, it is observed that the region suffers an intense stigma, with a predominantly negative view much associated with violence. The above mentioned report states that when talking about where they live, many residents prefer to say that they live in neighboring districts, such as Nova Cachoeirinha or Freguesia do Ó due to the stigma of the territory and the consequent discrimination suffered by them. In addition to this scenario, the situation of particular vulnerability of children, adolescents and young people in the region: more

than half of the population between 12 and 29 years in the Brasilândia district, is in a situation of vulnerability to violence, whereas Jardim Paulistano, followed by Jardim Damasceno, are the neighborhoods with the greatest number of young people in vulnerability³.

The violence and social vulnerability are presented as central challenges to health policies⁴, in particular to the Family Health Strategy, implemented since 1998 within the scope of the Primary Health Care. This Strategy has in everyday life and in its relations with the territory its main locus of action, aiming to expand and strengthen the health prevention and promotion actions along to families and community⁵. The professionals of the FHS are responsible for approaching the population and strengthen bonds of permanent exchange to identify situations of risk to health and to intervene in the context of each community, in accordance with existing demands on health, and together with the people of that region⁶. A major portion of the work conducted by the ACS is the educational work, which involves: sharing knowledge and practices; a contribution so that the population can recognize health risk situations; the promotion of popular mobilization to ensure rights that allow to improve the life conditions; the conscious interaction between social subjects that can in fact promote changes.⁷

The SACI Project (Dream, Waking up, Contribute and Integrate), which is the subject of this narrative, emerged in this scenario, and with this theoretical reference, seeking to bring the health policies even closer to the demands of the territory, balancing with the contexts of youth vulnerability and inventing ways of intervention. Developed by Community Health Agents of the Primary Health Unit Rejane Silmarya Marcolino, located in the Jardim Damasceno district, the SACI Project works with children and teenagers in the neighborhood, aiming at the health promotion through health education. Through this project, Community Health Agents seek to get closer to children and teenagers in the neighborhood and to produce reflections with them about the community in which they live, the problems faced and ways to transform it. Therefore, they move away from health conceptions restricted to biomedical processes, exercising an expanded notion of health, which necessarily must connect to other sectors such as education, social assistance, basic sanitation, housing, transport, security, among



others, and always with a view to the needs of that territory and its processing power.

The retrieval of the history concerning the development of the SACI Project and the way how, along the learning process, its actions were deployed in different areas of performance, was the topic chosen by the ACS of the UBS Silmarya for the work in the writing workshops developed under the Pro-Health in this unit in 2014. The SACI Project annually hosted students of PUC-SP (Pontificia Universidade Católica de São Paulo) Pro-Health, leading them in their internships in that UBS, to get involved with collective health practices and to contribute to the teams responsible for its development in different stages of the project (planning, implementation and evaluation of the actions in that semester). This narrative was written initially from four in-person workshops developed within scope of the Pro-Health, in which two students of the Postgraduate program of Social Psychology of PUC-SP took over the coordinating role in discussions, trying to give voice to a group of ACS, which held knowledge about the creation and development of the project, seeking to assist the group to systematize their reflections on this experience. The narrative material produced from the discussions was transcribed, triggering a second stage of preparation of the manuscript, in which another group was composed of one of the ACSs that was involved with the production of the written narrative performed in workshops, a student and two teachers who participated directly in the project. The group worked on improving the narrative writing, which highlights this fruitful partnership, emphasizing how the approaching between workers and students has also been an important place to produce and share knowledge and practices. Therefore, the aim of this study is to present the story of the SACI Project, since its creation, as a Health Education practice in the daily intervention involved with a critical reflection of reality and with the emancipation of individuals.

Health Education as a daily practice of emancipation and transformation

Working with public policy is to participate directly on the daily lives of social vulnerability experienced by the majority of the Brazilian population. Agnes Heller's theory of everyday life⁸ provides us with important contributions to reflect on such practices. According to the author, from the

individual of everyday life, who focuses on activities required to his survival, always being private and generic, it is possible to criticize the capitalist mode of production as a producer of alienation and oppression of certain segments of society.

Everyday thinking is directed to the implementation of daily activities, which means that there is an immediate unity of thought and action in daily lives. According to this immediate unit, the "useful" is taken as a synonym of "true" and, as so, the everyday activity becomes essentially pragmatic. The ultrageneralization is also based on everyday thought and, as the other features of everyday life, it is a necessary trend to life, since it would be impossible to fully analyze the characteristics of every situation or person before we behave facing them. Therefore, we have used provisional judgments that will be dismissed from the moment that they no longer qualify us for guidance and action.⁹

Everyday life is therefore paramount in the process of reproduction of social processes of alienation, which aims the individuals, disabling them for the production of their own realities. So inequalities perpetuate and are legitimized, addresses as natural and immutable situations. Unveiling this atmosphere of illusory equality and legitimate social inequality and class struggles through praxis, as a way to change this situation with the oppressed, is one of the ways to face this scenario⁷.

Thus, the Health Education in the context of the Family Health Strategy can be understood as a practice that opens reflections on everyday life and drives the expansion of autonomy and critical thinking of the individuals according to their living conditions. As stated by Paulo Freire¹⁰, education is potentially an emancipating process of the individuals, whereby the critical reflection on the reality allows men and women to position themselves as historical beings. Health Education implies in the deconstruction of the objectification relationship of the individuals, from two points of view: 1) from the Educational point of view, which historically understood the individual who is learning as passive receiver of information and the educator as the one who conveys the understanding about the reality; 2) from the Healthy point of view, which also perpetuated a subordination relationship of the patient to the biological parameters and the medical practice¹¹. Many educational projects in health included in the perspective of a transmission of specialist knowledge to be taught to people, devalue



or ignore the knowledge learned in everyday life. Educating, in the perspective of building a critical apparatus to social realities, and producing health as indivisible process between thinking on the daily life and the production conditions of life are essential in guiding education and health-focused interfaces with the emancipation of individuals and social transformation.

The creation of the SACI Project: Dream, Waking up, Contribute and Integrate

The SACI Project was created in the context of the process of formation of Health Community Agents of all municipal Primary Care network, promoted as one of the first actions of the Green and Healthy Environments Program (PAVS)¹² in 2007. The Green and Healthy Environments Program - Building Integrated Public Policies - PAVS that was established in 2005, from the need to implement policies aimed at the inclusion of environmental issues in the set of Health Promotion actions and improve in the quality of life of the population, using the actions developed by the Family Health Strategy (FHS) as strategies.

For six months, in weekly classes throughout the day, the training addressed topics such as garbage, water and energy, biodiversity, responsible consumption, among others. Subsequently, these topics were grouped into eight main themes: Garbage and pollution; Water and energy; Biodiversity and afforestation; Healthy coexistence and zoonosis; Responsible consumption; Culture of peace and non-violence. Teachers from the Open University for Environment and Culture of Peace (UMAPAZ) of the Environmental Education Department of the Municipal Secretariat for Environment (SVMA) of Sao Paulo City Hall¹³, which brought a focus on local realities and particularities and a collective form of work based on participatory organization as a specific methodology for this training process. The course proposal was that, at the end, each ACS would return to its original service and would be able to develop the concepts of the program in its daily work. To this end, small groups were encouraged to write projects that should focus on interventions on the territory, according to its demands. Along the way, each group began to have its own identity, and the group composed of Health Community Agents (ACS) of the Silmarya UBS and the Jardim Vista Alegre UBS decided to create

collective actions funded by the training. At the end of the course, one of the projects presented by the UBS Silmarya, the Saci Project, was selected to the possibility of financial incentive for its implementation. The proposal was for an environmental education for children and adolescents, from 06 to 16 years old, with weekly meetings. The age range selected as focus of the intervention was a result of the survey made by the ACSs, in which children and teenagers in that territory had no access to activities in the extra-curricular period. Family Health teams and six ACSs that conceived and initiated the project knew, from their micro areas, these children and designed the project based on the need to offer them other spaces for socialization and engagement.

In this way, they designed the first draft of the project and listened to the young people in the community. They listened to many dreams of these kids and they understood that an interesting contribution would help them thinking about these dreams in the real world. Then, the S.A.C.I. was created from this idea, which is an acronym in its original language (Portuguese) for Dream, Waking up, Contribute and Integrate.

Environmental Education and garbage in the community

The project started in 2008 and had resources of PAVS in the first two years¹. The meetings took place weekly, and each class was composed of 30 young people from 6 to 16 years old, and each module had six months of classes. The activities were conducted in the Jardim Damasceno district, in an area provided by an Evangelical Church in the region. A bakery and a supermarket that provided snacks to children after the end of the project, in addition to custom objects such as t-shirt, hat, bag, mug and school supplies, as gouache, ink, paper, and pens, sponsored the project.

The work with each class had as guiding themes the formation of PAVS, adapted for children and adolescents. In the first meeting of the project, a mental map activity was held, in which teachers asked for participants to draw the way from their house to the meeting location. After this opening, they divided the group and took a walk around the

1. The following Health Community Agents were involved early in the Project: Rodrigo Oliveira, Maria Gildani, Edna Morales, Maria do Socorro, Edilaine Pereira and Sergio Oliveira.





neighborhood. Upon returning to the classroom, they proposed that participants included in their drawings what they noted on this journey. The garbage issue was critical, which had not been seen that much prior to this activity.

It was possible to note that, in that community, the presence of garbage in the public space ended up becoming a part of the place. The act of throwing anything anywhere, in the woods, on the streets, or even at the door of their own house, would seem to be something natural. When discussing the situation, children and young people were encouraged to talk about the subject, and to show what they knew, and the ACS responsible for coordinating the activities helped deepen it. After this initial cycle of questioning and theoretical deepening, SACI participants were asked to think about a personal project of intervention in reality. The rule was that the action should arise from a topic developed in the group. Every young man should understand and formulate what would be the public - the family, people passing on the street, students in the classroom or the school - and if their action would be individual or collective. The ACS, as educators, monitored and provided support in the development of each of these projects. Therefore, children and adolescents were called to assume the role of agent, responsible for intervening in their own community. In addition, as so, they needed to reflect on the diagnosis of that region and on ways to change the reality identified.

In 2010 and 2011, given the consolidation of the Project in the Silmarya UBS and the good results that the project was providing, the Project coordinators were called to empower and mobilize the creation of similar projects in other six UBS in the region, among them Jardim Paulistano UBS, Jardim Guarani UBS e Jardim Vista Alegre UBS. The Environmental Protection Agents (APAs) also participated in this training, in addition to the Health Community Agent, and they were responsible for working on environmental education in health. Each UBS tried to reproduce some action of the SACI project. Some have chosen to do likewise, others have chosen for a particular niche - for example: vegetable garden, bioconstruction, thematic classes in schools.

At the end of the resource acquired to support the Project, which lasted 2 years and led to the graduation of four classes, it was necessary to make new partnerships for the continuity of the actions.

Support networks with collective practices and with people from the region and from other regions were formed and, in this way, the project could be supported even without a specific resource. One of the partnerships was with Cantareira State Park, which provided, on certain dates, free admission for groups from the Project. Other support was provided by Transition Brasilândia, which is connected to the Stikel Foundation. This was a proposal from abroad that aims at the creation of sustainable cities. This partner sought to link up with those already operating in the territory, thus establishing a network with different groups operating in the region, and promoting interconnected actions. The participants of the Saci Project started to integrate actions of the Transition Brasilândia and vice versa, increasing the sustainability actions and ideas in the region.

The university PUC-SP joined the project at that time, through the Pro-Health, which aimed to get the health care services of this territory closer to the University. They evaluated that the University could contribute to a more systematic planning and to the intensification of actions and thoughts to the development of the project. However, this introduction of the University was designed over several semesters, always seeking to question the contradictions between popular and scientific discourse that was present both in the actions of the workers and students.

That is, after a long time discussing the intentions and objectives combined, we realized the need of building a specific space that could provide the development of the know-how in the meeting between University and services, public policy institutions and the community, which proved to be a possible space in terms of a questioning and dialogic education, assuring the rights to all citizens.

To that end, there was a huge effort on the part of all, to adjust the proposals and build an intervention project that was consistent with the proposals of each of the groups involved, to the demands of the area, to the historical context of performances and political dynamics, to questions about the workers' health, in particular the work of the ACS and the need of a more articulated work from the construction and/or strengthening of networks between devices in the State.

In this way, there was a joint decision that there were demands that could be divided into three fronts: questioning issues concerning sexual-





ity and gender issues in the territory, to give space to mental health in the territory and to try to get the adolescents of the territory closer to the health care system.

The SACI Project with PUC-SP in formal education

Thus, in the same year, 2012, the SACI Project joined a new space: the formal school. The Doutor Genésio de Almeida Moura public school was chosen, located at the top of the hill in the Jardim Damasceno neighborhood. This territory has a popular mobilization in view of a political stance and people who build, through their own efforts, improvement projects that ensure rights that often do not reach this region, perform many of the achievements.

After a prior discussion with teachers of the school, and given their concerns about the incidence of pregnant students from 12 years old on, lectures on Sexuality in different years of Elementary School, taught by Health Community Agents (ACS) and teachers, were the format chosen for the intervention in school. The SACI project and its protagonists noticed this opportunity as a possibility to enter the school, so they could develop more specific activities of the culture of peace and environmental education. In addition, this demand proved to be in tune with the pedagogical proposal of the interns of the PUC-SP that would develop actions in the health and education interface with adolescents in the territory. In the first visit to the school, a drawing activity was conducted with the children to meet a demand of teachers who said they had no dreams. Surprisingly, the result was extremely revealing, since it showed just the opposite, denoting the importance of being open to listen to the wishes of these children and strengthen their ways on how to express them.

In this way, in the activities in the internship, and in the fruitful discussion between the University and Services, interns sought to discuss the means of intervention so that they could make sense for students, from more participatory methodologies. Therefore, they tried to call the students to ask questions anonymously, within their respective groups, since we do this as a strategy of intervention. In addition, we found questions concerning birth control and ownership of the physiological functioning in view of a context in which the sex life begins, in most of the cases, at the end of childhood. The

results indicated that other ways of approaching to children and adolescents are necessary, especially in order to listen to their demands and to modify the traditional exposure formats, that still are so permanent in the logic of formal education. The exchanges performed in meetings between ACS, interns, children, teachers and other school professionals showed the need for spaces that allow them to expose their wishes, desires, needs, dreams, and peculiarities.

The SACI Project in the Art on the Street Space

At the same time, in 2012, the ACSs developed another work of the SACI Project with children. When talking to community leaders in the neighborhood, they managed to create a space to perform activities, the “Art on the Street” space. Located on the banks of a steam channel, next to the soccer field and next to the Linear Park, it was designed and built by residents engaged for over 10 years.

The Art on the Street Educational Partner Center had already had an experience with environmental education in the Youth for the Forest Project (whose embryo was the Chico Mendes Project for Youth, in 2004), which provided care for 340 young people from Brasília, in order to be able to create an international youth cooperation network in favor of forests and young people who live next to them. According to Noêmia, a community leader: “although we are in another region, there is a great identification and admiration for Chico Mendes and the rubber tappers. His challenges to deforestation, as well as his projects, dreams and struggles for a better world”.

The activities were undertaken with children of varying ages, following the proposal of the project of conducting an environmental education and a culture of peace in order to raise awareness of people for the reality around them and to provide interventive actions by the people who live there. However, unlike previous experiences, we found new demands of children that attended these activities. According to instructors, they had never worked with children of high social vulnerability contexts with different responsibilities (they were responsible for taking care of themselves, and to take care of their homes, and siblings).





The SACI Project at the Cultural Space

In 2013, the project accepted an invitation which implied changing its focus of activity and which has brought challenges and new demands. Assuming the itinerant character in the territory, it intended to take turns to the activities in different parts of the community and with different groups. In this way, they were called by the Cultural Space, a place where residents come together to create culture and discussion spaces, to bring the activities to the place. The proposal was to act with children and adolescents who were not included in formal educational spaces, and whose single space of socialization and social conviviality was the Cultural Space. They already knew the work performed by them, since they conducted sporadic classes or took the “kids” for some activity, but this time, the request was to work with these children in a more systematic way. Aware that it represented a challenge to the Project, they accepted the invitation and designed the activities to the new class.

There were two classes, one in the morning and another in the afternoon. Early on, they realized that these children had a completely different relationship, comparing to the children that the agents knew. They did not stay on their chairs listening to the class, they were restless, they fought and discussed, and situations of physical fights and name-calling were quite common.

The agents also identified that there were many situations of domestic violence and families of high vulnerability in these classes. A 6-year-old girl who participated in the group was responsible for taking care of her younger brother, while her father was drinking, and they had to stay inside their house, since they invaded it and they were under threat of eviction. As the girl was telling how to cook beans, rice, pasta, and all the responsibility she had in her house, the educators wondered: how are we supposed to get to this child and say “you have to come here with the dress code for this, etc..?”.

Other situations were also identified, such as children who suffered brutal physical violence in their houses. An important learning arose from this experience, the need to better train and discuss the vulnerabilities of these children and situations involving a violent family background, or even aggressive behaviors according to instructors. They concluded that, even though they were trained to deal with situations of aggression between adults, the ACSs did not know what to do with the clashes

and tensions experienced in the relationship with these young people. To this end, they needed a greater alignment of actions and discussion of ways to deal with the conflicts in accordance with the principles of a culture of peace. Interns of the Psychology and Speech Therapy courses were invited to participate in the construction of the activities and in a discussion space shortly after the activities to reflect on these activities and on its articulation with other actions directed to health care. Adapted from a movie, the Speech Therapy interns began a theatrical representation of a story involving the environmental education. The prospect was a presentation at an event in the territory and, while preparing it, it was possible to develop a set of important activities to the linguistic, cognitive, affective and cultural development of children. The need to bring the life conditions of children who need to be monitored in their development, articulating collective and individual care, to the meetings of the FHS with the Family Health Support center (NASF) was also discussed. The situations experienced in this group bring many questions to the ACSs, challenging them to understand the complexity of the health work with families in extreme poverty. The sharing of these questions with the UBS manager enables to re-planning the actions of the project.

The youth protagonism in the Saci Project

The year of 2014 began with the reorientation of its focus of work. The project left the environmental education workshops for the classes from 06 to 16 years old and started to work with and invest in classes graduated in previous years. Now, these young people were 18 years old, on average, and many of them already had children. Even after the workshop period of the project, they continued to support and monitor the activities. In order to expand the support given to these young people and to introduce them in the process of construction of the project, the so-called “council” was created, as a set of young people already graduated by the project and who agreed to be part of this group. With about 25 young people, the council should discuss and participate in all decisions relevant to the Saci Project. Thus, its components, which already have been through a significant training and transformation process over the participation in the Project, can also participate in actions and articulations and





they can still represent the project. From the student role, they also became instructors and multipliers of the environmental education ideas and debaters of the relevant environmental and social issues of their communities.

With this new format, which rescues an old dream since the conception of the project of promoting the participation of children and adolescents, the scope of work has also changed. Since the end of 2013, it was identified that the region of Brasilândia was receiving many visitors of city schools, foreigners and even environmental tourists, which changed the focus of work to the exchange of experiences of different realities and discussions about environmental and sustainable issues in the territory.

Many visitors came to hiking in the Cantareira Park, in the Linear Park, and in the Brasilândia Park. The project started to discuss social and environmental issues with these visitors, who were mostly young people from other parts of São Paulo. For example, a class of students of a Technical Course in Environment of private school the FECAP Liberdade School also approached, as they wanted to know the particularities of the environmental issues in the region. In addition, three classes of a private High School, *Colégio Gracinha* (private school in the South Zone, visited the place, guided by the young people of the Project, and they wanted to discuss the housing policies and to meet the issues involving land invasions/occupations. The URBAN YOUTH group of Brasilândia approached, broadening the discussions on environment.

Thus, through activities such as trails, discussions, graffiti and cycling ride, it was possible to produce a broad look of the young people on the territory and on their contribution in São Paulo. In addition to groups from other regions of São Paulo, groups of exchange students from overseas also approached, aiming to meet the reality of Brasilândia. Young people who live there were surprised by exchanges and stories of faraway and unknown places, and the experience was positively assessed.

The partnership established with AOKA Turismo replicates a similar model of guided tours around the local region, coordinated or monitored by participants of the Saci project, thus encouraging exchanges with visitors and the presentation of issues relevant to the neighborhood. However, in

this case, the company pays an allowance for the participation in the activity.

Thus, the team of ACSs/educators of the project and the Council decided that the activities of 2014 would be aimed to these exchanges and to the strengthening of partnerships that had been established. The Saci Project becomes a pole, combining and sharing information, scheduling meetings and activities, without a schedule necessarily planned previously. In this way, these young people represent the Saci Project in actions, without the presence of an educator, and the information about the activities and relations with the partners shall be virtually exchanged.

Many trails and routes: Dream, Waking up, Contribute and Integrate

As presented by the itinerant experiences of the SACI Project, when we develop in the residents the intimacy with the place in which they live, adding personal values to historical issues that have structured the way of life of that place, it becomes relevant and concerns the notion of Health Education of the Family Health Strategy¹⁴. From this point, the direction is to correlate new finds to a discussion between present situations and prospects of future projections, exercising a policy to promote quality of life, as well as the promotion of autonomy, at least with regard to collective action and the critical remark of the social environment.

It was observed that in the course of the Project, the ACSs also could dismiss any connection with “bureaucratic” processes of the health care system. In addition, they could do this by overcoming the logic of “meeting targets”, and starting to focus on the production of strategies for strengthening the community, especially children, adolescents and young people, on critical reflection on the territory and their living conditions. In this sense, the creation of transformative practices in daily work needs the reorganization of this daily life in light of the new practices.

When we consider the relationship between theory and practice as a unit, “*we say that the practice is the foundation of a theory, since it determines the horizon of development and progress of knowledge*”¹⁵; we stress the importance to define this relationship starting from the daily experiences at work so we can keep the epistemological rigor and never lose sight of the purpose with respect to the real conditions that are presented at each moment.



In the search for the knowledge production implied in the transformation of the reality in which we are inserted, it is necessary to be guided by the intimate relation between formal and informal knowledge, so that in fact there are productions that subvert the colonizing and oppressive order of an inert mode of operation. The commitment of an active researcher, a student-intern or a professional-articulator, who shares the reality studied-experienced, arises from a powerful place in the construction of alternative ways to ensure rights and to the subversion of a normalizing speech¹⁶.

The work with public policies implies in living such challenge on a daily basis, in meetings with users, in routes at the territory, in conversations with the service network, in connections with neighborhood associations, community leaders¹⁷. In this sense, it is also necessary to understand the processes of formation of a daily thought, considering that the interventions conducted are also in this symbolic level. As pointed out earlier, according to Heller⁸, there is an immediate combination of thought and action in daily lives. Unveiling this atmosphere of illusory equality and social inequality through praxis, as a way to change this situation with the oppressed, is one of the ways to face this scenario.

That is, the educator, the researcher, the student, the ACS, the psychologist, and everyone who is in a relationship with others are responsible to search for transformations of this situation of oppression, to questioning topics concerning groups that are served by public policies, through discussion. The notes present in the process of the SACI project, performed by health community agents in search for better living conditions, or in order to “be something more” in their territories, are pointing to the transformative power of a collective motion, which is aware of the contradictions that it faces daily and as a participant of a network of formal and informal relations closely tied with the historical creation of the territory. When connecting formal and informal knowledge, action and reflection, in a dialectical movement, with the struggle for rights in a democratic State, the order of an oppressive reality is subverted and the process of social achievements starts.

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