

Instituto de Assuntos Culturais  
RIO BONITO INTEGRATED RURAL DEVELOPMENT PROJECT  
1990 REPORT

December 1990

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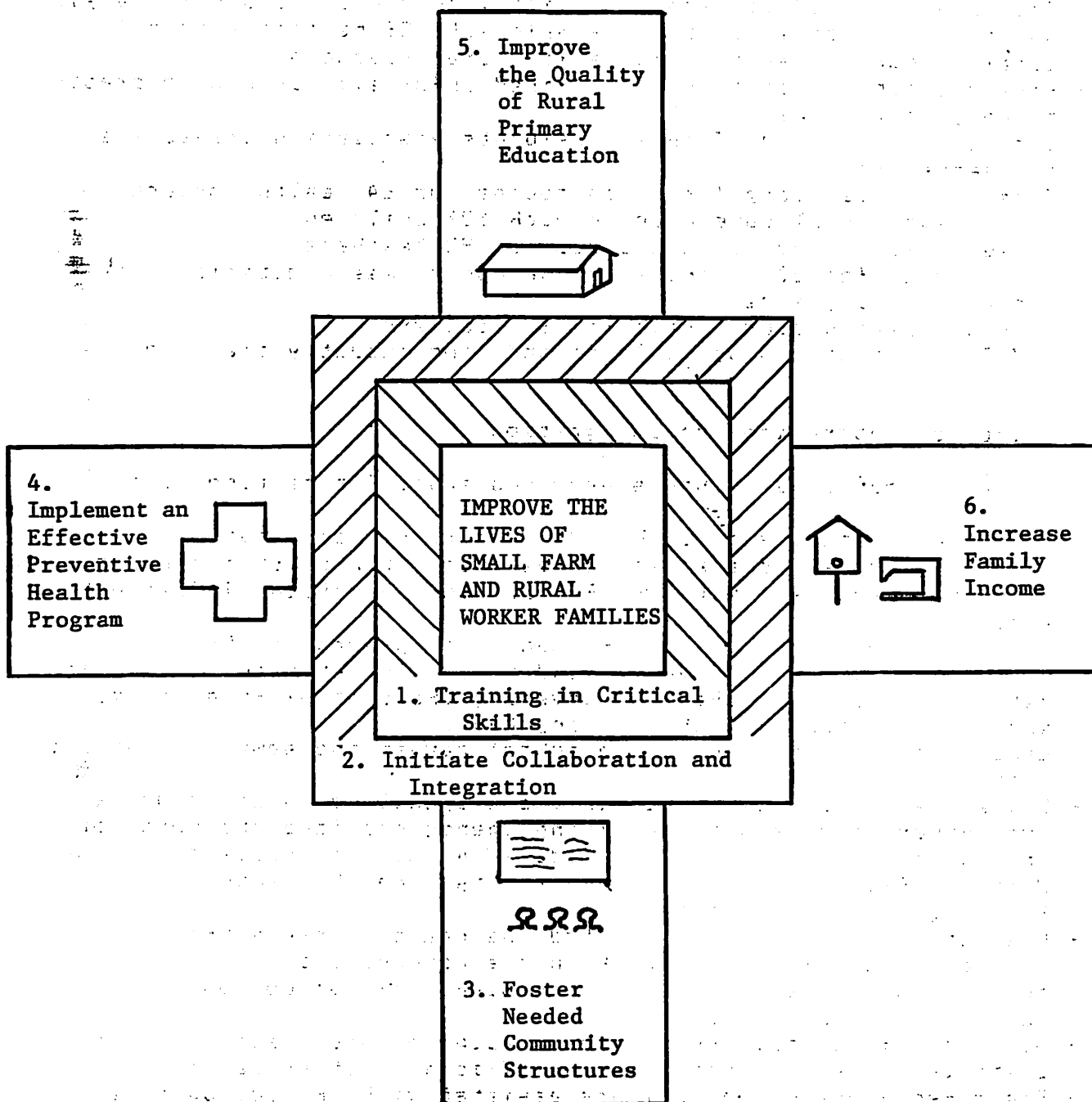
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**RIO BONITO INTEGRATED RURAL DEVELOPMENT PROJECT  
for Small Farm and Rural Worker Families**

Objectives



# RIO BONITO INTEGRATED RURAL DEVELOPMENT PROJECT

## 1990 Summary Report

The Rio Bonito Integrated Rural Development Project has completed its second year with solid progress toward the project's basic objectives in all programs. The following is a summary of the year's accomplishments according to the project's six basic objectives.

### 1. Training in critical skills

- Four day advanced leadership training course on leadership style and organisational methods was held with 32 participants all local community leaders plus a few rural teachers.
- Five residents associations trained informally in how to create a one year work plan.
- Individual training of three residents association treasurers and secretaries.
- Intensive, week long first aid course for 24 health workers.
- Preventive dental care program with 180 children.
- Three imaginal education courses for 93 teachers.
- Two courses for 20 teachers in the use of waste materials to create teaching aids.
- Alphabetization course held for 60 teachers.
- 137 Participants in agriculture and home industry training.

### 2. Initiate collaboration and integration

- State and municipal schools provided space for meetings and courses.
- The Federal University of Rio de Janeiro helped create a computer program to analyse survey data for project evaluation.
- Planning event, held with the Rio Bonito Federation of Residents Associations.
- Continued collaboration by the municipal government through providing transport of people and materials, storage of building materials, use of machinery, covering the cost of feces exams, and construction of fish breeding tanks.
- Landowner provided land for a school garden and sewage treatment facility.
- Lavras teachers facilitated in two imaginal education courses.
- Two universities and a consulting agency provided speakers for an education conference: the Federal Rural University of Rio de Janeiro, Flumenense Federal University, and the Center for Professional Empowerment.
- Residents associations supported the health workers through actively promoting their work in the communities.
- Youth group in Mata began working with their school on constructing new class rooms.
- Ministry of Agriculture provided equipment and training for the installation and operation of an official weatherstation.
- State Secretary of Agriculture assisted with the set up of a soil analysis laboratory.

- Projeto Rural Novos Campos continued to help expand the agriculture demonstration area and provided space for meetings and courses.
- Local businesses donated materials and equipment.
- The Rio Bonito Rotary Club helped secure a grant from the Rotary Foundation for a fish farming project.
- The state rural extension service provided a fish farming instructor and some technical assistance to small producers.

### 3. Foster needed community structures

- Five one year workplans created with residents associations.
- Three youth forums held and three new youth groups formed.
- Interchange among youth groups.
- Assisted with 102 community meetings.
- Facilitated participatory planning events with the Honey Producers Association of Rio Bonito and the Rio Bonito Federation of Residents Associations.
- Provided individual training for residents association treasurers and secretaries.
- Baseline survey data transferred to the residents associations.
- Completed a baseline survey of 197 households in Sambê.

### 4. Implement an effective preventive health program

- Eleven health workers received advanced leadership training and all 24 received intensive first aid training.
- All 192 families with children under six in four communities are participating in the baby weighing program.
- 61 Small construction projects completed, 25 bathrooms and 36 wells, and another 38 started, involving a total of 76 families.
- Stimulation of 104 kitchen gardens and two new school gardens.
- Preventive dental care program developed and done with 180 school children.
- 490 Feces exams found that the incidence of parasites has fallen by 43%.
- Natural sewage treatment system is being installed by the residents association in Lavras.
- Distributed 139 water filters.

### 5. Improve the quality of rural primary education

- 93 Teachers from six rural schools participated in three one-day Imaginal Education courses.
- Folklore project completed in Lavras and ready to be done in Catimbau Grande.
- Published a practical guide on the use of theatre as a teaching tool.
- 20 Teachers participated in two courses on how to use waste materials to make teaching aids.
- Group of concerned teachers met regularly for "round table" discussions and became the organizing committee for a three-day education conference.

- Three-day conference with 88 participants, and presenters from two universities and a consultancy agency.
- First students to complete primary school (ninth grade) in a rural school in Rio Bonito.
- Alphabetization course held with 60 teachers in collaboration with state school system.
- School expansion projects begun in Mata and Catimbau Grande.

#### 6. Increase family income

- 137 Participants in courses and other training activities including fish farming, goat raising, frog raising, sewing and small business management.
- Weather station, soil analysis laboratory, fish breeding tanks, and a medicinal plant garden added to the agricultural demonstration area.
- Stimulation of 104 vegetable gardens directly affected the diet of 600 low income people.
- Distribution of fingerlings to six small producers in Catimbau Pequeno.
- Assisted honey producers association secure a US\$10,000 grant to build a honey processing facility.
- Honey production by small bee-keepers reached approximately 30 metric tons - value US\$129,000.
- Small business groups started in Catimbau Pequeno and Mata.
- Goat project expanded in Catimbau Pequeno and begun in Mata.
- First installment repayed in a experimental loan scheme.

Rio Bonito Integrated Rural Development Project

1990 Report

## 1.0 Introduction

1990 was a year of firm progress toward the project's basic objectives, in spite of some difficulties and frustrations. The high points of the year included: the initiation of one new community to the project, Sambê with 197 families; the formation of three new youth groups; an advanced leadership course with 32 participants; 25 bathrooms and 36 wells completed by the preventive health program; the stimulation of 104 home gardens and two school gardens; school expansion projects begun in two communities; the first graduation of primary school students (9th grade) from a rural school in Rio Bonito; a three-day education conference with 88 teachers; 30 metric tons of honey produced by small producers (value: US\$129,000); first successful small loan scheme; and the introduction of fish farming in the municipality.

The difficulties and frustrations included: budget limitations caused by economic changes in the nation and by difficulties in securing grants to complement the Kellogg's grant; difficulties in finding suitable personnel in three programs; and a degree of political instability, including an election campaign, which made collaboration with the local government difficult. In general these were limiting factors, but did not prevent solid and important advances in all programs.

1990 was also a year of thinking about the project's future. The staff focused on this question on several occasions and reached some important conclusions, which are discussed in chapter four. In general the staff's evaluation is that the project needs to be extended by two years (until December 1993) to realize its basic objectives in a way that is convincing and clearly measurable.

## 2.0 The five programs

As the second year of the project comes to an end, it is possible to see significant changes in the project communities. There is an increased involvement of youth: in organizing community festivals and sports tournaments and in a school expansion project. Honey production by small producers has reached 30 metric tons, with a value of about US\$129,000. This has allowed several small farmers to invest in new activities such as commercial gardening and fish farming. Kitchen gardens became popular, with 104 new gardens this year. In the area of education, a group of committed teachers organized a three day conference which resulted in new commitment and a growing movement toward improving rural education, in spite of the political difficulties that surround this area.

The following program reports are based on information from each program team, and on a "participatory evaluation" of the year which involved representatives of the five target communities, local agencies, and others directly or indirectly involved in the project. The reports follow a similar structure. Each report begins with a vignette which illustrates the program's desired results. This is followed by a summary of accomplishments, collaboration, and program modifications and learnings. (Note: the ETDH - Human Development Training School program was incorporated in the ATIC program.)

### 2.1 ATIC (Technical Assistance of Community Initiatives)

The ATIC program's basic objective is to train grassroots leadership and empower community residents to organize themselves and develop their own projects. The program places special emphasis on youth involvement:

**Vignette.** Since the advanced leadership training course, various groups are taking more initiative on their own. The health workers from Catimbau Grande are organizing their second meeting with the parents of children zero to six years of age. Catimbau Pequeno, apart from organizing its own volleyball training and festivals, is also interchanging with groups from other communities. The youth group in Mata is maintaining contact with government agencies about the construction of two class rooms for pre-school in their community.

**Accomplishments.** The ATIC team chose the following 3 accomplishments as most important among the numerous activities of the year:

1. Youth forums in Sambê, Rio Seco, and Mata. During the year, youth forums were held with local youth in three new communities. 80 Youth participated, and the followup resulted in the formation of strong youth groups in Mata and Rio Seco. A strong group was also formed in Catimbau Pequeno as a continuation of work begun with a youth forum in 1989. These groups, plus the youth group in Catimbau Grande, maintain an active interchange through: visits to meetings in other communities; articles in the bi-monthly Voz Rural (the project newsletter) and through sports tournaments and competitions, such as the two volleyball tournaments held this year.

2. Advanced course in participatory leadership with 32 participants. In July, the ATIC team offered an advanced leadership training course in leadership style and organisational methods, based on the specific needs of local residents. The four day course was created to strengthen the residents associations, youth groups, health workers, small business groups, and teachers groups. The techniques taught in the course have since been used by various community groups.

3. Five work plans with three evaluations plus revisions. In the beginning of 1990, one year work plans were created with the boards of the five residents associations involved in the project. These plans enable the residents to clarify the work to be done during the year. In creating the plans, the boards describe their vision or objectives of the year, discuss the difficulties to be overcome, and list activities to be implemented. Each association's plan is then evaluated and revised quarterly and at the end of the year. During the annual evaluation the boards were excited about their victories of the year. These included: sports tournaments to raise funds, construction of an association office in Catimbau Grande, volleyball competitions, community festivals, competition days (community and municipal), radio promotion of association activities and relationships with the Rio Bonito Federation of Residents Associations. Also, the results of the demographic (baseline) surveys done at the beginning of the project, including the basic information survey cards for each family, were given to the associations to facilitate their planning.

- In addition to these major accomplishments, the ATIC program:
- Assisted with a total of 102 community meetings.
  - Published five issues of Voz Rural (Rural Voice) with a circulation of 200
  - Completed the reports on the two baseline surveys done in 1989.
  - Facilitated SPE's (Strategic Planning Events) with the Honey Producers Association of Rio Bonito and the Rio Bonito Federation of Residents Associations.
  - Conducted the baseline survey of all 197 households in Sambê with the help of village volunteers.
  - Created connections and collaboration with the local government in Rio Bonito and Cachoeiras de Macacu.
  - Designed a planning event for the residents association of Agro Brasil in Cachoeiras de Macacu.
  - Provided individual training for three treasurers and secretaries of the residents associations.

Collaboration. The ATIC team, together with the residents associations, received full cooperation from both the state and municipal school systems in the use of facilities for meetings and courses. For example, the advanced leadership course was held at the state school, Barão do Rio Branco. The local government collaborated various times with transportation and machinery. The Federal University of Rio de Janeiro helped create a computer program to analyze survey data for project evaluation.

Also, the ATIC team assisted other local residents associations through the Rio Bonito Federation of Residents Associations.

Program modifications and learnings. In June, the whole project team reevaluated its original plans, and decided that it did not have the capacity to extend the project effectively to six communities, and decided to limit its efforts to five. There was no followup on the work plan in one community, because of difficulties in working with the association's leadership. Also, the work plans were focused on one year rather than two to three years as originally planned. This is because the associations hold annual elections and it was felt that one year plans would facilitate the change of mandates. Instead of holding another basic leadership course (ETDH), the project team opted to develop an advanced leadership course aimed at the specific needs of the actual leadership in the communities. The course was held in July with a followup of two days in December. The course was strictly limited to community people which greatly facilitated their participation. Finally, the ATIC team plans to begin next year by shifting its role to one of allowing the associations and other groups to do their work plans on their own and providing assistance and training when asked.

## 2.2 CRESC (The Healthy Growth of Children)

CRESC is a community based preventive health program focussed on families with children under six years of age.

Vignette. Following the distribution of seeds and lime to low-income families in March, there appeared 104 kitchen gardens, without any further technical assistance from IAC. This is an encouraging demonstration of the potential to improve nutrition through kitchen gardens. Another interesting observation is that there were nine more gardens planted than the number of families who received seeds, which means some families encouraged others.

Accomplishments. The CRESC team felt their most important accomplishments of the year were the following:

1. Training of the health workers. In July, eleven health workers participated in the advanced leadership course, and later led three meetings on their own initiative. In December, all 24 health workers participated in an intensive, week long first aid course. One of the aims of the course was to extend their role in the communities beyond just the families with children under six. The nutrition and cooking course planned as a way of introducing the importance of kitchen gardens, had to be postponed for lack of an instructor capable of working at a level appropriate to the rural communities.
2. 61 Small construction projects completed. 25 Bathrooms and 36 wells were completed in the communities of Catimbau Pequeno, Catimbau Grande, and Mata. The work was done by the families involved, with technical assistance from the CRESC mason. Another 38 projects were started, reaching a total of 76 families this year.

3. Two new school gardens and 104 kitchen gardens. As mentioned above, kitchen gardens became very popular this year, indicating a great potential to improve nutrition. New school gardens were started in Mata and Lavras, both for use in the school lunch program and to provide the opportunity to include a curriculum in horticulture.
4. Preventive dental care. An English medical student, working in the project as an international volunteer, developed a preventive dental care program for school children, and gave it to 180 students and nine health workers in Mata and Catimbau Pequeno. The program included a mini-course in nutrition to reinforce healthy traditional habits (eating beans with rice) and stimulating the use of more vegetables and edible wild plants.
5. The incidence of parasites fell by 43%. The 490 feces exams completed during the year indicated that the incidence of intestinal parasites among children involved in the CRESC program, fell from 42% to 24% - a drop of 43%.

In addition to these major accomplishments, the CRESC program:

- Continued the well baby program consistently in four communities. There are currently 192 families with a total of 292 children involved with the program.
- Helped with the construction of a pioneering natural sewage treatment system in Lavras. The construction is being done by the residents association through a series of community work days.
- Participated in two local health expositions.
- Distributed 139 water filters.
- Organized three preventive health presentations at the Lavras school.
- Participated in two vaccination campaigns with vehicles and personnel.
- Showed films about hygiene to 130 children.

**Collaboration.** The schools in the project communities cooperated and provided space for nutrition and hygiene activities. Colonel Jardim, owner of a hotel and large farm in Lavras, loaned land for the school garden and donated land for the natural sewage treatment facility. The residents associations supported the CRESC program and provided space for meetings. The municipal Secretary of Health continued to pay the costs of feces exams and to provide prescriptions for necessary medicines. The municipal Secretary of Public Works provided storage for building materials, transportation of materials, and loaned its backhoe for part of the Lavras sewage system construction. Caritas Itally made a grant of US\$9,375 toward the CRESC program this year.

**Program modifications and learnings.** The CRESC team's major learning this year had to do with the level of education of its own staff. The team tried twice to include professionals with university training on the team, but they were not able to adapt to the program. They were aggressive and seemed unable to adapt their style to work with community residents. Finally a local person, with high school level nurses' training was hired and the program began moving quickly. Since this new person joined the team,

the health workers in Catimbau Grande have begun to hold meetings with the community on their own, and the other groups are preparing to do the same. A similar problem arose in relation to the planned nutrition and cooking course. So far it has not been possible to find a qualified instructor who can adapt the training to the level of the rural community residents.

Changes in plans this year included the following. The dialogue with the municipal government concerning the long term continuation of the program was delayed, because the Secretary of Health changed three times. Difficulties in obtaining land delayed the school gardens in Catimbau Grande and Catimbau Pequeno, and there was not an excursion for the health workers because the team did not find a suitable project to visit. The permanent health exposition was only partly completed due to budget limitations, and the water research project was not started for lack of a qualified technical person to do it. Another important learning was that it takes time to develop a spirit of volunteerism in a community where it has not previously existed. Sambê does not have a history of community activity, or IAC involvement. Correspondingly it has taken over a year to try to form a group of health workers there.

In summary, the CRESC program was significantly strengthened this year in the first four communities, and is in the process of seeking interested volunteers to implement the program in Sambê.

### 2.3 Imaginal Education

The Imaginal Education program provides practical training and support for rural teachers in learning new teaching methods and in developing the school-community relationship.

Vignette. Since the Lavras school has been involved in the Imaginal Education program, there has been one teacher who never participated in courses and meetings, and has never been interested in creating a new method of working. This year, in preparation for the education conference in November, the teachers from schools where the program is operating were invited first, and as expected, this particular teacher did not want to participate. But, surprise, at the last moment she registered. On the second day of the conference, she sought out the Imaginal Education team and asked them to help her change, saying that now she felt the need and desire to change her approach to teaching.

Accomplishments. The Imaginal Education team identified the following major accomplishments for 1990:

1. Imaginal Education courses in Rio Bonito, Mata and Boa Esperança and a planning session in Sambê. Three introductory Imaginal Education courses were held during the year with a total of 93 teachers participating from six schools. The second course, with 28 teachers, was facilitated by three local teachers who had taken the course in previous years. In addition, a planning session was held with the school in Sambê marking their entry to the project.

2. Folklore and theatre projects completed. The folklore project in Lavras was completed with help from the Fluminense Federal University and an international volunteer. The results of the project in Lavras will be presented to the community in an exposition next year, and the Imaginal Education team is ready to start a similar project in Catimbau Grande. The project in Lavras also produced a small book of jokes and riddles from the community which will be used as a curriculum resource. A practical teachers guide on the use of theatre as a teaching tool was produced and published as the last step in the theatre project from 1989. The guide is available to teachers in the Education Resource Center, and can be purchased. It has been very popular.
3. Junk course. In August, 20 rural teachers and students participated in two courses on the use of junk (waste materials) in the classroom. The courses were offered as a solution to the almost total lack of teaching resources in the schools. Waste materials are an, until now, unused and free resource for teachers to create their own classroom aids.
4. Educational Resource Center expanded and active. The center, which was established last year, was expanded in terms of space and equipped with more teaching resources, mostly books. However, the most important accomplishment was the establishment of a nucleus of concerned teachers through a series of roundtable discussions. The group discussed various educational problems in Rio Bonito, and became the organizing committee for the education conference in November. Also, these regular meetings resulted in several small courses given by the participants in paper-mache and activities to stimulate motor skill development. The regular meetings are planned to continue next year to further improve interchange among teachers.
5. Three day education conference with 88 participants. The conference was held in Rio Bonito in November, with the theme of "Education: the current situation and what can be done about it?" (in Portuguese expressed by the title: "Alfabetisation: name and surname"). The conference was completely organized by a committee of six teachers, outside of IAC, as a result of the roundtables mentioned above. It was decided to do a municipal conference rather than a state level conference to maximize the impact in the Rio Bonito region. Education is a low political priority which results in chronic shortages of materials, delays in payment of salaries, etc. The teachers in the rural schools move virtually every year, which makes educational continuity for rural students even more difficult. The conference resulted in a new dedication of the teachers to really confront these problems. The organizers are thinking of another conference next year to maintain this new "movement" of teachers in the municipality.
6. First graduation of primary school students (9th grade) in a rural school. On December 21, 1990, for the first time ever in Rio Bonito, eight rural students graduated from primary school (9th grade), having completed all nine years in a rural school.

This great victory comes as the result of five years of intensive effort by the Lavras school staff and residents association, with technical assistance and training from IAC. The next challenge is to get these eight to highschool.

Other accomplishments of the Imaginal Educational team include:

- An alfabetization course in January, with 60 teachers participating, done in collaboration with NEC (Nucleus for Education and Culture), the state school system's administrative unit in Rio Bonito.
- Distribution of storage cupboards to the schools in Catimbau Grande and Sambê.
- In Mata, the youth group and teachers began working together to expand the school.
- Wilde Ganzen, a Dutch foundation, contributed US\$7,400 to the residents association in Catimbau Grande to expand the school.
- A program evaluation meeting in August with teachers from Mata and Catimbau Pequeno.
- A parents group was formed in Lavras.

collaboration. Teachers from Lavras and the ATIC team collaborated with the Imaginal Education courses in June and July. Teachers from three schools participated on the education conference organizing committee. Two universities and a consultancy agency provided speakers for the education conference: the Fluminense Federal University, the Rio de Janeiro Federal Rural University, and the Center for Professional Empowerment. The residents association of Catimbau Grande and the youth group in Mata are involved in projects to expand the schools in their communities.

Program modifications and learnings. Once again a prolonged teacher's strike retarded the implementation of the program in schools other than Lavras (the Lavras teachers worked through the strike). Also, somewhat less time was spent working directly with the schools because of the conference in November. On the other hand, less staff time was needed to organize courses due to the involvement of a growing number of teachers trained in previous years. Next year all the teachers in Mata and Catimbau Grande will change, which means having to begin again with the basic Imaginal Education course for the new teachers. This may be facilitated by the fact that there is a possibility of the Imaginal Education course being included as part of the ongoing teacher training program in the municipality. A priority next year will be the formation of parents groups to help provide more continuity in the schools.

In summary, the Imaginal Education team has completed the second year of the project having won much greater teacher participation in the program. Next year the team plans to give more priority to working directly with the project community schools, with a special focus on forming parents groups.

## 2.4 AMAR (Mobil Assistance to Increase Family Income)

AMAR is a program of income generating skills training and small enterprise development for men, women and youth in low income rural families.

**Vignette.** About two years ago, a low income resident with four children in Lavras participated in an IAC bee-keeping course. Shortly after, he began making his own beehives using wood from used vegetable crates, as he had learned in the course. At that time he was earning enough money to survive by selling vegetables that he bought from a middleman. In his second year of bee-keeping he reached the level of having 12 of his own hives. By collecting his own honey and selling it on the informal market, he experienced a surplus of income in the family budget for the first time. Through several visits from the AMAR staff, he created a plan to start a commercial garden on a piece of rented land. With his honey income he was able to guarantee payment of the rent of the land until the first harvest. The AMAR team helped with technical assistance, seeds, lime and manure, and he and his family provided the labor. Today, he is selling his own vegetables and legumes, and has succeeded in tripling his income.

**Accomplishments.** The AMAR team's major accomplishments for the year were:

1. 137 participants in courses and other training. 74 People were trained in introductory fish farming, 9 in sewing, 9 in goat raising, 15 in the administration of a small business, and 30 in frog raising.
2. Expanded demonstration area. Though basically completed in 1989, the agricultural demonstration area received several important additions this year. The government weather service provided equipment and training for the installation and operation of an official weather station. A simple soil analysis laboratory was set up in cooperation with the state rural extension service, the state Secretary of Agriculture, the municipal government and Projeto Rural. Exams are free for small producers. Four fish breeding tanks were built with help from the municipal government and an experimental garden of medicinal plants was started to study the possibility of commercialization.
3. Increased number of vegetable gardens. The AMAR team participated in the stimulation of 104 gardens which, in addition to training and increased income, improved the diets of approximately 600 low income rural people.
4. Small loans. The Amar program began to experiment with a system of small loans to start small enterprises, based on an interesting suggestion by a community resident. The idea was to base the loan repayments on the value of the product at the time of repayment rather than using one of the various indexes of inflation which are poorly understood and not trusted by most rural residents. For example, the first such loan was made to start a bee keeping business in Catimbau Grande.

The loan was equal to the current market value of 10.3 liters of honey. The loan will be payed back in two installments, the first equaling the value of five liters of honey at the time of the payment, and the second equaling the value of 5.3 liters at the time of payment.

Other accomplishments of the AMAR team were:

- Distribution of fingerlings to six small producers in Catimbau Pequeno, thus populating an area of 1600m<sup>2</sup> of tanks.
- Installation of an irrigation system for the Lavras' school garden.
- Assisted the honey producers association secure a US\$10,000 grant to build a honey processing facility, and to develop a proposal for a possible future project in conjunction with an orange juice factory which may locate in Rio Bonito. The team also assisted with association meetings and the mobilization of members.
- Expanded the goat project in Catimbau Pequeno and started it in Mata
- Worked extensively with groups interested in starting small businesses in Catimbau Pequeno and Mata.

Collaboration. The AMAR team collaborated with the Ministry of Agriculture on the installation of the weather station; with the state Secretary of Agriculture (and others) in the installation of the soil analysis laboratory; with the state rural extension service for technical assistance to, and the mobilization of, producers; with the state rural extension service in Silva Jardim and Itaboraí, neighboring municipalities, for technical cooperation in fruit raising, fish farming, and bee-keeping. The municipal government in Rio Bonito collaborated with the use of vehicles and the construction of the fishbreeding tanks. Projeto Rural Novos Campos helped with the expansion of the agricultural demonstration area and facilities for meetings, presentations and other events. Local businesses donated lime for soil treatment, equipment, manure, and other items.

Program modifications and learnings. The weather station was added to the demonstration area because until now, no specific climatic information has been available to local producers. The fish breeding tanks to produce fingerlings became necessary because a severe shortage in the market was preventing the development of fish farming, a very promising new industry for small producers. A mini-bee-keeping course was held in the neighboring municipality of Silva Jardim at the request of the state rural extension service there, which has collaborated with the AMAR program on several occasions. These, and the experimental garden of medicinal plants, were the principal unforeseen activities this year. The major learning of the AMAR team was discovering the necessity to diversify the potential income generating activities for low income families.

## 2.5 Regional Symposium

Program modifications. In June the project team decided to postpone the next regional symposium until the first half of 1991. This decision was made partly because of the unhelpful election year climate and partly because other priorities made it difficult to see how to do it effectively this year. However, several meetings were held with a group of people from Itaborai and Cachoeiras de Macacu who are very interested in hosting the next symposium. A tentative decision was made to hold it in May 1991 in one of these municipalities.

### 3.0 Coordination, Evaluation and Planning

The project's coordination, evaluation and planning activities continued in almost the same form as last year (see 3.0 of the 1989 report). However, the following additions and changes were important.

**Staff retreat and planning the year.** A staff retreat ending with a day of planning the year was held at the beginning of March. The retreat began with a reflective weekend away from Rio Bonito, focused on the theme "Agents of Transformation". The whole team, along with some family members, traveled three hours by bus to a camp in the mountains. The program was a mixture of reflective sessions, sports and leisure. The high point for the group was a reflection on the experience of disillusionment and remotivation of someone trying to play the role of an agent of transformation. The most profound discovery was the realization that this experience is a process of growth, and that experiences of disillusionment are sources of learnings and profound insights about our work and life itself.

The second part of the retreat was more active and focused on the future. Small teams left Rio Bonito to visit other projects or prepare creative presentation about the project. The last day of planning the year, included formulating specific objectives for each program, and identifying the integrating activities which would involve more than one program or the whole staff. An important reflection after the retreat was the time allowed for planning the year was not adequate, and should be extended next year to include time for each program to present its plans in more detail.

**Program Coordinator meetings and role.** An important change in the structure of the project was the initiation of regular meetings of the Directors and Program Coordinators. Until June this type of meeting took place only when something urgent came up that needed a fast decision. During the quarter planning in June it became clear that the project always had important subjects needing discussion, that were not possible to include in the planning with the whole team. It was decided to begin having coordinators meetings, as they were called, every other week; however they became weekly when the financial difficulties arose in July, and have continued basically that way until the end of the year. With these meetings, the role of the Program Coordinators in the leadership of the project increased, raising the possibility of transferring more responsibilities to them for the direction of the project. All the implications of this are not yet clear, but it is planned to experiment next year with some changes in the administrative structure, with the objective of accelerating the development of national leadership.

Computer. This year the project acquired a micro-computer to facilitate the complex accounting and budgeting requirements of the project's multiple funding sources. The computer has also made possible the following:

- A data bank to record and produce statistics from the CRESC baby weighing and measuring program.
- The Federal University of Rio de Janeiro helped design a program to analyse survey data from the original baseline surveys, and the followup survey to be done to evaluate the project's results.
- When budget reductions became necessary in July, a daily expense update system was quickly created to help the team maintain a minimum budget.
- Layout and editing the text of Voz Rural (Portuguese and English).
- A systematic data bank of information on foundations and other resources, which is also available for use by other organizations in the region.
- An economic feasibility study of raising frogs in Catimbau Pequeno.
- The training of eight people on the project team to use various programs on the computer.

English newsletter This year, the first edition was published of an English newsletter of the project. It contains articles translated from the project's Portuguese newsletter, "Voz Rural". The aim for next year is to publish four more issues to be distributed among foundations and other projects.

#### 4.0 Strategy for Continuity

As was written in the 1989 report, two long term objectives are the basis of the project's strategy for continuity: 1) The transfer to municipal, state, and Federal structures of the project's approach and learnings regarding basic services delivery, and 2) Fostering a new mindset in the communities of active involvement and maintaining the basic community structures that will carry on local development. At the beginning of the project it was intended that, by the end of three years, these two objectives would be realized to the point that most of the project's basic activities could continue in some concrete form through local agencies and organizations. Knowing that at this point in the project (the end of the second year) it would be necessary to evaluate the viability of this original intention and create practical plans for the future, the staff formally focused on the question of the future three times during the year.

The first was during the staff retreat in March when a half a day was spent creating a 10 year vision for IAC's work in rural development. The results included a strong emphasis on continuing and extending the basic activities of the project in Rio Bonito, and strategies to assist other municipalities in the region and beyond.

The second was during quarter planning in June. On this occasion the staff reflected together on the question: "If we had to leave Rio Bonito now, how could we guarantee the continuation of each program's activities?". The result was interesting because it revealed that the team has confidence in the residents associations to continue their activities, and in some individuals within the various agencies, but not, at least at that time, in the possibility of agencies themselves adopting and continuing important activities. This feeling was based in part on a sense of instability in the municipal government (the Secretary of Health was changed three times in 1990) and on the election campaign climate which existed for several months this year.

The third time was during the year-end evaluation and planning process. First, the staff evaluated and discussed where each program was in relation to achieving its basic objectives, and the possibility of having measurable and convincing results by October 1991. October 1991 is the time when a followup survey would have to be done to measure the project's impact, if the project is to be completed by December 1991. A few days later, the staff spent a day creating a concrete image of the next three years. The most important conclusions of these sessions are as follows:

1. Regarding the possibility of each program reaching it's basic objectives by October 1991. The conclusion was that, while each program will have measurable results in important areas such as strengthened residents associations and impressive increases in income for some families, to measure the impact of the project as a whole after effectively only two years of implementation (it took 10 months in the first year to fully initiate the project and complete the baseline surveys), would be premature. It would risk having only partial or inconclusive results in important areas such as the quality of primary education several rural schools and an increase in family income on a significant scale. With this conclusion the staff decided to seriously explore the possibilities of extending the project for another two years before measuring it's impact as a whole.
2. "Rio Bonito - Rural Development Laboratory" was the central image for the next three years that emerged from the day focused on that time period. This image was meant to communicate the experimental nature of the project, and that the next three years would be a time of extending the activities begun in the last two years, while continuing to develop new strategies for realizing the projects basic objectives. During this time, potential new areas of emphasis could include a focus on women in development, environmental awareness and protection, and awareness and pride in local culture. In principle, the primary focus would remain on the five communities currently participating in the project. However, ways would be sought to extend the basic programs to other communities without losing this primary focus.
3. Another important conclusion from the session on the next three years was that the project must develop it's own income in addition to donations and grants. With the uncertainties and difficulties in securing grants, and the fact that many grant requests can not include salaries or administration costs, this need is urgent. Practical possibilities include income from the various agricultural demonstrations such as fish farming, and contracts or payed programs with public agencies and companies. Another possibility is encouraging the staff to develop their own small businesses.
4. To have the capacity to extend the programs and develop income, each of the four basic programs will need a minimum of three staff. There is also a need to give priority to team training, this should include the participation of one person per year in the International Training Program (ITP) offered by the Institute of Cultural Affairs Internatioal in Brussels. The ITP is an intensive six month program designed to prepare indigenous leadership for national NGO's and other development organizations. The training priority would also include local training through participation in courses and conferences.

5. The last important conclusion was the need for the project to learn to relate seriously to the political arena without compromising the fundamental position of remaining apolitical in regard to elections and party politics. This will mean developing more relationships with elected officials and representatives from the region and learning more about how the public sector functions and how to secure support, etc.

## 5.0 The plans for 1991

The programs are basically following the original proposal, with some changes made necessary by changing realities. For example:

ATIC: One of the most important changes was the inclusion of the Training School for Human Development (ETDH) and the activities for the regional simposium in the ATIC program.

CRESC: Apart from some changes in relationships with local agencies, the program is basically following its original plans.

Imaginal Education: The only change is that the teachers themselves organized the conference and their own training courses.

AMAR: In order to better adapt to the situation of the small farmers and rural workers, the program focused more on technical assistance instead of organizing new courses.

## 5.1 ATIC

Basic strategy: Develop a new advanced leadership course based on an evaluation of the course in 1990, extend the youth group initiatives to two more communities, strengthen the Federation of Residents Associations (FAM) as a centre for interchange and integration among the residents associations, and teach the board members of residents associations individually about how to meet their responsibilities (especially the presidents, treasurers and secretaries).

The principal activities planned are:

**Realise work plans with five associations.** These plans will involve youth, health workers, small-business groups and teachers to create a community structure which includes all areas of development, and to improve integration among the various groups. These plans will be prepared and implemented by members of these groups, and will include trimestral and yearly updates (training and orientation will be offered, using the materials from the leadership course). The priority this year will be individual guidance for members of boards of directors, especially treasurers, secretaries and presidents, so that they can pass on their experiences, when a new board takes over.

**Extend youth initiative.** Stimulate the youth of Sambé and Lavras to get organised through interchange events with existing youth groups. Make the youth meetings more regular and establish the leadership style preferred in the community. For example: rotate leadership and give continuity to the activities of the month.

**Leadership training based on evaluating the 1990 course.**

The other priority this year will be to conduct another advanced leadership course. The course will be designed as late as possible, in order to meet the necessities at that time. This will involve evaluating the effects of the course in 1990 and including basic technics for strengthening groups. The curriculum will also include training in how to orient a new board of directors. The Projects and Proposals course on how to raise funds, will be available upon request for individual groups.

Integration and collaboration. Offer an orientation on community development work to agencies involved in community work, such as the Federation of Residents Associations (FAM), the Department of Community Action of the municipal government and the Municipal Council. Strengthen FAM as a centre of interchange and integration by encouraging them to participate in community meetings, learn meeting techniques, follow work plans, and encourage participation of the residents associations.

## 5.2 CRESC

The strategy of the CRESC program for 1991 is to focus the training of the health workers more in the community, form a new group of health workers in Sambê, continue the well baby program and calculate the statistics, continue the program of small construction projects and kitchen gardens, find technical assistance to initiate a drinking water program, complete the health exposition for community use, and propose that the municipal Secretary of Health continue and extend the CRESC program after 1991.

Further training for the health workers. Replicate last year's experience in Catimbau Grande with the health workers in the other communities, enabling them to prepare and lead their own meetings, open for the community. Also involve them in the planning of the residents associations by working with the ATIC program, and working with the Imaginal Education program to develop activities for the school children to be conducted by health workers. In addition, it is planned to invite some of the existing health workers to assist in the training of the new health workers in Sambê. To followup on the first aid course with practical experience, the participants will have a chance to work in the hospital emergency ward, and later at the community health posts. Taking advantage of the increased interest in kitchen gardens, another attempt will be made to organise a nutrition and culinary course for the health workers and other rural residents. To again reinforce the interchange among the health workers from all the communities, there will be another reflective and celebrative event at the end of the year, and if possible an excursion. The priority will be to stimulate the health workers to organise their own meetings with the community.

The well baby program. Continue the visits to all families with children under six years of age. Do two feces tests for each child in collaboration with the municipal Secretary of Health. Calculate the statistics of the well baby program and make those public in the villages. Complete the distribution of filters to the schools and to families who have not yet received them. The priority will be continuing the well baby program and calculating the statistics.

Small construction projects and kitchen gardens. Begin the small construction projects in Sambê, while finishing the 38 projects in Catimbau Grande. Assist the other communities which still have projects to complete and attend the isolated cases. Check on the projects that have been completed in previous years and continue with the sewage system in Lavras, with an evaluation of the results. Evaluate the program of small construction projects with the health workers and residents associations. Assist the school gardens together with the AMAR program, and again distribute seeds to low-income families. Priority: Complete the sewage system in Lavras by collaborating with the ATIC program, to enable the community to complete the construction.

Drinking water investigation: Continue the contacts with the state water and sewage company (CEDAE), the micro-biology department of the Federal University of Rio de Janeiro, and with the International Development Research Centre (IDRC) in Canada, to implement a water investigation. In order to raise the consciousness of residents about the problems of drinking water, the health workers will be equipped to take a sample and, if possible, do a simple analysis on the spot to demonstrate the water quality to the residents. The program can use the results of these analyses to plan corrective action in cases of emergency, and in the long term, to extend the small construction projects to manual pumps. The priority will be to identify emergency cases and take corrective action.

Complete the mobile health exposition. Complete the materials for the exposition and stimulate the health workers to use it during community festivals to promote their work and the importance of a good hygiene and proper nutrition. The priority will be at least one exposition in each community.

Municipal Secretary of Health. Form a committee of health workers to regularly visit the Secretary and invite her to visit their work in the communities. Submit a proposal to the Secretary for continuation of the program. The priority will be integrating the health workers with the Secretary of Health.

Evaluate the first-aid course. In July 1991, the teacher who did the first-aid training course, wants to meet with the health workers to evaluate what was developed, clarify doubts, and add whatever is necessary. On the same occasion, the CRESC team, together with the health workers, will evaluate what has been used from the course in the communities. This will be a two-day event.

Birth control. Investigate the possibilities of offering a course to the health workers and the communities on birth control measures (family planning). Discuss with BEMFAM (an organisation for family well-being) the possibility of providing rural women with preventive gynecological examinations at the health posts.

### 5.3 Imaginal Education

**Basic strategy:** Intensify the work with rural schools; develop a technique to initiate consciousness raising activities with parents to improve the school-community relationship, and continue with training and general assistance to teachers.

**Intensive work in the schools.** Intensify the assistance given to the rural teachers through weekly visits to accompany their work. At the beginning of the school year, visit parents at home, together with the teachers. Try to stimulate a meeting of the parents at school, with the vision of integrating school and community. From this starting point, try to form parents groups so that effective collaboration can grow; collaboration in festivals, the teacher's work, necessities of the students and development of the parents themselves.

**Teacher's seminars and monthly studies.** Continue offering a space for teachers where they can interchange experiences, increase their understanding of their profession and develop a higher degree of professional self-criticism. Courses, seminars, educational films and other resources will be used. The issues of the meetings will be decided and prepared by the participants.

**Planning folklore events and the exposition in Lavras.** Further develop activities to raise consciousness about folklore and local history with teachers and students with the objective of recovering and giving value to the local culture. The youth will be involved with collecting information in the communities to enrich the work of the teachers. The priority will be to use the results of last year's folklore project in the curriculum of the school in Lavras.

**collaboration with universities.** Explore the possibilities of in-service teachers training with the universities, and research models and methods to bring parents and schools together.

**Resource Centre.** Add educational materials, such as recent bibliographies, to develop greater research possibilities and to encourage teachers and teachers in formation to develop the habit of reading.

**Evaluation.** Hold an informal meeting with teachers to ask them:  
1) Have they have experienced growth or improvement due to the concepts and methods presented by the Imaginal Education program, and  
2) what has been the benefit for the students in regard to things like the drop out rate, having to repeat the year, and the quantity and quality of their learning.

#### 5.4 AMAR

**Basic strategy:** The recent departure of the original AMAR coordinator has created the necessity to re-evaluate the activities of the program since the beginning of the project. This will enable the orientation of a new coordinator regarding all activities to date, so that the program can be better executed in 1991. Major activities to be continued or started in 1991 are:

**Small businesses.** Research alternatives for the Trickle-Up Program, for providing incentive and financial assistance to small businesses. Assist the small business groups which are already formed in Mata, Catimbau Pequeno, Catimbau Grande and Lavras, and organize meetings in Sambê to research which small businesses are viable in that community. The priority will be to empower the group which wants to administer a revolving loan fund in Catimbau Pequeno.

**Collaboration.** Maintain the demonstration area and integrate the agencies involved with the project to provide better training for small farmers and rural workers, and students from rural schools. The priority will be the production of fingerlings to enable fish farming by small producers.

**Producers associations.** Provide technical assistance to the Honey Producers Association of Rio Bonito (ASARB) and the cooperative of small farmers in Catimbau Pequeno (COOPERBAU), through helping them implement the results of their strategic planning sessions. Assist ASARB to complete the construction of a honey processing unit ("Casa do Mel"). The priority will be the construction of the honey processing unit.

**Kitchen gardens and an experiment with rural workers advancement.** In 1989 one of the large farmers in Mata made a major change by making his labourers associates in production. Instead of working for a low salary, they now receive 75% of their production. The land owner provides seeds and storage of the harvest. With the success of kitchen gardens last year, AMAR is going to expand the effort in March to include low-income families in all five communities. Technical assistance will be provided along with small incentives in the form of seeds and lime. The eight families involved with the experiment in Mata will also receive technical assistance with their commercial production of beans. In September, it is planned to measure the social-economic effects for the families of the experiment in Mata through a simple study during the harvest. The priority will be stimulating kitchen gardens.

**Market research for rural products.** Extract data from the baseline research done in the five communities on products which are produced with commercial objectives. Make an on site evaluation of the situation of production, and identify difficulties the businesses are facing. Research local and regional commerce to identify the needs of the market. Orient small rural producers to where they can sell their products best. Identify new products which can be produced in the rural communities with a guaranteed market. The priority will be to identify the needs of the local and regional markets.

Diversify the AMAR program. At the moment, the best results of the program are concentrated in bee-keeping. A major focus in 1990 will be seeking the most promising directions to diversify the activities of the small farmer. This will begin with a careful analysis of the results of training completed to date and the data from the baseline research. It is also planned to involve the residents associations in defining the necessities in the area of improving existing production. These activities together with the market research is expected to reveal priority products for small farmers and rural workers. The priority is the careful analysis of the results and the research done to date.

### 5.5 Regional Symposium

Create a manual for the organizing committee. The objective in 1991 is to enable an organizing committee in Cachoeiras de Macacu or Itaboraí to successfully hold the next regional symposium. After the next meeting with the present group, the basic materials they will need to organize the symposium will be put together in the form of a manual. The next step will be to identify their specific needs for further orientation and training and create the necessary means to meet the needs and ensure a successful event.