

Terminal Evaluation Report

On

**“Project of Community Development through
Training of Community Educators -
MAINUMBY PROJECT”**

CEP Agreement Community Association Monte Azul - JICA

In the Federative Republic of Brazil

March, 2005

JICA São Paulo Office

(Commissioned to Ms. Ione Marisa KOSEKI CORNEJO, independent consultant)

Contents of Evaluation Report

Location Map of the Project
Pictures
Executive Summary

Chapter 1 Outline of the Evaluation Study

1.1	Objectives of the Evaluation Study	1
1.2	Members of the Evaluation Team.....	1
1.3	Period of the Evaluation Study	1
1.4	Methodology of the Evaluation Study	1

Chapter 2 Outline of the Evaluated Project

2.1	Background of the Project	2
2.2	Summary of the Initial Plan of Project (Cooperation Content)	2

Chapter 3 Achievement of the Project

3.1	Implementation Framework of the Project.....	6
3.2	Achievement in Terms of Output	6
3.3	Achievement in Terms of Activity.....	6
3.4	Achievement in Terms of Input.....	7

Chapter 4 Results of Evaluation

4.1	Analysis on the Achievement in Terms of Outputs	8
4.2	Evaluation of Five Criteria.....	9
4.2.1	Efficiency	9
4.2.2	Effectiveness	10
4.2.3	Impact.....	10
4.2.4	Relevance.....	10
4.2.5	Sustainability	11
4.3	Conclusion	11
4.3.1	Factors Promoting Effects of the Project.....	11
4.3.2	Factor Inhibiting Effects of the Project.....	12
4.3.3	Conclusion.....	12

Chapter 5 Recommendations and Lessons Learned

5.1	Recommendations.....	13
5.1.1	Recommendations for Executing Organization	13
5.1.2	Recommendations for JICA.....	13
5.2	Lessons Learned	14
5.2.1	Lessons Learned regarding Situation in Evaluated Country and Sector.....	14
5.2.2	Lessons Learned regarding Project Management.....	14

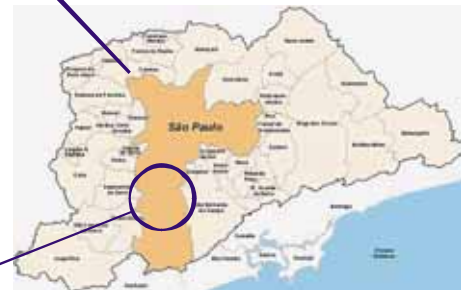
ANNEX

- I. Project Design Matrix (PDM)**
- II. Evaluation Grid**
- III. List of Graduates**
- IV. Questionnaire Applied to the Graduates**
- V. Tables of the Questionnaire applied to Graduates**
- VI. List of Non Graduates (NG)**
- VII. Information about Non Graduates**
- VIII. List of Coordinators Interviewed**
- IX. Questionnaire Applied to the Coordinators**
- X. Tables of the Questionnaire applied to the Coordinators**
- XI. Comments of the Executing Organization**

LOCATION MAP OF THE PROJECT



Brazil - São Paulo State



Metropolitan Region
City of São Paulo



PROJECT SITE
Southern Outskirts of the City

PICTURES



Activities during Seminar



Activities during Seminar



Handcraft Classes



Graduation Ceremony

EXECUTIVE SUMMARY

1. Outline of the Project	
Country: Brazil	Project title: “Project of Community Development through Training of Nursery Educators and Juvenile Centers - MAINUMBY PROJECT”
Issue/Sector: Community Education	Cooperation scheme : CEP – Community Empowerment Program
Division in charge: Regional Dept. III South America Division	Total cost: ¥ 15,41 Million Cost per participant: ¥ 244,67 thousand (considering only graduates) ¥ 120,42 thousand (considering all participants) Share of Japan’s contribution: 70.5%
Period of Cooperation	(M/M): June 21, 2001 (Extension): October, 2001 to February, 2004
	Partner Country’s Implementing Organization: Community Association Monte Azul Supporting Organization in Japan: JICA
Related Cooperation: None	
1-1 Background of the Project	
<p>At the Monte Azul neighborhood, the population of young children and teenagers is very high, 40% of the total population. On the other hand, the income level of the families is very low. These leads to a situation where the mothers have to work the whole day leaving their children at nurseries run by community associations in partner with the local government. Teenagers go to school only half day having the other half free. This can also be a temptation for them to get involved with drug dealers or other bad company. Therefore, in these regions, a nursery where the small children can be looked after, and a youth center where the teenager can develop creative activities, are very important as infrastructure. However, not only the physical capacity but also the educators in charge of these children and teenagers are key factors in the success of this type of service.</p> <p>Therefore, the Community Association Monte Azul requested JICA support through the “Project of Community Development through Training of Nursery Educators and Juvenile Centers - MAINUMBY PROJECT” aiming at improving the qualification of these community educators. “Mainumby” is the name the Guarani people gives for hummingbird. The legend says “Mainumby” was initially a big tree of the forest that fell in love with a beautiful flower. The love was so great that the tree died trying to get free from its roots and meet the flower. After that, its own flowers became birds, the hummingbirds.</p>	
1-2 Project Overview	
<p>The course was elaborated in order to improve the quality of Community education in poor regions of the Monte Azul neighborhood, at the municipality of São Paulo, São Paulo state, by training the educators working at nurseries and youth centers located at these regions.</p>	
(1) Outputs of the Project	
<p>1) Output 1 Has the level of understanding of participants in the field of training subject improved? Verification through: (a) Questionnaire for ex-participants, and (b) Questionnaire and conversations with coordinators responsible for ex-participants in each respective organization.</p>	
<p>2) Output 2 Are the participants using the knowledge and skills obtained in the training course in their work? Verification through: (a) Questionnaire for ex-participants, and (b) Questionnaire and conversations with coordinators responsible for ex-participants in each respective organization.</p>	
<p>3) Output 3 Can changes be observed among the children and teenagers under the responsibility of the trained educators? Observation of changes among children and teenagers: (a) Questionnaire for ex-participants,</p>	

and (b) Questionnaire and conversations with coordinators responsible for ex-participants in each respective organization.

4) Output 4

Was the exchange among participants, lecturers and training Organization strengthened? Results of exchange between participants and training Organization: (a) Questionnaire for ex-participants, (b) Questionnaire and conversations with coordinators responsible for ex-participants in each respective organization, and (c) Conversation with the course coordination team of Monte Azul Association.

(2) Inputs

(regarding the period JFY 2001 ~ JFY 2003)

	US\$	¥	%
TOTAL OF 3 JFYs	131,049.17	15,413,897.01	100.0%
Japanese Side (JICA)	92,356.56	10,866,071.80	70.5%
Brazilian Side (MONTE AZUL Association)	38,692.62	4,547,825.21	29.5%

2. Evaluation Team

Members of Evaluation Team	JICA São Paulo Office (Commissioned to Ms. Ione Marisa KOSEKI CORNEJO, graduated at the University of São Paulo, School of Architecture and Urbanism, independent consultant)	
-----------------------------------	---	--

Period of Evaluation	November 22 nd of 2004 ~ February 21 st of 2005	Type of Evaluation : Terminal Evaluation By Overseas Offices
-----------------------------	---	--

3. Results of Evaluation

3-1 Summary of Evaluation Results (Achievement of the Project)

Duration of the course: October, 2001 to February, 2004

Total number of participants: 128 (graduates: 63; non graduates: 65)

Number of organizations that sent educators to the course: 10

1. Relevance

The main characteristic of a social or community educator is that he/she lives at the benefited community. This person may not have the academic knowledge but has a deep knowledge about the community life, also having the trust of the community members. They usually work at community organizations (NGOs) that offer educational services to children and teenagers through agreements made with local governments. In São Paulo, the Municipal Department of Education provides 3 types of nurseries and children's day care centers: Covenant, Direct and Indirect. In the covenant and indirect types, the Education Department provides the financial resources and a NGO, such as those sending educators to the course, provides educators, manages the resources, also providing some of their own financial resources. The local government thus depends in a large extent on the work of these NGOs and their educators to provide education and care at the nurseries and children's day care centers. The demand for this kind of service is huge, and the local government needs to have qualified personnel working at these centers, justifying the qualification and training of community educators

2. Effectiveness

For those that finished the course, the benefits were felt in the improvement of their attitude in regard to the children and their parents. The educators became more confident with the knowledge and abilities acquired at the course, also observing changes in the behavior of their students as a result of the application of such knowledge. On the other hand, at the end of the project, the number of participant organizations and educators who graduate were smaller than that set in the original project. Also, the profession of "social educator" which should have been officially recognized was not despite the efforts of the project coordination team.

3. Efficiency

In general, the project was developed satisfactorily, with some few problems on its financial administration. The resources applied were used in an appropriate manner, although for a number of

graduates smaller than foresaw on original project.

4. Impact

The main impact of the project can be seen in the changes of the children behavior who became more peaceful and interested, increasing their learning abilities. Apart from that, the educators also improved their relationship with the children parents as a result of the improvement of their self-confidence. The participants also transferred the knowledge and skills acquired to other educators in their organizations.

5. Sustainability

The Monte Azul association provided one more year of training to those graduates (of the basic three years course) interested in get deeper information of some training topics. Apart from that, the association is also organizing the II Mainumby, another basic course aimed at those who were not able to finish the first one and new educators from other organizations. In this II Mainumby, some improvements will be made such as elaborating clear rules for the project, selection of participants according to prerequisite education degree, selection of participating organizations according to relevant social services rendered, among others. There is already a waiting list of 200 persons interested in taking part of the course without any advertisement. So, it is verified a huge interest on the course.

3-2 Factors that promoted realization of effects

(1) Factors concerning Planning

- Although the profession of community educator is still not officially recognized, they are responsible for the education and care of a considerable number of children and teenagers living in low income communities. Since São Paulo city local government counts on their work at the educational centers run by NGOs in partnership with the municipal department of education, the effectiveness of the project was enforced.
- The training organization, Monte Azul Association, is also a NGO and has a large experience in running educational centers, thus having a broad understanding of the educators needs in terms of pedagogy.

(2) Factors concerning the Implementation Process

- The course is carried out on Saturdays allowing all the educators to participate without affecting their activities. Immersion seminars are optional and carried out in distant and isolated places.
- In order to fulfill the Law requirements, the training Organization is stimulating educators to complete their formal education.

3-3 Factors that impeded realization of effects

(1) Factors concerning Planning

- The number of community educators working in the municipality of São Paulo is very high. The project's course is the only known training program for this kind of educator. Without an official recognition of these educators, it is difficult to get government resources for training.

(2) Factors concerning the Implementation Process

- In order to fulfill de Law requirements, the Organizations are slowly replacing educators for those who have completed medium high school. Because of that, a consider number of course participants couldn't graduate because they started working at the organizations in the middle of the course not attaining the required attendance.

3-4 Conclusion

At present, in the municipality of São Paulo, there is a huge demand for nurseries, day-care centers and youth centers in low income communities. The role of community educators in these centers is very important, but as long as we know there were no appropriate training courses for them provided by local officials. The Project thus is a pioneer action for providing proper training for this kind of educator. As a pioneer Project, many difficulties were faced and the number of participants graduating was small, not achieving the targeted number at the initial plan. However, regarding the point that the project will be continued under the leadership of local community, it could be concluded that the project was quite relevant to the local needs, and remained the positive impacts.

3-5 Recommendations

Recommendations to the Monte Azul Community Association:

- Preparation of the course’s guidebook that includes clear criteria for the participation of new educators and organizations.
- The pedagogical coordination of the course should participate closely in the relationship with JICA. The pedagogical coordination should not only prepare the progress reports, but also keep a constant communication to report any problems that may occur during the course.

Recommendations to JICA:

- To elaborate a projects implementation and evaluation manual to the community associations in order to facilitate the afterwards monitoring of community projects;
- Besides the progress reports, the cooperation agreement should include progress meetings between JICA and the course’s pedagogical coordinators for the evaluation and establishment of necessary project adjustments.

3-6 Lessons Learned

The Project is a pioneer action for providing proper training for the community educators who are in charge of nurseries, day-care centers and youth centers at the low income communities of the municipality of São Paulo. In partnership with the local government, these centers are run by NGOs representing a very important infrastructure where working mothers can leave their children in safe and teenagers can occupy their time with creative activities avoiding bad companies and crimes. The project is thus fully justified considering the importance of the community educators.

On the other hand, since JICA local office and the project coordination team had its own view of how to report the project progress, a couple of important issues were raised. JICA local office had to report the project progress showing concrete information and results in terms of indicators and figures. The training organization had some difficulties in understanding the need of providing such kind of indicators and figures, and also in how to do it in a timely and objective manner. Mostly, the training organization reported the project progress through the compilation of some of the participants’ testimonies telling how the course impacted their lives and their work. This lesson needs to be shared with other new project.

This present project can be considered a pioneering project, a number of problems and difficulties were arisen. Even though the trial-and-error method, both Monte Azul and JICA should have improved the management and follow-up methods,

3-7 Follow-up Situation

N/A

Chapter 1 Outline of the Evaluation Study

1.1 Objectives of the Evaluation Study

The objectives of this study are to appraise the results of the “Project of Community Development through Training of Community Educators - MAINUMBY PROJECT” that effectively trained educators working at nurseries, children day-care centers and youth centers at the Monte Azul neighborhood, in the municipality of São Paulo.

The appraisal aims at recognizing the efficiency, effectiveness, impact, relevance and sustainability of the Project through the evaluation of the training course results in terms of: (a) needs of the targeted educators; (b) appropriateness as a way to transfer appropriate pedagogy; (c) promotion of networking and cooperation among educators; among others.

1.2 Members of the Evaluation Study Team

JICA São Paulo Office (Commissioned to Ms. Ione Marisa KOSEKI CORNEJO, graduated at the University of São Paulo, School of Architecture and Urbanism, independent consultant).

1.3 Period of the Evaluation Study

The Evaluation Study was conducted from November 22nd of 2004 to February 21st of 2005.

1.4 Methodology of the Evaluation Study

The total number of participants of the Mainumby Project was 128. Out of this total, 63 (49.2%) graduated (Annex I) and 65 (50.8%) couldn't graduate (Annex IV).

The Evaluation Study was based mainly on the questionnaires responded by 39 (61.9%) of the 63 graduates of the course. Apart from that, coordinators responsible for the participant educators in some of the organizations also responded a specific questionnaire (Annex VI). Also, a verification of the reasons why some participants were not able to graduate was carried out. The verification was possible for 40 (61.5%) of them (Annex V).

The Evaluation Study was also based on conversations with the course coordination team members of the Monte Azul Community Association, the executing organization, as well as on the reading of the partial reports provided during the course progress.

Chapter 2 Outline of the Evaluated Project

2.1 Background of the Project

At the Monte Azul slum neighborhood, the population of young children and teenagers is very high on one hand and the income level of the families is very low, on the other. These leads to a situation where the mothers have to work the whole day leaving their children at nurseries and day-care centers run by community associations, sometimes in partnership with the local government. Teenagers go to school only half day having the other half free. This can be a temptation for them to get involved with drug dealers or other bad company. Therefore, in these regions a place where the small children can be looked after and a youth center where the teenagers can develop creative activities are very important infrastructure. However, the physical space alone is not sufficient. The educators in charge of these children and teenagers are a key factor in the success of this type of service. Most of these educators live in the community and thus are known as community or social educators.

Noticing the need to qualify its own community educators, in 1982, the Monte Azul Community Association team, helped by professionals of other organizations, started a permanent qualification course. This course used to be provided on Saturdays’ mornings when the educators would get together to discuss their difficulties. These courses, however, were carried out based on the volunteer work of some lecturers, with no conditions to provide appropriate educational material. Even though, during these 18 years approximately 200 educators were already qualified.

The Monte Azul Community Association thus decided to offer a more structured course to its educators and educators of other organizations in the neighborhood. Therefore, the association requested to JICA support for the “Project of Community Development through Training of Community Educators - MAINUMBY PROJECT” aiming at improving the quality of these educators, training them to better deal with the children and teenagers under their responsibility.

2.2 Summary of the Initial Plan of the Project

(1) Project Title	<i>“Project of Community Development through Training of Community Educators - MAINUMBY PROJECT”</i>
(2) Number of Participants	150 educators of nurseries, children day-care centers and youth centers
(3) Duration	3 years
(4) Years of Cooperation	JFY 2001 ~ JFY 2003

2.2.1 Cooperation Contents

a) Purpose of the Agreement

The Agreement purpose is the implementation of the Project for Nurseries, Children Day-care Centers and Youth Centers Educators Training, which aim at the improvement of educators through courses ministered by a team of qualified professionals. The intention is to build up an education center for educators in nurseries, day-care centers, kindergartens, youth centers and shelters in the neighborhood of Monte Azul slum.

b) Obligations of the Executing Organization (Monte Azul Community Association)

The Association shall:

- Take upon itself the responsibility for the effective implementation of the Project, taking into consideration its objectives;
- Hire qualified professionals to minister the training courses;
- Prepare and submit to JICA progress reports at the end of every quarter of the Japanese fiscal year and a final report at the termination of the Project.

c) Obligations of JICA

The following are the obligations of JICA:

- Organize and supervise the overall implementation of the Project and entrust the implementation of it to the Monte Azul Community Association;
- Assume the financial costs originating from the implementation of the Project to extent that JICA considers necessary for its implementation and at an amount to be determined by JICA;
- Deliver the monetary resources directly to the Association;
- Send experts and technical advisers to the Association in order to act as technical counselors, whenever the necessity arises, with JICA assuming all costs hereof.

2.2.2 Outputs of the Project

No.	Item	Indicator	Means of Verification
1	Has the level of understanding of participants in the field of training subject improved?	Level of understanding in the field of training subject	– Questionnaire for ex-participants. – Questionnaire and conversations with coordinators responsible for ex-participants in each respective organization.
2	Are the participants using the knowledge and skills obtained in the training course in their work?	Works and activities of ex-participants	– Questionnaire for ex-participants. – Questionnaire and conversations with coordinators responsible for ex-participants in each respective organization.
3	Can changes be observed among the children and teenagers under the responsibility of the trained educators?	Observation of changes among children and teenagers	– Questionnaire for ex-participants. – Questionnaire and conversations with coordinators responsible for ex-participants in each respective organization.
4	Was the exchange among participants, lecturers and training organization strengthened?	Results of exchange between participants and training organization	– Questionnaire for ex-participants. – Questionnaire and conversations with coordinators responsible for ex-participants in each respective organization.

TERMINAL EVALUATION REPORT
CEP Agreement Monte Azul Community Association - JICA
“Project of Community Development through Training of Community Educators -
MAINUMBY PROJECT”

– Conversations with Monte Azul
Association Coordination team.

2.2.3 Curriculum

Topic of Training	Method of Training	Contents	Time Allocation
Playing	First Classes	Learning to work with children by playing and through games.	10
Annual Festivities		Lessons to be learnt with the Annual Festivities.	10
Development of Human Being		Development of the human being throughout the various life stages.	22
Management of Organizations		How to manage an organization.	11
Image - Mythology		Learning to work with children using histories or stories telling.	11
Image – Fairy Tales		Learning to communicate with small children through images.	
Design of Forms		Comprehension and exercise of various elements from basic initial forms.	
Punishment & Penalties		Explanation about the use of punishment to control the children. Concept, alternatives and other resources to change children behavior.	
Third Seven Years of Life		Development of the human being in the third seven years of life, changes and the environment of the teenager.	
Recitation		Arts Classes	Development of skills of each respective form of art.
Painting	10		
Music	10		
Eurythmy	11		
Moulding	11		
Handcraft	11		
Nursery / Mini-Group	Group of Interest		
Daycare for children			
Kindergarten			
Young People Space			
Professionalizing Workshops			
Therapeutic Center			
Specialization			
Development of Soul through Art	Seminar (Optional)	Comprehension about the human consciousness evolution since Hindu Era until the Contemporary Era.	20
Biographic		Presentation of testimonies of various organizations representatives to share experiences and learn from them.	20
Theater – Brazilian Folklore		Workshop with a theater director and his group: motor coordination, attention and individual inner awareness.	20
Observation of Nature		Observation of nature through a method called “Gotheanistic Observation” aiming at expanding the ecological awareness of the educator and developing his/her perception ability.	20

2.2.4 Executing Organization

(1) Name	Monte Azul Community Association
(2) Type of Organization	Non-profit Organization (NGO) in operation at the Monte Azul slum neighborhood for more than 25 years

Information on other JICA cooperation activities with Monte Azul Community Association

Since 2003, JICA has an agreement with the Health Department of the São Paulo Municipality Government. The object of this agreement is to carry out the project “First Childhood in the Culture of Peace” and aims at improving the quality of the “first childhood” – since pregnancy and birth until the age of six, considering that this period is very important in the strengthening of health, learning skills and human and social relationships, what contributes to the construction of a culture of peace in the society.

One of the components of this project is to elaborate and to develop a model project in a pilot area. The pilot areas chosen were the neighborhoods of Campo Limpo and M’Boi Mirim, located in the southern region of São Paulo municipality, with a population of approximately 1.2 million persons. These areas were chosen considering the high infant and maternal mortality rates, as well as the high violence occurrences. Another element contributing to choose these areas was the existence of a non-governmental organization – the Monte Azul Community Association that carries out the course for community educators qualification in partnership with JICA since 2001.

Chapter 3 Achievement of the Training Program

3.1 Implementation Framework

The course was elaborated in order to transform non qualified monitors into competent educators through classes given by a team of specialized professionals. The qualification includes a curriculum based on a holistic view of the human being incorporating not only scientific knowledge but also artistic and social skills.

The classes were carried out on Saturdays, at the Association facilities, with basic information given for all educators and specific information given according to group of interest. Four Seminars carried out during four whole weekends, in other locations, allowed the immersion of the participants in the activities. The attendance to these seminars was optional.

The qualification also included practical experience in the activities of the Monte Azul Community Association.

Apart from the course activities, the executing organization also rendered consulting services for some other organizations that sent participants to the course in the organization of their socio-pedagogic work.

3.2 Achievement in terms of Activities

Duration of the course: October, 2001 to February, 2004

Total number of participants: 128

Number of participants that received the course’s certificate: 63

Number of participants that didn’t receive the course’s certificate: 65

Number of organizations which educators graduated at the course: 89 (including the Monte Azul Community Association units)

3.3 Achievement in Terms of Outputs

OUTPUT	
Has the level of understanding of participants in the field of training subject improved?	AA
Are the participants using the knowledge and skills obtained in the training course in their work?	AA
Can changes be observed among the children and teenagers under the responsibility of the trained educators?	AA
Was the exchange among participants, lecturers and training organization strengthened?	PA

*Achieved = AA, Partly Achieved = PA, Not Achieved = NA

3.4 Achievement in terms of Inputs

These costs are referred to the period of JFY 2001 ~ JFY2003.

		JFY 2001	JFY 2002	JFY 2003
<u>JICA PORTION</u>				
1	Salary of Administrative Coordinator	4,471.11	15,415.15	17,410.26
2	Salary of Pedagogic Coordinator	5,740.00	13,493.09	17,844.58
3	Payment of Hired Teachers	10,980.00	24,967.59	16,878.20
4	Costs of Seminars (meals, transportation, accommodation, etc.)	11,991.90	22,932.50	17,968.78
5	Consulting services for other organizations	2,100.00	1,700.00	2,800.00
6	Training expenses (transportation, coffee-break, etc.)	4,806.03	13,133.03	8,900.09
7	Training material (textbooks, others)	5,639.69	8,988.39	6,144.34
8	Printing of text-book	5,722.28	6,064.00	13,850.00
9	Acquisition of computer set	3,913.09		
10	Bank fees		76.46	185.75
Sub-total (in R\$)		55,364.10	106,770.21	101,982.00
		<i>in US\$*</i>	20,505.22	35,658.04
		<i>in Yen*</i>	2,421,666.74	4,065,016.78
<u>MONTE AZUL PORTION</u>				
Sub-total (in R\$)		52,003.60	24,400.00	31,920.00
		<i>in US\$*</i>	19,260.59	11,160.84
		<i>in Yen*</i>	2,274,675.99	1,272,335.66
GRAND TOTAL (IN R\$)		107,367.70	131,170.21	133,902.00
		<i>in US\$*</i>	39,765.81	46,818.88
		<i>in Yen*</i>	4,696,342.73	5,337,352.45
* The exchange rate for the respective fiscal years is as follows:				
		JFY 2001: 1US\$ = R\$ 2.70 = 118.1 Yen		
		JFY 2002: 1US\$ = R\$ 2.95 = 121.0 Yen		
		JFY 2003: 1US\$ = R\$ 2.86 = 114.0 Yen		
		US\$	Yen	%
TOTAL OF 3 JFYs		131,049.17	15,413,897.01	100.0%
JICA PORTION		92,356.56	10,866,071.80	70.5%
MONTE AZUL PORTION		38,692.62	4,547,825.21	29.5%
Cost per Participant (Considering only Graduates = 63 students)		2,080.15	244,665.03	
Cost per Participant (Considering all Participants = 128 students)		1,023.82	120,421.07	

Chapter 4 Results of Evaluation

4.1 Analysis on the Achievement in Terms of Outputs

(1) Output 1

Has the level of understanding of participants in the field of pedagogy and other training items improved?

a. Achieved [] b. Partly Achieved [] c. Not Achieved

Description of these factors in detail: 61.5% of the questionnaire respondents (graduates) said to “*Have almost fully understood the knowledge and skills introduced in the Course*” and 28.2% said to “*Have understood to some degree*” (Table Q.2). 97.4% considered the “*Classes*” in which they took part as GOOD (Table Q.3). 76.9% considered the “*Seminars*” in which they took part as GOOD (Table Q.4). 84.6% considered the “*Teaching Material*” as GOOD (Table Q.5). 92.3% considered the “*General Contents*” as GOOD (Table Q.7). 64.1% of the respondents said the General Contents of the course “*almost fully*” met their expectations and 30.8% said it has met their expectations to “*some degree*” (Table Q.8). According to the Coordinators interviewed, the biggest benefit for their organizations provide by the course was the improvement in the qualification and knowledge of the educators (Table CQ.6).

(2) Output 2

Are the participants using the knowledge and skills obtained in the course at their work?

a. Achieved [] b. Partly Achieved [] c. Not Achieved

Description of these factors in detail: 89.7% said they are using the knowledge and skills obtained in the course (Table Q.12). 51.3% said they are not having any difficulties in applying the knowledge and skills obtained in their work. 38.5% said they are having difficulties (Table Q.14). Various reasons are mentioned for these difficulties: social problems and problems with the children and their family, lack of time, and personal handicaps, among others (Table Q.14.1). According to the Coordinators interviewed, 100% of the educators under their responsibility are using the knowledge and skills obtained in the course (Table CQ.3).

(3) Output 3

Can changes be observed among the children and teenagers under the responsibility of the trained educators?

a. Achieved [] b. Partly Achieved [] c. Not Achieved

Description of these factors in detail: 82.1% said they are observing changes in the behavior of their students after they started to apply the knowledge and skills learned at the course (Table Q.13). Among the changes noticed, the main ones are: the children are more peaceful and have a better behavior, besides showing more interest and enthusiasm with the activities (Table Q.13.1). According to the Coordinators interviewed, the changes observed after the course are that they seem to be more interested and calm (Table CQ.4).

(4) Output 4

Was the exchange among participants, lecturers and training Organization strengthened?

[] a. Achieved b. Partly Achieved [] c. Not Achieved

Description of these factors in detail: 94.9% still keep in touch with the persons related to the course (Table Q.16). 70.3% said they keep in touch with other participants and 54.1% with teachers and lecturers (Table. Q.16.1). When asked what kind of contact they keep, most answered “*Work*” (Table Q.17). Also, 71.8% said they are transferring the knowledge and skills learned at the course for the other educators at their own organization (Table Q.18), through daily work (Table Q.18.1). These can be explained because various educators came from the same organizations, already working together. Apart from that, the Course executing organization, Monte Azul Association, also had the educators from its 3 units taking part on the course (Monte Azul, Horizonte Azul and Peinha). Thus, in a way, the exchange existed prior to the Course. 85.7% of the Coordinators interviewed spread the knowledge and skills obtained in the course to other educators through meetings, and the others through other means (Table CQ.7). 57.1% of the Coordinators interviewed said they need support to spread de knowledge and abilities (Table CQ.8), both from Monte Azul Association and others (Table CQ.8.1).

(5) Overall Judgment on the Achievement of Outputs

According to the participants themselves and the coordinators responsible for them in each organization, their knowledge, mainly about the pedagogy taught, has improved. The participants considered the Classes and Seminars good, as well as the teaching material, what also contributed for the improvement of their knowledge. Thus, the Output 1 was fully achieved. The participants of the course are using the knowledge acquired in their activities, what was reinforced by the coordinators, and this use can be confirmed in the change observed on the children behavior. Therefore, Outputs 2 and 3 were also achieved. However, Output 4 was only partially achieved because the exchange among participants existed prior to the Course, and most of the participant educators work at the Monte Azul Association units (39 out of 63 – 61.9%), which is also the training organization. Therefore, it is not possible to affirm that the existing exchange was strengthened by the course only.

4.2 Evaluation of Five Criteria

4.2.1 Relevance

As already mentioned, the main characteristic of a social or community educator is that he/she lives at the benefited community. This person may not have the academic knowledge but has a deep knowledge about the community life, also having the trust of the community members.

In regard to nurseries and children’s day care centers at the municipality of São Paulo, which are managed since 1996 by the Municipal Department of Education (before the responsible was the Municipal Department of Social Assistance), there are 3 types of units: Covenant, Direct and Indirect. In the covenant and indirect types, the Education Department provides the financial resources and sometimes the facilities (in the case of indirect units) and a non-profit organization, such as those sending educators to the course, provides labor force, administration of resources and some of their won financial resources as well. On these types of units, the educators are community educators.

The local government depends in a large extent on the work of these NGOs and their educators to provide education and care at these nurseries and children’s day care centers. In the municipality of São Paulo there are approximately 1,000,000 children in age to attend to nurseries and children day-care centers (estimation based on Census carried out by the Federal Government in 2000). In 2001, according to the municipal department of education, 425.545

children were attended in 2,750 centers, roughly 40% of the demand. In the project area, only 10 to 15% of these children are attended. Just for example, at the Horizonte Azul community there are approximately 120,000 families but only 3 such centers are operating. The demand for this kind of service is huge, justifying the qualification and training of community educators.

4.2.2 Effectiveness

As already mentioned, the PDM stated that “*150 educators should be presented at the course during the three years of training*”. Effectively, 128 were presented (85.3%) in some of the stages of the course but only 63 actually graduated. Also in the PDM, it was stated that “*22 organizations shall have substantially improved the pedagogical quality of their services*”. In fact, only 8 organizations (40%) managed to have at least part of their educators graduated on the course.

PDM also says that “*at the end of the project, the profession of “social educator” will be recognized and valued by public and private organizations of São Paulo*”. Although efforts were carried out by the project coordination team of the training Organization, the official recognition of the profession was not achieved (Annex IX). According to them, the Law that presently regulates the profession of educator requires that a prerequisite to get a professionalizing degree (what the course is supposed to provide) is to have prior finished at least the medium high-school level. Among the graduated participants interviewed, 20.5% of them didn't fulfill this prerequisite (Table Q).

The main feature of a social or community educator is to belong to the community. Most of them are presently working as educators mostly because they live at the community and not because they have the academic knowledge for so. The training Organization decided that they wouldn't turn down participants for the only reason of not having the education needed. They decided to stimulate them to continue studying to achieve this educational level. Even though, some participants gave up of the course and others fulfilling this prerequisite were hired during it, partially explaining the high number of participants that couldn't finish the course.

On the other hand, for those that finished the course, the benefits can be observed in the improvement of their attitude in regard to the children and their parents. The educators became more confident with the knowledge and abilities acquired at the course, also observing changes in the behavior of their students as a result of the application of such knowledge.

4.2.3 Efficiency

In the original project, the number of participants in the course should be 150 educators. Effectively, 128 took part on the course in some of the stages. In fact, only 63 graduated (49.2%). To graduate, the educator had to have an attendance of 75% at the classes (participation on seminars was optional). Out of the 65 that didn't graduate, it was possible to verify the reasons of 40 for not graduating (Table NG.1). The main reason for not graduating was late participation on the course. It happened because some of the non graduated participants interviewed, 45%, started working at the Organization after the course begun (Table NG.2) and thus were not able to reach the attendance needed. Other reasons were other personal reasons (35%) and pregnancy leave (12.5%).

There were some delays in releasing the resources on the part of JICA due to fact that some of the financial reports of previous periods were presented with problems in regard do payment receipts of items non subjected to financing, closure of accounts, etc. Without the financial report duly corrected, the resources for the following period could not be released, hindering the progress of the project.

The course organization was considered good by 100% of the interviewed participants (Tabela Q.1). The method adopted, the Waldorf pedagogy, has been utilized by the Monte Azul Association since the beginning of its activities. For this reasons, it was considered that a Japanese expert was not necessary unless if she/he also followed the same methodology.

In general, the project was developed satisfactorily, with some few problems on its financial administration. The resources applied were used in an appropriate manner, although for a small number of graduates.

4.2.4 Impact

The impact of the project can be seen in the changes of the children behavior. According to interviewed participants and respective coordinators, the children became more peaceful and interested, what increases their learning abilities. Apart from that, the educators also improved their relationship with the children parents as a result of the improvement of their self-confidence. Through meetings carried out among coordinators and other educators of their respective organization, the participants were also able to transfer the knowledge and skills acquired, and thus multiplying the impact.

This impact is difficult to be measured. In a document about the course final evaluation organized by the Monte Azul Association, the testimony of some of the participants were compiled to present the impact on them. On the other hand, through the questionnaire applied to the participants, in the present Study, it was possible to verify that 82.1% said to be observing changes in the behavior of his students after starting to apply the knowledge and abilities learnt at the course (Output 3).

4.2.5 Sustainability

The Monte Azul association provided one more year of training to those graduates (of the basic three years course) interested in get deeper information of some training topics. This year was financed with remaining resources of other association's projects. Apart from that, the association is also organizing the II Mainumby, another basic course aimed at those who were not able to finish the first one and new educators from other organizations. The association has already got financial resources for this new course.

In this II Mainumby, some improvements will be made such as elaborating clear rules for the project, selection of participants according to prerequisite education degree, selection of participating organizations according to relevant social services rendered, among others.

There is already a waiting list of 200 persons interested in taking part of the course. No advertisement was made about it. So, it is verified a huge interest on the course.

4.3 Conclusion

4.3.1 Factors Promoting Effects of the Project

Factors promoting effects of the project are:

- The profession of community educator is still not officially recognized. However, they are responsible for the education and care of a considerable number of children and teenagers living in low income communities. The São Paulo city local government counts on their

work at the educational centers run by NGOs in partnership with the municipal department of education.

- The training organization, Monte Azul Association, is also a NGO and has a large experience in running educational centers as those mentioned before, thus having a broad understanding of the educators needs in terms of pedagogy.
- Also, apart from the current Project training course, there is no knowledge about other training programs oriented to this kind of educator. The existence of the project is thus completely justified.
- The course is carried out on Saturdays, not in working hours, allowing all the educators to participate without affecting their activities. Seminars are carried out in distant and isolated places to allow complete immersion during a whole weekend. They are optional considering those who can not leave their families for too long.
- In order to fulfill the Law requirements, the training Organization is stimulating educators to complete their formal education. On the other hand, those who still couldn't do that are not being fired.

4.3.2 Factor Inhibiting Effects of the Project

Factors inhibiting effects of the project are:

- The organizations are going through a transition stage. In order to fulfill de Law requirements, they are slowly replacing educators for those who have completed medium high school. Because of that, a consider number of course participants couldn't graduate because they started working at the organizations after the beginning of the course. Other reasons for the number of educators not finishing the course were personal issues and no adaptation to the position in which they worked.
- The number of community educators working in the municipality of São Paulo through the covenant system between non profit organizations and the municipal department of education is very high. The project's course is the only training program for this kind of educator. Without an official recognition of the course, government resources can not be applied on the course development and thus the demand is limitedly attended.
- There were some delays in releasing the resources on the part of JICA due to fact that some of the financial reports of previous periods were presented with problems in regard do payment receipts of items non subjected to financing, closure of accounts, etc. Without the financial report duly corrected, the resources for the following period could not be released, hindering the progress of the project.

4.3.3 Conclusion

At present, in the municipality of São Paulo, merely 40% of the children under school age are taken care of at nurseries and day-care centers. There is still a huge demand for this kind of centers, especially in low income communities such as the project area. The existent centers, operating through the covenant system between NGOs and São Paulo local government, have community educators taking care of and teaching these children. The same happens as for teenagers in youth centers.

On the other hand, despite the notorious important role of these community educators, there were no training programs for them. The Project thus is a pioneer action for providing proper training for this kind of educator. As a pioneer Project, many difficulties were faced and the number of participants graduating was small, not achieving the targeted number at the initial plan. Considering the pioneering character and relevance of the project it shall be considered as

a necessary stage for learning from mistakes in order to build a sound training program in the long run.

Chapter 5 Recommendations and Lessons Learned

5.1 Recommendations

5.1.1 Recommendations for the Executing Organization

The Monte Azul Community Association has a large experience in working with international cooperation agencies. However, it is the first time they work with JICA. As already mentioned, JICA has its own work methodology, results evaluation, besides having its own needs as for accountancy. The association has to make a special effort in trying to understand the point of view of the donor side.

Therefore, the association should learn how to explain to the outsiders the project needs and results. Sometimes, only the opinion and feelings of participants are not enough, although also very important. Indicators and figures are also important elements to show a project's results, specially for those who are financing it.

Therefore, we recommend to the Monte Azul Community Association the following measures to improve the Project implementation:

- Preparation of the course's guidebook that includes clear criteria for the participation of new educators, as for instance: (1) educational formation pre-requisite, (2) membership to organizations that agree with the pedagogy to be taught (Waldorf), (3) membership to organizations that have a clear social work. This is an important measure to reduce the number of educators not concluding the course, assuring that the goals set at the beginning of the project are attained;
- The relationship between the Association and JICA can not be limited to the accountancy control as for the project expenses, carried out by the administrative coordination of the project. The pedagogical coordination of the course should participate closely in the relationship with JICA. The pedagogical coordination should not only prepare the progress reports, but also keep a constant communication to report any problem that may occur during the course progress and that can hinder the attainment of goals set in the beginning of the project. This communication is important to facilitate the adoption of necessary adjustments.

5.1.2 Recommendations for JICA

The JICA local office shall develop a specific method to work with community associations. They are different from government agencies, the usual partners of JICA. Many times, these associations are not familiar with performance indicators and project follow-up. Therefore, before starting the project, due attention should be given in explaining them the need and methods of reporting the project progress in order to fulfill the demands of the donor side.

Therefore, we recommend to JICA the following measures to improve the Project implementation:

- To elaborate a projects implementation and evaluation manual to the community associations in order to facilitate the afterwards monitoring of community projects;
- Besides the progress reports, the cooperation agreement should include progress meetings between JICA and the course's pedagogical coordinators for the evaluation and establishment of necessary project adjustments, facilitating the understanding of the project results information needs and improving the relationship between the parts.

5.2 Lessons Learned

5.2.1 Lessons Learned regarding Situations in Evaluated Country and Sector

At present, in the municipality of São Paulo, less than half of the children under school age are taken care of at nurseries and day-care centers. Mothers in low income communities such as the project area have to work the whole day leaving their children alone or entrusting them to educators at nurseries run by community associations. Teenagers go to school only half day having the other half free. This can also be a temptation for them to get involved with drug dealers or other bad company. Therefore, in these regions a nursery where the small children can be looked after and a youth center where the teenager can develop creative activities are very important infrastructure.

The existing centers, operating through a covenant system between NGOs and São Paulo local government, have community educators taking care of and teaching these children and teenagers.

Therefore, the local government depends in a large extent on the work of these NGOs and their educators to provide education and care at these nurseries and children's day care centers. In the municipality of São Paulo there are approximately 1,000,000 children in age to attend to nurseries and children day-care centers (estimation based on Census carried out by the Federal Government in 2000). In 2001, according to the municipal department of education, 425.545 children were attended in 2,750 centers, roughly 40% of the demand. In the project area, only 10 to 15% of these children are attended. Just for example, at the Horizonte Azul community there are approximately 120,000 families but only 3 such centers are operating.

The demand for this kind of service is huge and very important for the community, justifying the qualification and training of community educators.

However, despite the notorious important role of these community educators, there were no training programs for them. The Project thus is a pioneer action for providing proper training for this kind of educator.

5.2.2 Lessons Learned regarding Project Management

According to both parties, the training organization team and JICA officials in charge, there were some communication problems during the Project progress. JICA local office, on one side, had to report the project progress to headquarters showing concrete information and results in terms of indicators and figures. Also, reporting in a sound manner the financial statement. On the side of the training organization, a community association itself, it had difficulties in understanding the need of providing such indicators and figures, and also in how to do it in a timely and objective manner.

For Monte Azul Community Association, it is easy to understand the educators need, to provide qualified information and training in terms of pedagogy. They work together with the community for more than 25 years and thus they are very familiar with the community environment. The way the training organization found to report the project progress was by compiling some of the participants' testimonies telling how the course impacted their lives and their work.

On the other hand, for JICA local office, the investment of financial resources from Japan for technical cooperation has to be duly justified. The due justification is a guarantee that the resources are being well applied and thus that the cooperation should continue.

Considering that this present project can be considered a pioneering project, the problems and difficulties arisen from its development shall be used to improve the management and follow-up methods for both parties involved, finding a balance between the views of the training organization and JICA.

ANNEXES

LIST OF ANNEXES

I.	Project Design Matrix (PDM)	1
II.	Evaluation Grid	2
III.	List of Graduates	4
IV.	Questionnaire Applied to the Graduates.....	5
V.	Tables of the Questionnaire applied to Graduates.....	11
VI.	List of Non Graduates (NG)	24
VII.	Information about Non Graduates	25
VIII.	List of Pedagogical Coordinators Interviewed	26
IX.	Questionnaire Applied to the Coordinators.....	26
X.	Tables of the Questionnaire applied to the Coordinators.....	30
XI.	Comments of the Executing Institution	34

I. PROJECT DESIGN MATRIX (PDM)

Project Title: Project of Community Development through Training of Nursery Educators and Juvenile Centers - MAINUMBY PROJECT

Project Period: JFY 2001 ~ 2003

Name of Implementing Organization: **Monte Azul Community Association**

Targeted Group: Community Educators of Social Organizations in São Paulo

Project Site: **Neighborhood of Favela Monte Azul, São Paulo City, São Paulo State, Brazil.**

Date: October, 2004 JICA São Paulo Office

Narrative Summary	Indicators / Targets	Means of Verification	Important Assumptions
<u>Overall Goal</u> To improve the life conditions at the beneficiary communities through the improvement of nurseries, day-care centers for children and youth centers quality.	1. Self-confident and happy children and teenagers, and capable to learn.	1. Observation of social behavior, taking into account the age group. 2. Observation of creativity, the ability to concentrate and persevere.	The family situation of children needs to have minimal stability.
<u>Project Purpose</u> To improve the quality of pedagogical services and care at the nurseries, day-care centers for children and youth centers to children, teenagers and their parents.	1. The participants continue to work as educators. 2. The participants understand the course contents. 3. The participants utilize the information and knowledge obtained in the course.	1. Questionnaire, interviews and activity reports.	Continuity of services rendered by social organizations. Continued financial support from the city to the social organizations. Will of public powers to improve the informal education services.
<u>Outputs</u> 1. At the completion of the course, the educators will deepen their knowledge on children and teenagers education. 2. The pedagogical methodology of each participant organization will improve. 3. The educators will perform more appropriately their role at each respective organization. 4. The bonds and relationship between participant organizations will become stronger.	1. The participants utilize the information and knowledge obtained in the course. 2. The participants transfer the information and knowledge obtained in the course to other educators in their organizations. 3. The behavior of children under the educators' care improve. 4. The relationship between participant organizations improve.	1. Questionnaire, interviews and activity reports.	The board of directors of the organizations supporting the quality process, preventing the turnover of their employees.
<u>Activities</u> 1. Classes: basic classes (first classes), art classes, specific classes for group of interests; 2. Seminars: (whole weekend of immersion) a. Development of Soul through Art b. Biographic c. Theater – Brazilian Folklore d. Observation of Nature	<u>Inputs</u> (Japanese Side) JICA Financial support in accordance with the plan. (Brazilian Side) Monte Azul Community Association Physical facilities and organization of classes, seminars, etc. Counterpart in accordance with the plan.		<u>Preconditions</u> Educators shall continue to work in the social organizations of São Paulo. Maintenance of a good relationship with participating organizations and with competent organizations of public power.

TERMINAL EVALUATION REPORT
CEP Agreement Monte Azul Community Association - JICA
“Project of Community Development through Training of Community Educators -
MAINUMBY PROJECT”

II. EVALUATION GRID

Project Title: **Project of Community Development through Training of Nursery Educators and Juvenile Centers - MAINUMBY** Project Period: JFY 2001 ~ 2003

PROJECT

Name of implementing organization: **Monte Azul Community Association**

Project site: **Neighborhood of Favela Monte Azul, São Paulo City, São Paulo State, Brazil.**

Targeted Group: Community Educators of Social Organizations in São Paulo

Date: October, 2004 JICA São Paulo Office

	Survey item	Necessary information, data	Information source	Survey method
Results	<u>Overall Goal</u>	1. Percentage of participants that observe an improvement of children and youths capability to learn, behavior in class, and self-confidence.	1. Ex-participants and the organizations they work for.	1. Questionnaires and interviews.
	<u>Project Purpose</u>	1. Percentage of participants that continue to work as educators. 2. Percentage of participants that understand the contents of the course. 3. Percentage of participants that use the information and knowledge obtained in the course.	1. Ex-participants and the organizations they work for. 2. Ex-participants and the organizations they work for. 3. Ex-participants and the organizations they work for.	1. Questionnaires and interviews 2. Questionnaires and interviews 3. Questionnaires and interviews 4. Questionnaires and interviews
	<u>Outputs</u>	1. Percentage of participants that consider the course contents useful in their daily work and thus use the information and knowledge obtained in the course. 2. Percentage of participants that transfer the information and knowledge obtained in the course to other educators in their organizations. 3. Percentage of participants that observe changes in his/her students' behavior after starting to use the information and knowledge obtained in the course. 4. Percentage of participants that keep in touch with other participants of the course.	1. Ex-participants and the organizations working for. 2. Ex-participants and the organizations working for. 3. Ex-participants and the organizations working for. 4. Ex-participants and the organizations working for. 5. Ex-participants and the organizations working for.	1. Questionnaires and interviews. 2. Questionnaires and interviews 3. Questionnaires and interviews 4. Questionnaires and interviews 5. Questionnaires and interviews
	<u>Inputs</u>	(Japanese Side) 1. Training cost (Brazilian Side) 2. Local Cost	1. Course reports, and Monte Azul Community Association coordination team.	1. Literature survey and interviews.

	Survey item	Necessary information, data	Information source	Survey method
Process	<u>Progress of activity</u>	1. Initial plan and actual activity	1. Course reports 2. Monte Azul Association coordination team	1. Literature survey 2. Questionnaires and interviews
	<u>Monitoring</u>	1. Actual activity	1. Course reports 2. Monte Azul Association coordination team	1. Literature survey 2. Questionnaires and interviews
	<u>Lecturer</u>	1. Activity of lecturer	1. Course reports 2. Monte Azul Association coordination team	1. Literature survey 2. Questionnaires and interviews
	<u>Implementing organization</u>	1. Activity of implementing organization 2. Course budget 3. Counterpart personnel	1. Course reports 2. Monte Azul Association coordination team	1. Literature survey 2. Questionnaires and interviews

Evaluation Grid (continuation)

	Survey item	Necessary information, data	Information source	Survey method
Relevance	<u>Relevance of overall goal</u>	1. Enhancement of education for children and youths living in the deprived neighborhood of the Favela Monte Azul.	1. Reports and Statistics related to the Favela Monte Azul neighborhood conditions.	1. Literature survey
	<u>Relevance of project purpose</u>	1. Need of participants and the organizations they work for.	1. Ex-participants and the organizations they work for.	1. Questionnaires and interviews

	Survey item	Necessary information, data	Information source	Survey method
Effectiveness	<u>Was the project purpose accomplished by the course?</u>	1. Evaluation of the project purpose 2. Evaluation of the output	1. Ex-participants and the organizations working for. 2. Ex-participants and the organizations working for.	1. Questionnaires and interviews 2. Questionnaires and interviews

	Survey item	Necessary information, data	Information source	Survey method
Efficiency	<u>Was the output obtained in line with the input?</u>	1. Evaluation of the output 2. Degree of utilization of the input 3. Timing of the input 4. Cost of the input	1. Ex-participants and the organizations working for. 2. Course report, and Monte Azul association coordination team. 3. Course report, and Monte Azul association coordination team. 4. Course report, and Monte Azul association coordination team.	1. Questionnaires and interviews 2. Literature survey and interviews 3. Literature survey and interviews 4. Literature survey and interviews

	Survey item	Necessary information, data	Information source	Survey method
Impact	<u>Was the overall goal accomplished by the course?</u>	1. Accomplishment of the overall goal 2. Effect on the organizations the participants work for. 3. Evaluation of the project purpose 4. Other effects.	1. Ex-participants and the organizations they work for. 2. Ex-participants and the organizations they work for.	1. Literature survey 2. Questionnaires and interviews 3. Questionnaires and interviews

	Survey item	Necessary information, data	Information source	Survey method
Sustainability	<u>Sustainability on policies</u>	1. Activities of the implementing organization in relation to the course continuity	1. Monte Azul association coordination team.	1. Questionnaires and interviews
	<u>Ability of the organization</u>	1. Organization and quality of the course. 2. Future plan of the implementing organization	1. Ex-participants and the organizations they work for. 2. Monte Azul association coordination team.	1. Questionnaires and interviews 2. Questionnaires and interviews

III. LIST OF GRADUATES

No.	Ex-participant	Institution	Answered the questionnaire
1	Maria Izilda de Souza	Casa Criança Querida	
2	Anivalda Caetano	Horizonte Azul	Yes
3	Maria Natalia	Horizonte Azul	
4	Maria Sergia de Oliveira da Silva	Horizonte Azul	Yes
5	Sebastiana de Fátima	Horizonte Azul	Yes
6	Patrícia Evangelisti	Horizonte Azul	Yes
7	Márcia Ferreira da Silva	Horizonte Azul	Yes
8	Alessandro de Souza Menezes	Micael	Yes
9	Anildo Maldener	Micael	Yes
10	Christiane Fada Bois	Micael	Yes
11	Neuza Margeni	Micael	
12	Gloria Gomes Ferreira	Monte Azul	
13	Adriana Valentim	Monte Azul	
14	Elinete Pereira Gonçalves	Monte Azul	Yes
15	Ilvanete Gonçalves Ferreira	Monte Azul	Yes
16	Ivone Maria DuArts	Monte Azul	Yes
17	Luciana Bento Pedro	Monte Azul	Yes
18	Nenete Almeida Marien	Monte Azul	Yes
19	Suely Lima França	Monte Azul	Yes
20	Terezinha Aparecida de Abreu	Monte Azul	
21	Rita de Cássia Santana	Monte Azul	Yes
22	Adenilce Pereira R. Gonçalves	Monte Azul	Yes
23	Adriana Teles da Silva Ferro	Monte Azul	Yes
24	Aracy Francisco Ignácio	Monte Azul	
25	Cleonice Feliciano de Abreu Cunha	Monte Azul	Yes
26	Dorvina Venâncio da Silva	Monte Azul	Yes
27	Ivete Silva de Jesus	Monte Azul	Yes
28	Maria do Carmo Oliveira	Monte Azul	Yes
29	Maria do Carmo Silva	Monte Azul	Yes
30	Marlene Celestina	Monte Azul	Yes
31	Sirlane Gomes	Monte Azul	
32	Solange Maria Gomes Lemes	Monte Azul	Yes
33	Maria José dos Santos	Nossa Casa da Criança	Yes
34	Joana Conceição	O Semeador	
35	Álvaro Moura Dutra	Part	
36	Ana Cecília Santos Padilha	Part	
37	Ana Maria Ângelo Correia	Part	
38	Carmem Margareth Brugnera	Part	
39	Carmem Silva Carmona de Azevedo	Part	Yes
40	Márcia Maria Saraiva	Part	
41	Maria Angélica de Biase	Part	
42	Maria Aparecida dos Reis	Part	
43	Maura Therezinha de Carvalho	Part	
44	Rita de Paula	Part	
45	Rosângela Costa Viera da Silva	Part	
46	Sonia Regina Risso	Part	Yes
47	Cristiane Rosa Calixto	Part	
48	Aldilecia Nunes Maciel	Peinha	Yes
49	Ana Cristina Santos Gama	Peinha	Yes
50	Durvalina Paulina	Peinha	
51	Eldinete Rodrigues	Peinha	Yes
52	Euterpe Aguiar Novais	Peinha	Yes
53	Geruzelita Vicente Zeferino	Peinha	
54	Ivete Rui	Peinha	
55	Maria de Lourdes do Nascimento	Peinha	Yes
56	Maria Gerônimo de Paulo	Peinha	Yes
57	Maria Iolanda	Peinha	
58	Maria Luzineide da Costa	Peinha	Yes
59	Marina Brussarosco	Peinha	Yes
60	Rosângela Camargo	Peinha	Yes
61	Sonia Aparecida Lima	Peinha	Yes
62	Antonio Mates Pereira	Pequeno Príncipe	Yes

TERMINAL EVALUATION REPORT
CEP Agreement Monte Azul Community Association - JICA
“Project of Community Development through Training of Community Educators -
MAINUMBY PROJECT”

63	Maria Luzia de Jesus	Pequeno Príncipe	Yes
	TOTAL OF QUESTIONNAIRES ANSWERED		39 (61.9 %)

IV. QUESTIONNAIRE APPLIED TO THE GRADUATES

QUESTIONNAIRE FOR EX-PARTICIPANTS OF THE I MAINUMBY

This questionnaire aims to collect necessary information, opinions and comments from the ex-participants of the Mainumby Project – Training of Informal Educators.

Your sincere opinion and suggestions will be very important for the continuity and improvement of this course.

I – GENERAL INFORMATION

- (1) Your name: _____
- (2) Educational level: [] 1st to 4th degree [] 5th to 8th degree [] Incomplete High School [] Complete High School [] Incomplete College [] Complete College
- (3) Activity you had when you took part on the Course: _____

- (4) Institution for which you worked when you took part on the Course: _____

- (5) Place where you work now: [] The same [] Another. Which one? _____
- (6) Address: _____

- (7) Tel: _____
Fax: _____
E-mail: _____

II – EVALUATION OF THE COURSE

Q1 - How do you evaluate the COURSE organization?

1. Good
2. Fair
3. Poor

Please, detail your answer: _____

Q2 - To what degree have you understood the knowledge and skills introduced in the Course?

1. Almost fully (more than 80%)
2. Some degree (more than 50%)
3. A little (equal or less than 50%)

Q3 - How do you evaluate the CLASSES you had?

1. Good
2. Fair
3. Poor

Please, detail your answer: _____

Q4 - How do you evaluate the SEMINARS in which you took part?

1. Good
2. Fair
3. Poor

Please, detail your answer: _____

Q5 - How do you evaluate the TEACHING MATERIAL you received?

1. Good
2. Fair
3. Poor

Please, detail your answer: _____

Q6 - Did you already know the PEDAGOGY introduced in the course?

1. Yes
2. Yes, but not in deep
3. No

Q7 - How do you evaluate the GENERAL CONTENTS of the course?

1. Good
2. Fair
3. Poor

Please, detail your answer: _____

Q8 - Did the GENERAL CONTENTS of the course fulfill your expectations?

1. Almost fully (more than 80%)
2. Some degree (more than 50%)
3. A little (equal or less than 50%)

Please, detail your answer: _____

Q9 - Which subjects of the course most interested you? (List 2, putting the most important in first place).

1. _____
2. _____

Q10 - In your opinion, which subjects of the course should had been more deepened?
(List 2, putting the most important in first place).

1. _____

2. _____

**Q11 - In your opinion, which subjects were not approached and should had been?
(List 2, putting the most important in first place).**

1. _____

2. _____

Q12 – Are you applying the knowledge and skills learned at the course?

1. Yes

2. No. Why? _____

Q13 – If the previous answer was YES, are you observing changes in the behavior
of your students after you stArtsd to apply the knowledge and skills
learned at the course?

1. Yes

2. No

If the answer was YES, which changes have you observed:

a) _____

b) _____

c) _____

If the answer was NO, what would be the reasons for no changes:

d) _____

e) _____

f) _____

Q14 - Do you face any difficulties in applying the knowledge and skills learned at the course?

1. Yes

Which difficulties?: _____

2. No.

Q15 - For you, what was the biggest benefit of the course?

Q16 - Do you still keep in touch with persons related to the Course?

1. Yes

a) Other participants

b) Teachers / lecturers

c) Others

2. No

Q17 - If the previous answer was YES, what kind of relationship do you keep?

Q18 - Did you somehow transfer the knowledge and skills learned at the course to other educators at your institution?

1. Yes

How? _____

2. No

Q19 - Do you need support for transferring the knowledge and skills learned at the course to other educators of your institution?

1. **Yes, from who?**

a) Monte Azul Association

b) My own institution

c) Others. Mention: _____

2. No

Q20 - If the previous answer was YES, please detail what kind of support you need: _____

Q21 - Did you change job after the conclusion of the course?

1. Yes. Please, detail your answer: _____

2. No

Q22 - Do you know the Course was supported by the Government of Japan?

1. Yes 2. No

Q23 - What other kinds of training courses you would like the Japanese Government and Monte Azul Association to organize? (List 2, putting the most important in first place)

1. _____

2. _____

Thank you very much for your kind cooperation.

IONE KOSEKI CORNEJO - JICA Consultant

e-mail: ikoseki@uol.com.br, telephone: 3141-0275, cellular: 9386-1006

V. TABLES OF THE QUESTIONNAIRE APPLIED TO GRADUATES

Table Q - Educational Level of Interviewees

Code	Categories	Answers	Percentage
1	1 st to 4 th grade	3	7.7%
2	5 th to 8 th grade	5	12.8%
3	High School - Incomplete	4	10.3%
4	High School - Graduate	8	20.5%
5	College - Incomplete	11	28.2%
6	College - Graduate	8	20.5%
0	No Answer	0	0.0%
Total		39	100.0%

Table Q.1 - How do you evaluate the Course ORGANIZATION?

Code	Categories	Answers	Percentage
1	Good	39	100.0%
2	Fair	0	0.0%
3	Poor	0	0.0%
0	No answer	0	0.0%
Total		39	100.0%

Table Q.2 - To what degree have you understood the knowledge and skills introduced in the Course?

Code	Categories	Answers	Percentage
1	Almost fully (more than 80%)	24	61.5%
2	Some degree (more than 50%)	11	28.2%
3	A little (equal or less than 50%)	3	7.7%
0	No answer	1	2.6%
Total		39	100.0%

Table Q.3 - How do you evaluate the CLASSES you had?

Code	Categories	Answers	Percentage
1	Good	38	97.4%
2	Fair	1	2.6%
3	Poor	0	0.0%
0	No answer	0	0.0%

TERMINAL EVALUATION REPORT
CEP Agreement Monte Azul Community Association - JICA
“Project of Community Development through Training of Community Educators -
MAINUMBY PROJECT”

Total	39	100.0%
--------------	----	--------

Table Q.4 - How do you evaluate the SEMINARS in which you took part?

Code	Categories	Answers	Percentage
1	Good	30	76.9%
2	Fair	3	7.7%
3	Poor	1	2.6%
0	No answer	5	12.8%
Total		39	100.0%

Table Q.5 - How do you evaluate the TEACHING MATERIAL you received?

Code	Categories	Answers	Percentage
1	Good	33	84.6%
2	Fair	6	15.4%
3	Poor	0	0.0%
0	No answer	0	0.0%
Total		39	100.0%

Table Q.6 - Did you already know the PEDAGOGY introduced in the course?

Code	Categories	Answers	Percentage
1	Yes	16	41.0%
2	Yes, but not deeply	20	51.3%
3	No	3	7.7%
0	No answer	0	0.0%
Total		39	100.0%

Table Q.7 - How do you evaluate the GENERAL CONTENTS of the course?

Code	Categories	Answers	Percentage
1	Good	36	92.3%
2	Fair	2	5.1%
3	Poor	0	0.0%
0	No answer	1	2.6%
Total		39	100.0%

Table Q.8 - Did the GENERAL CONTENTS of the course fulfill your expectations?

Code	Categories	Answers	Percentage
1	Almost fully (more than 80%)	25	64.1%
2	Some degree (more than 50%)	12	30.8%
3	A little (equal or less than 50%)	1	2.6%
0	No answer	1	2.6%
Total		39	100.0%

Table Q.9 - Which subjects of the course most interested you?

No.	1	2
2	Care with babies from 0 to 3 years	-
3	1st, 2nd and 3rd seven years of life	Plays
4	Children development	Music
5	First years of the children	-
6	Fairy tale	Drawing
7	Children development	Water color
8	First seven years of life	Youngsters and adults
9	Study about the third seven years of live	Group study of the book "Unveiling the Development"
10	Third Seven Years of Life	Lectures Adigo about conflicts resolution
14	The importance of playing for children	Importance of rhythm
15	The Characters	Each group of Seven Years of Life
16	First Seven Years of Life (children's vision)	Paintings (colors and feelings)
17	Conflicts (Bernardo: Consultant)	The children development (from the beginning)
18	Arts	Groups of Interest
19	Handcraft	Dance / Music
21	Music	Water color
22	Fairy tales	Flute
23	Image (Short story)	Drawing
25	Baby (as part of the whole, movements)	The importance of playing for children
28	Short stories	Reading in group
29	Fairy tales	Music
30	Phases of human development	Drawing
32	Fairy tales	Christian festivities
33	First Seven Years of Life	Children development
39	Phases of human development	Methodologies of children education proper for each phase of human development
46	Study Group "Unveiling the Growth"	Music course in the first semester
49	Just born	Adolescence
51	Plays	Fairy tales
52	Plays	Arts
56	Plays	Christian festivities
58	Plays	Arts
59	Children development	First Seven Years of Life
60	Deepening in Pedagogy	Arts
62	Sexuality	Observation
63	Sexuality	Plays

Table Q.10 - In your opinion, which subjects of the course should had been more deepened?

No.	1	2
2	Flute	How to respect children
3	1st, 2nd e 3rd seven years of life	
4	Children development	-
5	Children from 3 to 7 years	-
6	Fairy tales	Third seven years of life
7	Children observation	Rounds
8	Youngsters and adults	Ways of interaction between community and organization
9	Third seven years of life	-
10	Third seven years of life	Arts
14	Adolescence (Antonio Ponsi)	
15	Flute	Painting
16	Music	Plays
17	Image (Fantasy)	Sexuality (adolescent)
18	Arts	Gotheanistic Observation
21	Rhythms in round	
22	Fairy tales	-
23	Fairy tales	Flute
25	Development in the 1 st seven years of life	Taking care at the kindergArtsn
26	Fairy tales	-
27	Flute	Kantell
28	Reading in groups of interest	-
29	Music	Children drawings
30	Phases of human development	Drawing
32	First seven years of life	Handcraft
33	Epoch rounds	Christian festivities
39	Education at the third seven years of life	Dialogic study about social determinants in regard do periphery population
46	Study groups: Antroposophy books	Music
48	Music	Painting
51	Painting	Music
52	Drawing	Christian festivities
56	Music	Arts
58	Drawing	Christian festivities
59	Third seven years of life	
60	Music	Arts

TERMINAL EVALUATION REPORT
CEP Agreement Monte Azul Community Association - JICA
“Project of Community Development through Training of Community Educators -
MAINUMBY PROJECT”

61	Study groups	-
62	Adolescence	Observation of what is around us

**Table Q.11 - In your opinion, which subjects were not approached and should
 had been?**

No.	1	2
2	Emergency Care	How to deal with mothers
3	Arts	
6	Work planning	History of Mankind
7	Emergency Care	
8	Role of NGOs or Schools in the construction of citizenship	Public policies
9	How to deal with behavior deviation during adolescence caused by drug addiction, family disorganization, etc.	-
10	Brazilian folklore	Waldorf Curriculum and its theoretical fundaments
15	Drawing with chalk-crayon	Crochet work or embroidery
17	Chants	Educator speech
23	Children Sexuality	-
25	Preparation of children for pré-school	Qualification of pedagogic coordinator
28	Testimony of persons as for pedagogy practice	-
30	Cantelli	Exchange of musics
32	Drawing	Wook working
33	Antroposophy	Rudolf Steiner
51	How to deal with children with special needs	
52	Handcraft	-
56	Relationships	Nurture
58	Handcraft	-
62	Communication	Administration

Table Q.12 - Are you applying the knowledge and skills learned at the course?

Code	Categories	Answers	Percentage
1	Yes	35	89.7%
2	No	4	10.3%
0	No answer	0	0.0%
Total		39	100.0%

Table Q.13 - If the previous answer was YES, are you observing changes in the behavior of your students after you started to apply the knowledge and skills learned at the course?

Code	Categories	Answers	Percentage
1	Yes	32	82.1%
2	No	1	2.6%
0	No answer	6	15.4%
Total		39	100.0%

TERMINAL EVALUATION REPORT
 CEP Agreement Monte Azul Community Association - JICA
 “Project of Community Development through Training of Community Educators -
 MAINUMBY PROJECT”

Table Q.13.1 – Which changes?

Answers						
No.	a	b	c	d	e	f
4	Development	Ability to speak	Ability to walk			
5	Good Behavior					
6	More Calm	More happiness				
7	More Calm	More active participation	More attendance			
8	Increase of awareness as of the human life importance	Increase of awareness as of the family importance	Increase of awareness as of our values importance	Increase and observation of the internal and external rhythms of our daily life.	Reflection about nurture	Reflection about the popular cultures in the various country's regions
9	Attitudes in relation to colleagues	Improvement of self-esteem	More positive facing of duties			
10	Discovery of a new language between the teacher and the student transmits something different and attractive	Incorporation of values	Visualization of more meaning in apprenticeship			
14	Responsibility	Respect				
15	Good Behavior	Easiness in listening stories	More respect for developed works			
16	Conscious painting	Story telling	Round			
17	Drawing with Water color					
18	Sociability	More expressive speech	Development of motor ability			
19	Good Behavior	More comprehension	More Attention			
21	More interest	More serenity				
25	More concentration in listening stories	More integration with the group	More Calm			
28	Relationship in activities	Improvement of trust between student and teacher	Relationship with toys	Love for short stories		
29	Good Behavior					
30	Change in the morning and evening rhythms	Evolution of plays	More efficiency in nurturing			
32	More active participation	More attention to music	Admiration of tables repair			
33	Organization	Respect to human beings				
39	Emotional, physical and social health	Harmonic behavior	Happiness			
48	More Calm					
51	More Calm	More harmony				
52	More harmony					
56	Freedom in playing					
58	Plays	Peacefulness	Fluidity in activities	Attention to children needs		
60	Day to day work					
62	Less waste of material	Improvement of language	Cooperation spirit			

Table Q.14 - Do you face any difficulties in applying the knowledge and skills learned at the course?

Code	Categories	Answers	Percentage
1	Yes	15	38.5%
2	No	20	51.3%
0	No Answer	4	10.3%
Total		39	100.0%

Table Q14.1 – Which difficulties?

No.	Answers
2	Children with family problems
6	Accumulation of work does not allow free time to deepen the acquired knowledge
7	Difficulty in telling stories
9	Round plays, music
10	Need to receive more qualified evaluation
16	Deal with conflicts
17	Material; quality and resources
23	Aggressiveness of Children
28	Space; time; lack of participation of teachers
33	Administrative position; the institution lost the two persons who took part on the Mainumby in 2001
39	Social problems beyond the educator reach
51	Fear and insecurity
60	Music; Painting
62	Plays

Table Q.15 - For you, what was the biggest benefit of the course?

No.	Answer
2	Learn how to deal with mothers; great benefit for the students
3	Contact with new knowledge and persons who are searching for more knowledge
4	Increase of confidence in teaching
6	Increase of confidence in teaching
7	Rounds helped me in preparation and organization
9	Knowledge about persons development and future consequences
10	Personal transformation
14	Revise and deepen some topics. Learn a lot with Arts classes, mainly flute.
15	Acquisition of confidence and more comprehension of the children universe
16	Expansion of professional knowledge, more confidence in teaching, self-esteem.
17	Apprenticeship
18	Expansion of students comprehension, human development and pedagogic activities from this new point of views
21	Apprenticeship
22	Improvement of aspects such as children care and ability in deal with the public
23	Know the importance of short stories for the First Seven Years of Life
25	Opportunity to get a deeper understanding of Waldorf pedagogy; self-knowledge, think about career
26	Personal satisfaction
27	Acquisition and recycling of knowledge
28	Deepening in pedagogy; more confidence in educating
29	Improvement of the capacity of telling stories
30	Made my work easier
32	Feeling of integration in the group; learning through contact with multiple experiences of life which are enriching.
33	The human side of Waldorf pedagogy; respect for the children and persons rhythm.
39	Understanding the deficiencies of the others formation, we can live better with different points of view; the world becomes better (same as 12)
46	Deepening the knowledge about Antroposophy
49	For life, as educator mother; opportunity to transfer something for work colleagues.
51	Apprenticeship
56	Gain in the preparation of didactic activities
58	Acquisition of knowledge and confidence; Playing with children
61	Expansion of various knowledge aspects; personal practice
62	Relationship with persons; I learnt how to observe things
63	Music class

Table Q.16 - Do you still keep in touch with persons related to the Course?

Code	Categories	Answers	Percentage
1	Yes	37	94.9%
2	No	2	5.1%
0	No answer	0	0.0%
Total		39	100.0%

Table Q16.1 - With who?

Code	Categories	Answers	Percentage
a	Other participants	26	70.3%
b	Teachers / lecturers	20	54.1%
c	Others	9	24.3%
Total of Q16 (Yes)		37	

Table Q.17 - If the previous answer was YES, what kind of relationship do you keep?

No.	Answer
3	Friendship
4	Work; Study
5	Work
6	Professional: help when I have doubts
8	Keep contact
9	Contact in events at Monte Azul / Preparation of next Mainumby
10	Work; Attend to the same courses, lectures, supporting activities, Waldorf community parties
14	Work
15	Work; meeting in events
16	Work
18	Collaborates with Monte Azul association; work with coordinators
21	Work
23	Work
25	Work; Friendship
26	Work; neighborhood
27	Work
30	Exchange of experiences
32	Exchange of experiences
48	Friendship; exchange of experiences
49	Work; follow up colleagues work
51	Work; Friendship
56	Friendship
58	Work
59	Contact
61	Search for answers to doubts
62	Respect; talk with lecturers

Table Q.18 - Did you somehow transfer the knowledge and skills learned at the course for other educators at your institution?

Code	Categories	Answers	Percentage
1	Yes	28	71.8%
2	No	8	20.5%
0	No answer	3	7.7%
Total		39	100.0%

Table Q.18.1 – YES. How?

No.	Answer
2	Transference during daily work
3	Transference during daily work; Study groups
4	Working at the Social workshop; Development nucleus
5	Transference during daily work
6	Transference during daily work; explanation during meetings
7	Transference during daily work
8	Transference during daily work; creation of an evening for Handcraft for youngsters and adults
9	Transference during daily work
10	Transference during daily work; exchange of information with other colleagues that opt for different Interest Groups
15	Transference during daily work
18	Working with water color and Drawing of forms with educators; Planning; retrospective and evaluation of activities with educators
22	Discussion with educators
28	Transference during daily work; intention of creating a group for exchange of experiences
30	Transference during daily work
32	Transference during daily work; exchange with specific colleague
33	Supervision of activities based on Waldorf; Transference during daily work; recommendation to educators to read books received during the course
39	Elaboration of subsequent projects and programs for transference
48	Transference during daily work
49	Transference during daily work; exchange with specific colleague
51	Transference during daily work
52	Transference during daily work
56	Transference during daily work
58	Transference during daily work
59	Practical activities
60	Transference during daily work; explanation during meetings
61	Transference during daily work
62	Transference during daily work

Table Q.19 - Do you need support for transferring the knowledge and skills learned at the course to other educators of your institution?

Code	Categories	Answers	Percentage
1	Yes	26	66.7%
2	No	10	25.6%
0	No answer	3	7.7%
Total		39	100.0%

Table Q19.1 - If the answer was YES, support from who?

Code	Categories	Answers	Percentage of YES
a	Monte Azul Community Association	13	50.0%
b	My own institution	12	46.2%
c	Others	7	26.9%

Table Q.20 - If the previous answer was YES, please detail what kind of support you need:

No.	Answer
2	Material
4	Colleagues also have to deepen so that we can dialogue
5	More information
7	Material; support from Coordination
9	Arts; organization of space and time
15	Guidance
17	Preparation
19	Follow up
20	How to integrate teenagers parents in the work
21	Pedagogic Material, theoretical and practical knowledge
22	Moral support to overcome shyness
28	Lack of time; need to coordinator's support
29	Incentive to execution
33	Human resources
49	Solve doubts; lack of authority when mothers don't trust
51	Support and confidence
52	Lack of incentive
56	Lack of confidence for formal presentation
58	My activities are already evaluated by Monte Azul Association
60	Structure for workshops
61	Solve doubts

Table Q.21 - Did you change job after the conclusion of the course?

Code	Categories	Answers	Percentage
1	Yes	1	2.6%
2	No	35	89.7%
0	No answer	3	7.7%
Total		39	100.0%

Table Q.22 - Do you know the Course was supported by the Government of Japan?

Code	Categories	Answers	Percentage
1	Yes	38	97.4%
2	No	1	2.6%
0	No answer	0	0.0%
Total		39	100.0%

Table Q.23 - What other kinds of training courses you would like the Japanese Government and Monte Azul Association to organize?

No.	1	2
2	Portuguese	
3	Guidance to families	
4	Mobilization of educators for the children reality	Qualification of educators in their working fields
5	Handcraft	Musical instruments
6	Deepening – continuity of Mainumby	Itinerant Mainumby (other cities and states)
7	Working with special needs persons	How to work prejudice
8	Generation of Work and Income for youngsters and adults	Formation of community leaders focusing on comprehension and discussions about public policies
9	Professionalizing course for monitors, for instance wood working	
15	Drawing	Deepening in handcraft
16	Pedagogy	Languages
17	Water color	Music
18	Deepening – continuity of Mainumby	
19		Social pedagogy
21	Computer	
25	Qualification of educator for coordination	Handcraft for children in the first seven years of life
28	Complete course of Antroposophy	Languages and general knowledge
29	Professionalizing courses	
30	Deepening – continuity of Mainumby	Antroposophic pedagogy
39	Continuing education for new and old participants	
46	Study Group: Waldorf Pedagogy	
49	Music	Handcraft
59	Formation of teachers for the First Seven Years of Life	
60	Music	Painting
62	Short technical courses	

VI. List of Non-Graduates (NG)

No.	Participant	Institution	Verification of reasons for not graduating done
1	Angela Cristina Martins	Casa Beneficente São Paulo	
2	Isabel Alves Pereira Silva	Casa Beneficente São Paulo	
3	Aurita de Souza Evangelista	Estrela Nova	X
4	Celiane Alvez de Medeiros	Estrela Nova	X
5	Divina alencar	Estrela Nova	X
6	Elessandra Lima DuArts	Estrela Nova	X
7	Eliane Moreira	Estrela Nova	X
8	Ester Ferreira Da Silva	Estrela Nova	X
9	Ivanilda Santos de Andrade	Estrela Nova	X
10	Luzinete Alcântara Pontes	Estrela Nova	X
11	Claudinei Ribeiro de Oliveira	Horizonte Azul	X
12	Cleide Coutinho	Horizonte Azul	X
13	Gicélia Alves de Souza	Horizonte Azul	X
14	Izanilda da Silva Matos	Horizonte Azul	X
15	José Barreto	Horizonte Azul	X
16	Linalva Félix dos Santos (Im)	Horizonte Azul	X
17	Maria Creusa Souza Taveira	Horizonte Azul	X
18	Maria Florani Onório Gomes	Horizonte Azul	X
19	Maria Ivoneide Bezerra Santos	Horizonte Azul	X
20	Marta Barbosa dos Santos	Horizonte Azul	X
21	Noelba Almeida Cardoso	Horizonte Azul	X
22	Noemia Ferreira da Silva	Horizonte Azul	X
23	Rosane Ribeiro Santos	Horizonte Azul	X
24	Rosângela Lobato Mota	Horizonte Azul	X
25	Rosilene Lopes Silva	Horizonte Azul	X
26	Santa Ribeiro dos Santos	Horizonte Azul	X
27	Maria Julieta Bertazi	Lar Beijamim	X
28	Eliana Cristina S. Balbino	Lar Emanuel	
29	Sheilla Beatriz S. Balbino	Lar Emanuel	
30	Gabriela Barbosa	Macedonia	X
31	Lucimar Silvério	Macedonia	X
32	Magda Galhardo	Micael	X
33	Andrea Sampaio	Monte Azul	X
34	Angela Aparecida Santos Silva	Monte Azul	
35	Antonia Irani Alves da Silva	Monte Azul	
36	Claudia Maíza Souza Santana	Monte Azul	X
37	Claudia Terezinha de Machado	Monte Azul	X
38	Cleonice Fagundes Dutra	Monte Azul	X
39	Gesseli Machado	Monte Azul	X
40	João Davino Lourenço Filho	Monte Azul	X
41	Maria Diva de Moraes Lima	Monte Azul	X
42	Fernanda Dantas Moura	PEINHA	X
43	Geane Arcelina de Santana	PEINHA	X
44	Manuela Santos	PEINHA	X
45	Maria de Lourdes F. de Oliveira	PEINHA	
46	Silvaneide Santos Melo	PEINHA	X
47	Zelina Pimenta da Silva	PEINHA	
48	Adriana de Santana	PEINHA	
49	Douglas Soares Couto	Pequeno Príncipe	
50	Maria das Dores S. de Oliveira	Pequeno Príncipe	
51	Albano Soares	Semeador	
52	Isabel Cristina de Oliveira	Semeador	
53	Maria de Fátima Oliveira Alves	Semeador	
54	Wilma Borges	Semeador	
55	Ivanildes Domingos Sabino		
56	Izildinha Elena P. Cassiano		
57	Leonardo Soares Bertho Oliveira		
58	Michael Seltz		
59	Cicero Mendes Oliveira		
60	Débora Soares Monteiro		
61	Deuzeni Xavier de Medeiros		
62	Joselita Maria de Albuquerque		
63	Marinalda Firmina Gonçalves		
64	Mercedes Fatima de Souza		
65	Rosana Dias		X
	TOTAL		

TERMINAL EVALUATION REPORT
CEP Agreement Monte Azul Community Association - JICA
“Project of Community Development through Training of Community Educators -
MAINUMBY PROJECT”

VII. Information about Non-Graduates

Table NG.1 Verification of reasons for not graduating

	No.	Percentage
Verification possible	40	61.5 %
Not possible to verify reason	25	38.5 %
Total of non graduates	65	100.0 %

Table NG.2 Reasons for not graduating

	Reasons	No.	Percentage
1	Quit the institution before finishing the course	3	7.5 %
2	Start working at the institution after the course started	18	45.0 %
3	Pregnancy leave	5	12.5 %
4	Other personal reasons	14	35.0 %
	Sub-total	40	100.0 %

VIII. LIST OF PEDAGOGIC COORDINATORS INTERVIEWED

No.	Coordinator	Institution
1	Cláudia Regina Gama	Monte Azul
2	Rosângela Camargo	Peinha
3	Patrícia Evangelisti	Horizonte Azul
4	Nenete Marieu Almeida	Monte Azul
5	Maria Natália Silva de Jesus	Monte Azul
6	Elinete Pereira Gonçalves	Monte Azul
7	Amparo del Moral	Semeador

IX. QUESTIONNAIRE APPLIED TO THE COORDINATORS

I – GENERAL INFORMATION

- (1) Name of the institution: _____
- (2) Type of activity developed by the institution and its educators: _____

- (3) Number of beneficiary children and teenagers: _____
- (4) Number of educators that started the course: _____
- (5) Number of educators that finished the course: _____
- (6) Name of the persons answering the questions:

- (7) This person's position at the Institution
- (8) Contact address: _____
- (9) Tel: _____
- (10) Fax: _____
- (11) E-mail: _____

II - ADHESION TO THE COURSE

Q1 – Did the institution allow its educators to take part on the course throughout to the end?
 Yes (if the answer was this, go to item III – Evaluation of the Course)
 No

Q2 – If the answer for the previous question was NO, tell which were the reasons for not allowing the educators to take part on the whole course:
1. _____
2. _____

III – EVALUATION OF THE COURSE IMPACT

Q3 – Are the educators using the knowledge and skills obtained in the course?
3. Yes 2. No

Q4 – If the answer for the previous question was YES, is the institution observing changes in the children behavior due to the new attitude of the educators that took part on the course?
1. Yes
2. No

If the answer was YES, what changes were observed:

- a) _____
- b) _____
- c) _____

If the answer was NO, what would be the reasons for no changes:

- d) _____
- e) _____
- f) _____

Q5 – Were there an increase in the number of interested children or teenagers in the institution activities after the educators finished the course?

1. Yes. Why? _____

2. No

Q6 - For the institution, what was the biggest benefit of the course?

Q7 - How does the institution spread the knowledge and skills obtained in the course to other educators?

1. Through meetings with all educators.

2. Other forms. Which? _____

3. It doesn't carry out this activity. Why? _____

Q8 - Does the institution need support for transferring the knowledge and skills obtained at the course to its other educators?

1. Yes, from who?

a) From Monte Azul Association

b) From others. Mention: _____

2. No

Q9 - If the answer for the previous question was YES, what kind of support do you need?

III. EVALUATION OF THE EDUCATORS ATTENDANCE

Q10 - Were those educators who started the course able to finish it?

1. Yes
2. Partially
3. No

Q11 - If the answer for the previous question was PARTIALLY or NO, what could have been the reasons for some educators not being able to finish the course?

1. _____
2. _____
3. _____

Q12 - Considering the answer of the previous question, what would had been the necessary measures to increase the attendance of the institution's educators in the Course?

1. _____
2. _____
3. _____

IV. FINAL COMMENTS

Please, make freely the final comments about the Mainumby course:

Thank you very much for your kind cooperation.

IONE KOSEKI CORNEJO – JICA Consultant

e-mail: ikoseki@uol.com.br, telephone: 3141-0275, cellular: 9386-1006

X. TABLES OF THE QUESTIONNAIRE APPLIED TO COORDINATORS

Adhesion to the Course:

Table CQ.1 – Did the institution allow its educators to participate of the course throughout to the end?

Code	Categories	Answers	Percentage
1	Yes	7	100.0 %
2	No	0	0.0 %
0	No answer	0	0.0 %
Total		7	100.0 %

Table CQ.2 – If the answer for CQ1 was NO, what were the reasons for not allowing the educators to participate of the course throughout to the end?

(There were no such answers)

Evaluation of the Course Impact:

Table CQ.3 - Are the educators who took the course using the knowledge and skills obtained?

Code	Answer	Answers	Percentage
1	Yes	7	100.0 %
2	No	0	0.0 %
0	No answer	0	0.0 %
Total		7	100.0 %

Table CQ.4 - If the answer was YES, what changes were observed in the children behavior due to the new attitude of the educators?

No.	YES		
	a	b	c
1	Awareness	More proximity with children and parents	More contact with persons who work with this pedagogy but don't belong to the community
2	Interest	Initiative	Effort
3	More interest	Calm and tranquility	Improvement in the relationship with children parents
4	Good Behavior	Pleasure in activities	Abilities: speech, sociability, motor ability
6	More interest	Good relationship	
7	Children demand artistic activities	Respect for the association	More peaceful relationship

Table CQ.5 – Were there an increase in the number of interested children or teenagers in the institution activities after the educators finished the course?

Code	Categories	Answers	Percentage
1	Yes	2	28.6 %
2	No	5	71.4 %
0	No answer	0	0.00%
Total		7	100.00%

Table CQ.6 - For the institution, what was the biggest benefit of the course?

No.	Answer
2	Great increase of knowledge
3	Improvement of the educators' knowledge level
4	Qualification of professionals; comprehension improvement; expansion of activities repertoire
5	Contents
6	Better prepared educators
7	Better formation of educators in Waldorf pedagogy; good foundation for activities

Table CQ.7 - How does the institution spread the knowledge and skills obtained in the course to other educators?

Code	Answer	Answers	Percentage in relation to number of coordinators
1	Through meetings among teachers	6	85.7 %
2	Others methods	2	28.6 %
3	Does not carry out this activity	0	0 %

Table CQ.8 - Does the institution need support for transferring the knowledge and skills obtained at the course to its other educators?

Code	Categories	Answers	Percentage
1	Yes	4	57.1 %
2	No	1	14.3 %
0	No answer	2	28.6 %
Valid total		7	100.00%

Table CQ.8.1 - Who from (if the answer was YES)?

Code	Categories	Answers	Percentage
a	Monte Azul Association	2	50.0 %
b	Others	4	100.0 %

Table CQ.9 – If the answer for CQ8 was YES, what kind of support do you need?

No.	Answer
2	Teachers that are still at the organization
3	Increase of resources to improve the collaborators
4	Increase of Human resources; teachers to continue the participants education and to give the course to new participants
7	Music (urgent)

Evaluation of the Educators Attendance to the Course:

Table CQ.10 – Were those educators who started the course able to finish?

Code	Categories	Answers	Percentage
1	Yes	2	28.6 %
2	Partially	4	57.1 %
3	No	0	0.0 %
0	No answer	1	14.3 %
Total		7	100.0 %

Table CQ.11 – If the answer for the CQ10 was PARTIALLY or NO, what could have been the reasons for some educators not being able to finish the course?

No.	1	2
1	During these four years, some new educators started working	Only one persons didn't finish the course
2	Personal problems	Late start in the course
3	High turnover of employees	
4	Lack of effort and	

Table CQ.12 – Considering the answer of the CQ11, what would had been the necessary measures to increase the attendance of the institution’s educators in the Course?

No.	1	2
1	Educators started working after the beginning of the course. Difficulties in graduating.	
2	To participate from the beginning of the course.	
4	Explanation of the organizations’ needs of having qualified educators	Explanation of the educators’ role in the society

Table CQ.13 – Final Comments

No.	Final Comments
1	I assumed the post of coordinator in the beginning of 2004. I didn’t go through the 4 years process thus it is difficult for me to evaluate it more in deep. This year, the educators who took the specialization course made efforts to be present because many of them also attend to college. It was very rich.
2	I would like to congratulate! For the course coordinators. During three years of efforts and dedication, from all that collaborate: JICA, Monte Azul Community Association and all that directly or indirectly took part on the project. Congratulations! Thank you very much.
3	As a coordinator, I could observe that the communication between JICA and the association was deficient.
4	Investing in human resources is fundamental. The Mainumby worked with a pedagogy that believes in the human being.
5	
6	The Mainumby Course was for sure a great preset for each of us since it was very rich!
7	I think it is very important this course continues. The access to the Waldorf pedagogy is nearly impossible for social educators, and for them the exchange of experiences is essential.

XI – Comments from the Executing Organization Coordination

Context for the creation of the Project - Mainumby Course

In Brazil, there is no qualification course for community educator – that one who works where lives. These educators have a quality: they are completed adjusted to the reality of their pupils. When the educator comes from outside, he/she can have the academic knowledge. However, he/she doesn't know the reality of the benefited population and thus needs to integrate to the community.

Before the Mainumby Course, the Monte Azul Community Association used to offer short term courses on Saturdays mornings to its educators, when they used to gather to discuss their problems. However, these courses were based on volunteer work, i.e. the teachers worked without remuneration and without the possibility to provide proper educational material.

Ten years ago, through a partnership with the Municipal Department of Education – 2 books about community education were published by the Monte Azul Association. The association thus realized the need to create a structured qualification course for the community educators. This course would be oriented to a differentiated public, closer to the social assistance field, to work with the children and their parents.

Community Educators in Day Care Centers for Children

Many community educators work in day care centers for children in the municipality of São Paulo. There are 3 kinds of such centers: Covenant, Direct and Indirect. The covenant and indirect centers operates through the Covenant System. In this system, the municipal department of education supplies the financial resources and the covenant organization supplies labor force (community educators), manages the resources and also some own resources. Until 1996, the system was administrated by the Municipal Department of Social Assistance. The difference in the case of the indirect center is that its facilities are also provided by the local government. The Direct center is directly managed by the municipal department and its professionals are hired after a selection process carried out by the local government.

Before the covenant is set, the organizations are inspected and the following items are verified: financial capacity, time of existence, reliability, execution capacity, etc. This evaluation is carried out by a team supervised by the municipal department of education.

According to the law, every child has the right to be attended at a day care center. However, this is not the reality. In the Horizonte Azul community, there are approximately 200,000 families and only 3 such centers are in operation

Official Acknowledgement of the Mainumby Course

In regard to the official acknowledgement of the Mainumby Course, there are various requirements at the state and federal level, making it a sensible issue.

The Law of Education Guidelines and Basis of 1996 demanded that all professionals working with education had college degree. This law caused a great outcry of the education professionals since many of them didn't have the college degree, and sometimes not even the high school degree, in case of the community educators.

Since 2003, the law was interpreted in a new manner so that to accept the high school degree for the education professional, plus 1 more year of specific formation in teaching.

The Monte Azul Association is trying to adjust to this new interpretation of the law, stimulating its educators to go on studying until reaching the necessary degree. The Association does not intend to replace community educators that had not attained the educational formation requested by the law. It will only do that if obliged by the Department of Education.

Today, the Mainumby Course has the status of a free course. Once acknowledge as a professionalized course, with official acknowledgment, it would be necessary to select participants with a previous high school degree. Considering that this is not yet the reality, the course was maintained as a free course, in what could be considered a transition phase.

The Mainumby Course had a time load of 160 hours, and a minimum attendance of 75% was required for the final certificate. Besides, other requirements to get the conclusion certificate were the elaboration of a monograph, its presentation and a 20 hours internship in another sector or another institution.

Relationship with JICA

There was a lack of communication in the relationship with JICA. JICA officials would get in touch with the course coordination only to ask for reports, indicators, data. We understand that JICA had to render accounts of the invested resources to the headquarters. However, the relationship ended up being too arid, the human side was lacking. The involved professionals of the course coordination make a personal sacrifice to carry out the work. There was a lack of understanding on the part of JICA about this aspect.

On our part, there was a lack of understanding about the cultural characteristics of the Japanese people. Renate called our attention about this aspect and that helped us to better understand the situation of JICA. JICA works with Monte Azul Association in other projects in the field of health and the relationship is very good, a happy partnership.

Development of Mainumby Course

The Mainumby Course (3 years) was deepened through a 4th year provided to some of the interested students. The development of this 4th didn't count on the financing from any institution, only on the resources available at the Monte Azul Association.

The Monte Azul Association is organizing the II Mainumby Course. This II Mainumby will have some improvements such as a regiment, selection of organizations that develops social work, participants with at least middle high school degree. The new participants are those who couldn't finish the first course and other institutions that still don't send participants to the course.

There is a huge demand for the Mainumby Course. There is a waiting list of 200 interested educators thought without advertisement about the course: these people only listed about the course. The Monte Azul Association already received invitation to take the course to other cities and states.