

Terminal Evaluation

Latin America and the Caribbean

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:
 - ¥ 244,670 (considering only graduates)
 - ¥ 120,420 (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

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 the 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.

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.

1-2 Project Overview

The course was elaborated in order to improve the quality of Community education in poor regions of the Monte Azul neighborhood, in the municipality of São Paulo, São Paulo state, by training the educators working at nurseries and youth centers located in these regions.

(1) Outputs of the Project

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.

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.

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, 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 22nd of 2004 ~ February 21st 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 in 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 graduated was 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 a few problems in its financial administration. The resources applied were used in an appropriate manner, although for a number of graduates smaller than foreseen in the original project.

4. Impact

The main impact of the project can be seen in the changes of the children's behavior who became more peaceful and interested, increasing their learning abilities. Apart from that, the educators also improved their relationships with the children's 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 year course) interested in more information on 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, a huge interest in the course is verified.

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 the Law requirements, the Organizations are slowly replacing educators for those who have completed medium high school. Because of that, a considerable 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 far 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 number targeted at the initial plan. However, regarding the point that the project will be continued under the leadership of the local community, it could be concluded that the project was quite relevant to the local needs, and retained a positive impact.

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 coordinator of the course should participate closely in the relationship with JICA. The pedagogical coordinator 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 project 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 safety and teenagers can occupy their time with creative activities avoiding bad company and crime. The project is thus fully justified considering the importance of the community educators.

On the other hand, since JICA's 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's 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 projects.

This present project can be considered a pioneering project, a number of problems and difficulties arose. Even through 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