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‘Case Study of a Brazilian Community Association’

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Abstract

This is a Case Study Research done inside a poor community in Brazil. The main goal of the research is to facilitate this community to understand their problems and to overcome it. Therefore the researcher and the researched developed the following question 'why NovaMosanta is not achieving its goals? The researcher wanted to work as a facilitator throughout the whole process of dialogue that aims to empower the community. Departing from that question and based on Freire's ideas of education the research aims to build new knowledge from the interaction of academic and community knowledge. To implement this case study field research the researcher decided to use Participant observation and questionnaires. Surprisingly during the research the NGO called NovaMosanta faced the challenge of remodeling a public school without government help; otherwise the school would be closed. This NGO succeeded with the help of the New Zealand Government that gave NZ\$15,000 to build two new classrooms in the school. Community members helped working in the remodeling and local commerce gave discounts to enable the remodeling. As a result the school will not be closed and the students will continue to study there. It also helped to increase community support and participation. Although not designed as a Participant Action Research, this thesis evolved to produce action and to change the community reality. It was an empowering process to the researcher and the researched. The community support increased and it also served as a catalytic event in the process of transformation and inclusion. Finally it clarifies the importance of producing fast results to maintain community support. You can check the research results in the links below that contain two local network reports about it. (http://www.youtube.com/watch?v=Hz_FItXp3nM) & (<http://www.youtube.com/watch?v=py5emCNXR1o>)

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Introduction

This is a case study inside a poor community in Brazil. The goal is to understand their dynamics and to work as a facilitator during this process. This research intends to develop knowledge that will result in liberation, self-reliance and inclusion. It also aims to understand the dependency faced by Brazilian NGOS. For many years NGOs have been contracted out to perform where government was failing. But contracting out means that NGOs are constantly depending on governments. As Hudock (1999) says “dependency is a state of being determined by external forces” (Hudock, 1999, p.25). In other words, there is only contracting out when governments want and with the NGOs they choose. It is a symbiotic relation which in practice gives politicians a lot of influence and power. The researcher believes it is possible to empower NGOs of between a process of constant dialogue capable of constructing the knowledge needed to liberate and to increase inclusion.

“NGOs’ relationships with the state are fraught with difficulty, since their presence potentially alters the political landscape, as NGOs empower groups to make claims on government and demand increased and better access to public services. Finally, NGOs’ relationships with their client groups are political, since NGOs’ role is to support development. Development is about change and change is inherently political” (Hudock, 1999, p.112).

This research does not depart from speculations such as if government were efficient problems would be solved or should government contract out NGOs to perform where it is failing? Much to the contrary, this research is completely based on a real situation, something witnessed and documented as related below:

- 1- The fact is that government is failing, in all three spheres (Federal, State and Municipal), to manage their duties in the region researched.
- 2- The fact that Government in all levels (Federal, State and Municipal) is also not contracting out in the region.
- 3- The fact that until now the NGO called ‘Novamosanta’ is helpless, without government support.
- 4- The fact that illegal land occupation and environmental destruction is increasing.

5- The fact that the public school called 'Darcy Correia da Veiga' needs NZ\$15,000 for remodeling; otherwise the school will be shut down.

Therefore the research proposed and implemented with NovaMosanta begins from the real fact: Government is failing and is also not contracting out in the region. NovaMosanta was created as an attempt to help where government fails. Unfortunately this NGO is also failing. Thus the researcher and the researched worked on a simple question 'why NovaMosanta is not achieving its goals?' To answer that question the research used what Paulo Freire calls critical thinking, something that will help the community to understand their real situation of dependency and oppression. This research is a case study which involved a real life obstacle and offered a practical and simple solution which was the use of international aid.

"In general, case studies are the preferred strategy when 'how' or 'why' questions are being posed, when the investigator has little control over the events, and when the focus is on a contemporary phenomenon within some real-life context. Such explanatory case studies also can be complemented by two other types –exploratory and descriptive case studies. Regardless of the type of case study, investigators must exercise great care in designing and doing case studies to overcome the traditional criticisms of the method. (Yin, 2001, p.1)

Fortunately we were able to go far beyond answering that question. We also managed to help NovaMosanta get international funding. It was an empowering and learning process to all parties involved. But the outcome brings new horizons to NovaMosanta. As a result the community support and participation has increased. At the same time The Local Government has a new perception of NovaMosanta's role in the region, as a competent and honest NGO capable of bringing changes and ready to face new challenges. Now they learn how to interact with a world of possibilities in the local and international community. NovaMosanta does not depend anymore solely on Government, either directly or by contracting out. It was an empowering process, facilitated by the research process which also helped to strengthen community bonds and build up local civil society.

My introduction to Action Research happened in New Zealand. There I took a paper called Public Policy Research and Evaluation and my professor Mrs. Vicki Walters brought an article about Participatory Action Research (PAR). It was then that I realized that my intention was to introduce real changes to the real world. I wanted to write a thesis that could lead to some kind of action and improvement to both researcher and researched. I decided that my thesis would be something more than just a step to a master degree. Sometimes emotions can lead you to unexpected decisions and directions. That is exactly what happened to me, because doing Action Research in poor areas is kind of different from doing it in a corporate environment, university or schools. So before you start doing Action Research you would better improve your knowledge about this issue. Participatory Action Research (PAR) is a very passionate and rewarding kind of research but also dangerous and risky. You find yourself in situations where you have little or no control. Sometimes you do not even know what is really going on around you. Participatory Action Research (PAR) in poor and unsafe areas requires much more than enthusiasm and hard work. It requires a unique kind of social gift, perception and lots of courage.

Since my arrival back in Brazil I started looking for a community where I could develop my thesis work. My initial goal was to develop a Participatory Action Research (PAR) where I could see the results of my study. I first contacted the Local Council of a small town called Petropolis. It is a city located 65 km from Rio de Janeiro, an hour trip from my house in Rio. The cost of the trip can be estimated at NZ\$ 9.90 charged by the highway and NZ\$ 36.92 of gasoline. I decided to mention these costs because I am personally financing this research through a bank loan. I think it is relevant to demonstrate that this kind of research means total commitment. There I met Mr. Bruno Nascimento, a public servant who works with the community associations in the city. I explained to him my desire to research a community in the area and he immediately put me in contact with Mrs. Mariana Vidal who is a director of a community called Association of the Households of Manuel Afonso Street - AMAMA. She was also very receptive and the week after I was there in the community meeting, introducing myself and explaining my intentions and goals, asking for their permission and contribution to my research. This meeting was exhausting, it took almost four hours. They asked lot of questions like Why did I decide to study them? Who was financing my work? They also explained me that any kind of help was welcome. They related their main problems such as landslides, water treatment, sewage systems and education for the kids while

their parents are at work. I left the place physically and mentally exhausted. But when I was leaving the place something weird attracted my attention. Some men with a different kind of attitude were placed outside the poor house where the gathering took place. It took me some time, and after some visits to the community I realized that those men were drug dealers, who controlled the community area, and they were there to watch that outsider steps and see who he was and what was he doing there? Nobody introduced me to them. The month after I started to research the community, the local state police decided to combat the drug dealers in the small communities and slums. The result of that policy was 200 alleged bandits and 80 policemen dead in two months. From that you can measure how violent is Brazil. We use to say that we live in a war. I realized that I could not progress with my research under such circumstances. I was worried that someone could accuse me of mapping the place to help the police, being a spy or any kind of other absurd accusation. I was an outsider in an unknown world. I was worried my personal safety could not be guaranteed, although I had support from the Local Council and the Community Association. I could even be shot in the crossfire between the police and the bad guys. So I explained everything to the community and decided to find another place, another community, more peaceful and calm to research. I also decided to change from Participatory Action Research (PAR) to Case Study Research. This change was also helpful because my deadlines were getting closer. Doing the Case Study Research I could get a Notification of Low Risk Research Involving Human Participants, which is a much simpler and faster process than getting a full MUHEC approval.

Fortunately another community association, in a rural area, with no problems of drug dealing or police raids, invited me to implement my research there. The community is called Association of Friends and Households of Santa Monica – NovaMosanta. This community is located in a small district of Petrópolis called Itaipava. It is a place that includes households of a wide range of social-economic status, from poor to wealthy. They also have a lot of problems and they are eager to solve them. Unfortunately they do not have the knowledge, the funds and the support they need to improve the community situation. So again I was there in a community meeting, explaining my project and asking their permission to work there and to bring and to develop knowledge from that research. The place is a bit far from Petrópolis, around 20km, but this would increase just a bit more to my petrol expenses. On the other hand I could work peacefully and finish my thesis. So after their approval I started

participating in their meeting fortnightly. We developed questionnaires and mapped their priorities. Although I had decided to proceed doing only a Case Study, the research progressed to a point that produced a real change to the community life; it also became an Action Research. Through my study we were able to receive international funds that kept a local primary school open to students. It was something unimaginable, not intended, which resulted from the common work of the community and the research I did there. In the end of my research I can assure you there is absolutely no way I am the same person as I was when I started my thesis research. Curiosity, sincerity, interaction, commitment and learning are compulsory ingredients of these methods. Because you work so close and immersed you will definitely experience every emotional feeling such as hate, happiness, sadness, frustrations, friendship, you will laugh and cry. Participant Observation and Action Research have the power to transform you into a new character, neither better nor worse, but different. The same occurred with the community researched, NovaMosanta, they are also different from now on. They have empowered themselves and now they believe dreams can be transformed into reality.

The first chapter is divided in two parts. In the first I introduce the research location. The city of Petrópolis, the district of Itaipava and its demographic data. There I started my research with Association of the Households of Manuel Afonso Street - AMAMA. The research inside Association of Friends and Households of Santa Monica – NovaMosanta was conducted in Itaipava which is a district of Petrópolis. This chapter brings a brief description and some demographic data from the places I have been during my field research, Petrópolis and Itaipava.

In the second part of the first chapter I try to give a brief explanation of the Brazilian Constitutional organization. It is a Federal country, which joins the Union, the local states, a federal district and the municipalities. This creates a lot of jurisdiction problems to community associations. The legislation is confused and is always under legal dispute in the courts. The Federal Superior Tribunal is always trying to solve legal disputes over the jurisdiction between the Union, the States, the Federal District and the Municipalities. I also bring the legislation about community associations. The Brazilian Constitution, The Tax Code and The Civil Code give them a lot of responsibilities and legal power. This is important to understand the legal difficulties faced by community associations in the struggle to solve their problems. As I describe in chapter four Bureaucracy and Environmental Legislation are two of the five more important factors perceived by the NovaMosanta as obstacles to overcome.

The second chapter is dedicated to the contribution on Paulo Freire's work to this research. By using his ideas of community consciousness development, his educational system of critical theory and his Marxist view of action. This research is based in Freire's conception of 'praxis' that is reflection in advance to action. First the oppressed must understand their situation, define his oppressor. This is only possible through the process of community dialogue and conversation. Finally the action must be creative and transformational, something that will liberate the oppressed from the system that is oppressing. Democracy is about everlasting change. Knowledge is about everlasting exchange of information and experiences.

The third chapter is composed of civil society definitions and theories. There I took a brief look at what civil society means and stands for. I tried to bring different views of civil society and how it works.

The fourth chapter is dedicated to methodology. How I chose ethnographic methods without aiming to achieve an ethnographic work. There I try to explain why I have chosen to use participant observation, questionnaires and how I ended putting some action research in practice. These tools allowed me to identify, understand and help to solve real life problems faced by the researched – NovaMosanta. There is no theory without practice, nor practice without theory, and I firmly believe in that. I also try to describe my research design. "A research design is the logic that links the data to be collected (and conclusions to be drawn) to the initial questions of study" (Yin, 2002, p.19).

The fifth chapter is dedicated to the research inside Association of the Households of Manuel Afonso Street - AMAMA. There I had my first contact with field work inside a poor community. The work inside the community was rewarding and mind breaking. It was there my first contact with action research, where I first presented myself and my project to a community board. Although it was a brief experience it left some important knowledge that I like to describe. The few months I have worked served as a laboratory. This previous experience with AMAMA became very useful when I started working with another community.

In the sixth chapter I discuss the Case Study Research developed with the Association of Friends and Households of Santa Monica – NovaMosanta. I describe the whole process of participant observation; I present the results of my questionnaires and interviews. I did not choose to work with them; actually they decided to work with me. I was lost, watching my time pass by, reading theory and exasperating over the possibility

of not being able to write my thesis in time. Suddenly this community association knew about a master student willing to research and invites me to work there. It was a strike of luck that hit me in the bull's eye.

In the seventh chapter I try to link what I have read to what I have done. This research was fortunate by proving that social research work is a powerful tool that can help poor communities to understand, to empower, to build knowledge in order to implement their projects. By doing this it also proved that these communities can at least obtain international resources as long as they are creative and honest. It demonstrated the inefficiency of Brazilian bureaucracy in all three levels of government: federal, state and municipal. Finally it proved that NGO's have to adapt, be creative, to be successful in areas where the government is failing. NGO's have to be as independent as possible; otherwise they will only succeed when governments let them succeed.

Finally I express my conclusions after one year of thesis research, six months of them researching NovaMosanta. I hope you all enjoy this idiosyncratic journey.

Chapter 1 – Background

Part I: Brazil, The city of Petrópolis and the district of Itaipava

Brazil is located in South America and it is by far the largest and most populated country in the continent. This country has also the largest portion of the Amazon forest, which is the biggest tropical rain forest in the world and has the largest river, the Amazon River. Curiously Brazil is the one and only country colonized by the Portuguese in Latin America.

Brazil is a huge country, the fifth largest in geographical area and the fifth in population in the world. It is a Federal State, composed of 26 states and a Federal District called Brasilia. It has 5,564 Municipalities. The population is around 190 millions of inhabitants. The main language is Portuguese. The currency is the Real R\$ which has an exchange rate of NZ\$ 0.74. The minimum wage is NZ\$ 280.52 per month, eight hours per day. (IBGE)

The city of Petrópolis is located in the hills of the State of Rio de Janeiro, in the Southeast of Brazil, at 809,5m above the sea level, distant 65km from the capital of the state Rio de Janeiro, 1.080km from Brasilia the capital of the country. The climate is moderate with average temperatures around 22 celsius. Petrópolis consists of five districts

Petrópolis – 143 km²

Cascatinha – 274 km²

Itaipava – 121 km²

Pedro do Rio – 210 km²

Posse – 63 km²

The occupation of the region dates from the seventeenth century, when Brazil was still a colony of Portugal. From 1808 to 1821 the King of Portugal moved to Brazil escaping from Napoleons' occupation. This was a period of great changes in Brazil and especially in Petrópolis, where the royal family established a summer house. The King returned to Portugal in 1821 leaving his son as King. After independence in 1822, Brazil was still a monarchy ruled by King Dom Pedro I, also heir of the Portuguese throne. When the King D. Pedro I abdicated the Brazilian throne to become king of Portugal, his son Dom Pedro II became king and the city was urbanized to receive him during his summer vacations. For that reason the city is called the imperial city. There

you can find the Imperial Museum which preserves the imperial history of the country. The city began to decline after the creation of the Republic in 1889, when the king and the royal family exiled to Europe.

The state of Rio de Janeiro has 14,391,282 million people. Petrópolis has estimated its population to be around 286,000 people. It represents 2% of the state population. The district of Itaipava concentrates 7% of the population in Petrópolis, around 18,862 people. According to the last census 70.1% of the population in Petrópolis is white, 19.8% is brown, 8.7% is black, 0.3% is indigenous, 0.2% is yellow and 0.9% has not declared their race. It is left to people to choose in which category they think they belong. The census has these five options which the respondent must choose (IBGE, 2000, p.132). In Itaipava there are two rivers called Piabanha and Carvão. In chapter four I try to demonstrate how illegal land occupation is destroying both rivers. Even though there are laws in all levels of jurisdiction, formal and informal businesses and miserable houses are still being raised at the riverbanks. Untreated sewage is discharged at these rivers, even by a Local Public School where students have theoretical environmental lessons. I say theoretical because in practice they see their own school committing an environmental crime.

This is the place I chose to research. A region based on weekends and winter tourism. Where occupation is completely unorganized, the rivers are polluted, sewage is precarious, but very much rich in history. Their people are willing to deter environment destruction, illiteracy and poverty. They fight for the sake of their land and the future of younger generations.

I live in Rio de Janeiro, in a neighborhood called Botanical Gardens. From my home to Petrópolis it takes one hour. To Itaipava it takes 1 hour and fifteen minutes. During the trip there is a highway toll of NZ\$ 4.45 so you spend NZ\$ 9.90 in a two way trip. This highway was privatized during the nineties. The cost is high but the safety increased a lot. The petrol cost can be estimated at NZ\$ 36.92 per trip. Again I am mentioning these costs to demonstrate the commitment of the researcher who was personally financing the research. My research involved this trip every time the communities had a meeting, which means fortnightly. I was always there, no matter the weather, the traffic jam or highway remodeling. Unfortunately they usually arranged the meetings in the afternoon or in the night which made my trips more complicated, because it involved traveling back home during the night.

Thankfully I was able to travel ten times without any problem whatsoever. I was always welcomed in the community and also very welcomed back at home after late travels at night. My wife supported me during this whole endeavor, persisted waiting me during horrifying rainy nights. To her I am mostly grateful and to my mobile phone. I remember once, coming back from a meeting at midnight. The highway was deserted because people try to avoid night traveling due to the violence and robberies in the highway. My mobile phone kept me in contact with home during this whole trip, the signal was strong and my wife could get more relaxed while talking to me in the phone.

This first part intends to contextualize the research. It gives a brief but accurate perspective of the country, the people and the place the research was developed. This demographic and historic data should help the reader understanding the characteristics of the place which surely helps understanding the research itself. It also prepares the reader for the second part which describes the legal apparatus of the Brazilian State, a country that evolved from colony, to a unique capital of the Portuguese Monarchy. No other colonized country has experienced that ever, to become capital of the colony for a while. Then it became an independent country still as a monarchy and finally to Federal Republic.

Part II: Brazilian Constitution and Community Associations

The Brazilian Constitution was promulgated in 1988 after a long period (20 years) of military dictatorship from 1964 to 1984. As a result the Constitution aimed to guarantee and protect as much as possible the civil and political rights of its citizens. It received the nickname of The Citizenship Constitution. In its Second Title 'Fundamental Rights and Guarantees', Chapter I – 'Individual and Collective Rights and Duties', the fifth article has seventy eight clauses. The rights to association are expressed in the same article 5th from clauses XVII to XXI.

This Constitution brought another innovation when it introduced legal remedies called 'Popular Action' and 'Public Civil Action' and the possibility of collective civil action. In its 5th article, clause LXXII the Brazilian Constitution states that any citizen can take legal actions, using the 'Popular Action', against any illegality that may harm the public patrimony, the administrative morality, the environment and the historic and cultural landmarks. At the same time in its article 129 III the Constitution declares that the Public Ministry has the monopoly of promoting the civil inquiry and the 'Public Civil Action' to protect the social and public patrimony, the environment and other diffuse and collective rights. In its 225th article the Constitution guarantees that all have the right to an environment ecologically balanced, used as a public good and essential to good quality of life, demanding the Public Sector and the collectivity the duty of defending and preserving it to present and future generations.

It also reassured the Brazilian Federalism and increased the participation of Municipalities. It is said that Brazil is the only Federal State that contains four levels of jurisdiction The Union, The State, The Federal District and the Municipality. In its third title 'State Organization' the Constitution states in article 18th that "the political-administrative organization of the Brazilian Federative Republic comprehends the Union, the Estates, The Federal District and the Municipalities, all autonomous under the terms of the constitution."(CF, 2006, p.20). All the four spheres of government operate a huge bureaucratic apparatus. The Union and the States have Executive, Legislative and Judiciary departments. The Federal District and the Municipalities have Executive and Legislative organs.

You may ask why this is relevant to any research inside a Brazilian community association. The answer lies in the fact that many problems that Brazilian communities

face don't have a clear jurisdiction to solve it. As a result community associations, Local Councils, State Councils and Federal Councils fight legal battles to determine who has the jurisdiction over specific issues. According to the Brazilian Constitution the States, the Federal District, the Municipalities and the Union can legislate simultaneously about the environment, preserving forests, the fauna and the flora, article 23rd, VII. After years of legal actions the whole debate usually ends in the Federal Superior Tribunal which has the final word over legal questions in Brazil. Federalism brings this kind of legal doubts and struggles. In Brazil this is even more complicated due to the fact of the power conceded to the Municipalities by the 1988 Constitution.

It is also enriching to realize the complexity and ineffectiveness of the legal and administrative systems. Issues such as illegal land occupation have lots of laws and regulations that in practice do not tackle the problem. Federal, State Courts, executive branches of the Local Council, the State, the Union and federal agencies receive great amounts of funds without achieving any success.

For instance lets use the environment to show how confused is the Brazilian Federal system. There are laws and policies about environment coming from the Federal Government, the States, the Federal District and the Municipalities. You also have executive agencies in all levels to implement these laws, to implement policies and to check any illegality that is occurring. At the same time you have legal issues over jurisdiction conflicts when confronting all laws together. It is a real mess and as a result illegal events continue to happen without any intervention of the public apparatus. So you have in the federal sphere The Ministry of Environment and the agency called IBAMA (Brazilian Institute of Environment). In our study developed in the State of Rio de Janeiro you have Secretary of Environment and the agencies SERLA (State Secretary of Rivers and Lagoons), FEEMA (State Foundation of Engineer and Environment) and the State Institute of Forestry (IEF). Then in the city of Petrópolis you also have the Secretary of Environment and Sustainable Development. The same happens with education, healthcare, energy, security, transport, sports...NovaMosanta and all Brazilian communities associations have to deal with this inefficiency and bureaucracy apparatus in all levels of jurisdiction.

In this second part of chapter one I wanted to bring attention to the Brazilian legal context. This is compulsory in order to understand the obstacles faced by associations in their struggle to achieve their goals and to attend legal requirements. The complexity of system undermines society efforts to improve their lives and to

understand their situation. People tend to lose interest in public issues and to delegate the responsibility to public authorities. It disaggregates, separating people from the policy-making decisions. This puts an enormous pressure and overloads the public system. As a result there is a general feeling, from private and public sectors, of frustration and disbelief in the system. At the same time civil society gets weaker and government apparatus more inefficient.

Chapter II

Paulo Freire's contribution to this research

Paulo Freire's work is very much related to civil society and Action Research. His ideas of constant dialogue, reflection and action seem to suit very well the purpose of any social research, but specially Action Research. Action Research involves transformation and change. He stresses the idea of knowledge creation, not from above or from the bottom but in cooperation and interaction. Knowledge means constant dialogue, a communion that brings invention, reinvention and creativity. Freire says "there is only knowledge in invention, in reinvention, in relentless search, impatient, permanent, that men does in the world, with the world and with each other" (Freire, 2005, p.67, Trans.). In this thesis I take a whole new look at his work, trying to interpret it in a liberal way, getting it as far as possible from his Marxist position and approach of class struggle or exploitation. Departing from Freire's ideas I assume that knowledge must be a creation not from socio-economic classes struggling for power but between social classes struggling for common interests. Thus people from different socio-economic status can and should interact and dialogue to pursue common goods. And civil society has a special role in producing this kind of knowledge, where people from different classes cooperate to build new knowledge, to advocate the common good and to fight for quality of life. Matters like pollution, diseases, violence, housing and illiteracy are not exclusively concerns of the poor and the oppressed but concerns of all generations among all social classes. These are common public concerns.

Unlike Paulo Freire's work this research expanded the idea of community cooperation to a non sectarian or social class association; it included poor, middle class and rich people, bonded by shared interests, linked by their land and their neighborhood relationships. But the Marxist necessity of action is still present in this research. An action that transforms, that modifies and which aims at public common interests from different social groups. The main goals are participation, insertion, liberation and knowledge. As an educational process it led to the understanding of dependency, understanding of the lack of hope and understanding of the lack of participation. Like Freire suggests "only when the oppressed discover, clearly, the oppressor, and engage in the organized struggle for their freedom, they start to believe in themselves, overcoming, this way, their relationship with the oppressor regime" (Freire, 2005, p.58,

Trans.). But as a result this research helped the community bonds, it increased community participation, it led to the insertion of the community into the public sphere. This research gave voice to NovaMosanta. But this action is understood not as a historical and forecasted event. It is perceived as a result of group work, as a result of participation. It was a conquest of the freedom they had lost. They now can decide their own future, intervene in it, participate and work together among themselves and with any government or agency, nationally or internationally.

In this sense we tend to use Freire's work much more on the educational level and in the construction of self and group consciousness. In this research all parts involved contributed to build knowledge by working together, talking, discussing, and even arguing with each other. But the main goal was always tangible and clear: improving the quality of life in Santa Monica. It was a unique process of liberation and inclusion. Because of a history of solutions from above people had lost their capacity of reacting, they had become inanimate objects of imposed public policies, instead of subjects of such policies. It is about bringing back responsibility. NovaMosanta brought back the community development responsibility to its own members. The association took the risk of failing or succeeding but also assumed the responsibility of both. NovaMosanta faced the fear of accountability; they faced the fear of freedom. By doing this they brought hope and participation to every member of the community. It was a sharing experience that empowered the whole community. NovaMosanta moved from a static to a dynamic association, from a passive to an active community. According to Freire "Therefore, the need of permanent critical attitude must be emphasized, as the only method by which man shall realize his natural vocation of integrating, overcoming the attitude of simple adjustment or accommodation, learning themes and tasks of his age" (Freire, 1979, p.44, Trans.).

In this research Freire's ideas can be traced as we improve the dialogue in a manner where the researched empowers himself. By using a critical approach this research converges to what Freire calls critical activity which works towards integration and self-reliance. NovaMosanta perceived itself far from the decision making, dependent on government dispositions to help. Before the research NovaMosanta was a hopeless association, failing to achieve any success. But how did that happen? Like many other community associations, NovaMosanta was captured by an oppressive bureaucratic system. One that pulled decision making away from the community and led to solutions disconnected with the community reality. Solutions that usually meant

lack of community participation, solutions that disintegrate while they should help to do exactly the opposite. It also deepened the dependency relation between public authorities and the residents. Community members were mere spectators of local, state or federal policies. In their oppressed consciousness they thought it was not their responsibility or fault but the State responsibility. Do not blame us but the government was a general feeling before the research. “The great danger of welfare lies in the violence of its anti-dialogue, which, imposing to men immobility and passivity, do not offer him special conditions to his development or the opening of his consciousness, which, in authentic democracies has to be even more critical” (Freire, 1979, p.57, Trans.). Step by step NovaMosanta began to understand their history, their composition, their weakness and strength. They learned to identify their problems and to discuss it among themselves. They learned the importance of dialogue and therefore the relevancy of participation. This brought back creativity and the hope of problem solution inside the community. But most important of all they learned that action without reflection is sectarian, which brings activism and fanaticism. Freire says “that being sectarian is always castrating, by its fanaticism that nurture it. The radicalization, on the contrary, is always creative, by the criticism that feeds it” (Freire, 2005, p.26, Trans.). As a result NovaMosanta developed their own way of solving their own problems, by being creative, using all information available. It was a developing process of critical consciousness that means understanding of the real situations and its circumstances they belong to. NovaMosanta perceived that ‘change’ is the core aspect of democracy, a non-stop change that improves consciousness flexibility.

The researcher is very happy to see that this project has achieved so much. At first the association perceived the researcher as the knowledge owner. Community members were willing to receive any knowledge that could help them. They saw themselves as mere receptors. Something Freire calls archive education where students (or the researched in this particular case) receive information as recipients. They archive it without processing it, without producing new knowledge. In Freire’s words “there it is the banking conception of education, in which the unique margin of action that is offered to students is to be recipients that receive information, keep it and archive it. Learning to be collectors or archivists of things to be archived” (Freire, 2005, p.66, Trans.). But the researcher demonstrated how important it is to build knowledge together; mixing the academic knowledge he has with the community knowledge. Nobody has the knowledge alone, apart from the other. But sharing experiences,

questioning these experiences both researcher and researched are able to create new knowledge that is linked to the 'praxis'. By 'praxis' we must understand the reflection that is previous and that results in action. Local actions are the best answer for local problems.

Surprisingly NovaMosanta's first important achievement is related to education. Something that will help the future generations to empower, to be aware of the dangers they face ahead. I say surprisingly because it was something not predicted, but that resulted from community dialogue. It is also a big achievement because it reinforces the hope and therefore the community bonds and participation. It also prepares future generations to integrate, to become part of the civil society. It needed only a small amount of funding. But as Mclean suggests "projects which are economically reasonable and efficient, while also serving community needs, ought to be the goal" (Mclean, 2004, p.240). This project gave voice to NovaMosanta and their community.

The research inside NovaMosanta diverges from a Marxist idea of class struggle while retaining his main concern of emancipation. Although composed of members from different social classes, NovaMosanta could work their way into a path of convergence among their members. Dialogue was used as an instrument of cohesion and understanding to achieve a higher goal which is emancipation. NovaMosanta can be understood as a class of neighbors that shares common interests. As Tocqueville suggests "An association unites into one channel the efforts of divergent minds and urges them vigorously towards the one end which it clearly points out" (Tocqueville, 1990, p.192). At the same time this research shares the Marxist idea of action and intervention to transform reality, to change the power relations. In this sense this work gave voice to NovaMosanta, it resulted in change that improved educational conditions of the community students. It also changed the interaction between the association and the public authorities. NovaMonsanta learned and taught the importance of working together with the Local Council.

One can perceive Freire's work have a great relevance to this work. His ideas of improvement throughout interaction and dialogue were the main concern during this research. Using community meetings the researcher could facilitate the cognitive process of the researched, something they developed together as a group. They began to understand their history and culture, to accept their differences, but most of all they mixed their separate knowledge to build community knowledge, capable of transforming their reality. This study attended to Freire's ideas of giving back to people

the instruments they have to shape their present and future in order to attend their own needs and aspirations. Freire's methods were instruments used by NovaMosanta in their process of transformation, a process that resulted in action, something that can change the community life.

Chapter III Civil Society

“Commonly referred to as the ‘third’ or ‘non-profit’ sector, civil society in this sense contains all associations and networks between the family and the state in which membership and activities are ‘voluntary’ – formally registered NGOs of many different kinds, labor unions, political parties, churches and other religious groups, professional and business association, community help groups, social movements and the independent media” (Edwards, 2004, p. 20)

From that quotation one can perceive how vast can be civil society’s definition. It includes almost all kinds of associational work that involves voluntary group, participation and interaction. It is a link, a mid-step between sole individuals and the organized state and bureaucracy. For many civil society is the cornerstone of democracy, a place where people’s voice can be amplified to be heard at the public, political and bureaucratic spheres. This voice is amplified because it is the sum of many voices working together towards a common interest. Usually civil society refers to good governance where public policies are the result of local needs and which tends to respect the differences within society, such as race, ethnicity, gender and age. Civil society enhances the role of public and common participation, the building and maintenance of democracy. Through civil society minority groups can improve their ability of integration and insertion. It is a proper way of being perceived as a subject, of advocating against injustices and in favor of shared interests.

“Liberal democratic theory complacently assumes that civil society should act merely as a support structure for democracy ‘proper’ at the level of the state – shaping parliamentary deliberation by providing a voice to public opinion, educating citizens in democratic values, and generally acting as a ‘watchdog’ over those in power, but otherwise leaving the real business of democracy to representatives” (Baker, 2003, p.1)

McLean (2004) explains that during the birth of the American Constitution in 1787 three models of civil society were put into discussion: the puritan, the agrarian and the political economy model. The puritan model is based on central power coming from above and on civic virtues, regulated by laws and punishment of civic transgressions. The agrarian model believes that power should come from the local, from the bottom to the top and also enhanced the need of civic virtues but with emphasis on education. The political economy model is based on market dynamics and in the sum of all individual actions (McLean, 2004, p.83-101). Like Tocqueville perceived in his study about the democracy in America, dialogue and community participation were already in place there and the main goal was the improvement of common interests. NovaMosanta intends to work as a civil society that bonds common interests of their inhabitants, giving them voice into the public sphere and in public policy. As Tocqueville says “When an opinion is represented by a society, it necessarily assumes a more exact and explicit form. It numbers its partisans and engages them in its cause, they on the other hand, become acquainted with one another, and their zeal is increased by their number” (Tocqueville, 1990, p.192). This study found a community association struggling to succeed, to find their personality, their voice. The research found many different voices and canalized it into one stronger voice. The community meetings helped NovaMosanta to find their cause which can be worked out regardless the model of civil society in place.

Salomon (2004) argues that civil society can usually be defined in three different ways: an economic definition, a legal status definition and a purpose definition. The first means that the main portion of funding comes from private donors and contributions. The second definition is based on how the association is legally formalized. And the last definition focuses on the purposes of the association such as common interests and public goods, etc. Unfortunately Salomon believes that these three definitions are not efficient in defining a broader category called civil society, therefore he developed a broader model called structural-operational definition that is composed of five types of civic association: organized, private, not profit-distributing, self-governing and voluntary. The organized association is one that has regular meetings, including formal and informal ones. The private association is the one that does not belong to government structure. The not profit-distributing does not distribute any profit to its directors or stakeholders. The self-governing is the one that it is independent. And finally the voluntary association means that membership is not

compulsory or legally imposed (Salomon, 2004, pp.9-10). This model is relevant because although it is not compulsory to attend all types, NovaMosanta fits in it perfectly in every aspect. It is an organized, private, not-profit distributing, self-governing and voluntary.

“Civic engagement has many elements, but in its most basic sense it is about decision making, or governance, and about who and how and by whom a community’s resources will be allocated. The principal of civic engagement underscores the most basic principle of democratic governance, i.e., that sovereignty resides ultimately in the people – in the citizenry”. (Korten, 1998, p.30)

As previously stated civil society is about group work, is about community work, cooperation, dialogue and participation. About civil society Baker suggests that “it includes, first, that civil society is concerned with the public not private ends, second, that it does not seek power in the state, and, third, that its associations are themselves pluralistic and diverse” (Baker, 2003, p.9). Therefore civil society is also about inclusion and the search for the common good. It requires constant participation to build and to strengthen community bonds. It is a way of protection and also of improvement of government dynamics with the governed ones. As Mclean points out “Certainly the revival and survival of civil society requires solidarity at every level of community: family, neighborhood, city, region, nation, continent or cultural area, the whole human family as a global community” (Mclean, 2004, p.111).

This research understands civil society as a lighthouse which keeps society aware of the risks of losing freedom and human rights. It is an instrument of resistance against the increasing intrusion of government in people’s life. Civil society stands against the ever increasing desire of state regulations that diminishes people’s actions and liberty. Mclean suggests that “...it becomes essential that civil society keep alive the values of a people including justice and altruism and that these be able to shape the general pattern of economic life. This suggests the importance then of a global civil society and of the international NGOs, religious and civic organizations through which such values can be developed and expressed” (Mclean, 2004, p.101). Throughout this research NovaMosanta made use of this global civil society. By accessing an international agency, NZAID, NovaMosanta achieved their goal of getting funds to

remodel the school. At the same time NZAID was able to fulfill one of its main goals which are support educational project in developing countries. It is staggering to perceive the happiness among New Zealander officers when confronted with the result of their aid, which in this case is the remodeled school.

This chapter is relevant because it introduces the concept of 'civil society' which is compulsory in this research. This research is about civil society struggling to become part of the public life and to enhance community participation. But it is also about getting emancipation and recovering responsibility over their lives. The following chapter describes the methods I used during the research. Based on concepts of civil society and Freire's ideas of dialogue and participation this research decided to use field work methods like participant observation and questionnaires. Both methods demand close contact and trust. It then evolved to action research as the research moved its course in order to produce change.

Chapter IV Methodology

This is an inductive research which has started from my previous observations and readings about Brazilian NGOs. From the perception that Brazilian NGOs are dependent on Local Government I have constructed my thesis statement. Then I decided to have a more detailed perception of one NGO in particular to check my previous perception and my thesis statement. As Neuman points out “if you use an inductive approach, you begin with detailed observations of the world and move toward more abstract generalizations and ideas” (Neuman, 2004, p.30). So by researching a particular NGO in Brazil I expect to build a generalized answer that may be able fit into the reality of other NGO in Brazil.

This thesis is about field research, something done at a particular setting, which involves a small community and its members. As this is my initiation in field research I followed what Neuman suggests “Field researchers study people in a location or setting. It has been used to study entire communities. Beginning field researchers should start with relatively a small group (30 or fewer) who interact with each other on a regular basis in a relatively fixed setting (e.g., a street corner, church, barroom, beauty parlor, baseball field, etc.” (Neuman, 2004, p.267). It was exactly what I did. Research a small community association, observing their meetings and interactions. I choose to get direct involvement, to participate, willing to take the risks of such enterprise. When I say risks I mean physical and emotional. This particular choice is much more related to my personal passion to human interaction than to any other reason. As Wolcott says “I like to do my own thing, to work in my own way and my own speed, and to assume responsibility for seeing a project through from start to finish. For me, that one-person feature is an aspect that I find especially appealing about ethnography” (Wolcott, 1999, p.71). I enjoy meeting new people, new places, working alone inside a new location. That thrilling experience of learning the new, the unexpected.

“When writing about ethnography today, the more anthropologically oriented writers are careful to make the distinction between ethnography as process and ethnography as product. In fields in which ethnography has only recently been recognized as an acceptable research approach it is

viewed almost exclusively as a method. Thus, for many of today's qualitatively oriented researchers, to be doing ethnography has become a shorthand expression of describing how they intend to gather data, without necessarily suggesting or implying, and certainly promising, that the outcome of their efforts will be framed as ethnography." (Wolcott, 1999, p.41)

Ethnographic methods were used in this research, but this is not an ethnographic work. We choose ethnography as a process not as a product. We worked inside a poor community, watching social relations and interactions, hearing and observing the community meetings. We drink and eat together. The goal is to understand their life from their point of view, to understand their view of the community and the world. Then I would be able to share their experiences, to understand their needs and aspirations. We used participant observation and questionnaires. So why do I think Participant Observation is an important method to apply at my thesis work? And how did the research progress to action research, actually bringing changes to the community life.

"For us, participant observation is one of several methods that fit into the general category of qualitative research. Qualitative research has as its goal an understanding of the nature of phenomena, and is not necessarily interested in assessing the magnitude and distribution of phenomena (i.e., quantifying it). Participant observation is just one of a number of methods that are employed to achieve this understanding. Other qualitative methods include structured and semi-structured interviewing, observation, and collection and analysis of texts. The method of participant observation is a way to collect data in naturalistic settings by ethnographers who observe and / or take part in the common and uncommon activities of the people being studied" (De Walt, 2002, p.2).

The main ethnographic method used in this research is Participant observation because it is an effective way to understand the community environment, cultural aspects, and social organization. Suttisa cites Stringer "The elements in the observations included places where events took place, people's role and positions, objects, acts,

activities, events, purposes, and the feelings of the actors” (Stringer cited in Suttisa, 1996, p.77). These techniques can be very useful in ‘Santa Monica’ where the community has a history of living together for a long time, suffering from the same misfortunes every year. Using participant observation I could watch NovaMosanta work closely, I could share their fears and frustrations, I could identify points of strength and weakness. After six months of close contact my presence was as natural as the presence of any member of the community. They knew I was there only during the time of my study, but they also perceived that both their and my life experiences were forever affected. As Dewalt says “At its most basic, observation is just that: the researcher explicitly and self-consciously attending to the events and people in the context they are studying” (Dewalt, 2002, p.68). I choose to observe NovaMosanta and their members during their fortnightly meetings at the place they usually attend, where they interact and discuss their daily life. The use of Participant Observation in this research interlinks with Case Study and Action Research because of the contemporary aspect of this research. The researcher was analyzing a particular phenomenon, observing in the present time, and finally acting to transform to change reality.

“Irrespective of the topic or principal methods used in doing social sciences studies, we believe in that the practice of participant observation provides several advantages to research. First, it enhances the quality of the data obtained during fieldwork. Second, it enhances the quality of the interpretation of the data, whether those data are collected through participant observation or by other methods. Participant observation is thus both a data collection and an analytic tool. Third, it encourages the formulation of new research questions and hypothesis grounded in on-the-scene observation”. (Dewalt, 2002, p.8)

I combined participant observation with qualitative questionnaires. These questionnaires gave me brief overviews of the researched, of how they see themselves. It was a tool of bringing me something to check against my bias. It also demonstrated as a highly efficient way of checks and balances. I could confirm their answers against what I was observing during the community meetings. Like cited above from Dewalt using participant observation I was able to collect and analyze the data collected. Then confronting it with the questionnaires I could check the veracity and reliability of all the

data and of all my conclusions. Due to my close contact with the daily life of the community members I avoided the use of personal data questions in the questionnaires. My personal feeling was that demographic data such as level of education, personal income, marital status, religion or race could lead to a risky situation. For instance, in case of any gossip about such issues I would be the first suspect of spreading it. As a result my questionnaire was limited to NovaMosanta issues and how the community perceives it.

Fortunately the research progressed to the so called Action Research. Action research is a research that seeks practical results, that combines theory and practice because one without the other is meaningless and ineffective (Koshy, 2005, p.9). As stated in the previous chapters, the research of the 'Santa Monica' community is based in participation, construction of new knowledge that arises from the community, capable of generating the changes desired by the community, while the researcher serves only as a catalyst, a facilitator. According to Fals Borda "Catalyst external agents play a crucial role in linking up the local dimension to regional and, at a later stage, to the national and the international levels" (Fals Borda in Albrow, 1990, p.84). The relevant point is that the desired outcome must be created and achieved by the 'Santa Monica' community. By constructing their own knowledge they must realize they can start their own journey to 'equality of opportunities' or whatever journey they decide to achieve. "As we see it, participatory research aims to help people to investigate reality in order to change it" (Fals Borda, cited in Atweth, 1998, p.21). Suttisa cites Argyris and Schon that the term Action Research is also used as participatory research, collaborative inquiry, action learning or participatory action research (PAR) (Argyris and Schon cited in Suttisa, 2005, p.68).

"The final aims of this combination of liberation knowledge and political power within a continuous process of life and work are: (1) to enable the oppressed groups and classes to acquire sufficient creative and transforming leverage as expressed in specific projects, acts and struggles, and (2) to produce and develop sociopolitical thought processes with which popular bases can identify". (Fals Borda, 1991, p.4)

Atweth, Kemmis and Weeks define Action Research as containing six important characteristics: it is a social process based in socialization, it is participatory because is

done by the researched to discover its own knowledge, it is practical and collaborative because it is based in interaction between the participants, it is emancipatory because is about self-development, it is critical by destroying old structures imposed from 'the top' and creating new realities tailored for their own reality, it is reflexive because is based in practice and experience (Atweth, 1998, p.24). Thus the research in 'Santa Monica' community progressed to reach a goal, to deter a threat of the closing down of the public school. Action Research in 'Santa Monica' tried to modify this situation, helping the community perceive they can and must participate in any project that will affect their lives.

For that reason the methods must depend on the community participation, individually and collectively, and the author decided to use qualitative methods such as participant observation and questionnaires. Qualitative methods are more appropriate in this case, but if needed, quantitative methods can also be used. Suttisa quotes Clare (2003) "The methods which go together with these paradigms have sensitivity to the varying meanings and values of the participants, such as in-depth interview, focus groups and participant observation" (Clare cited in Suttisa, 2005, p.67). I understand this research as a sum of many perspectives, as a dynamic process that must be adapted during its implementation. The same is applicable to methods and during the research others methods may be applied, depending on how the community participation evolves. What is relevant is that the researcher must put himself in an equal position, not trying to influence or controlling the participants, and let the participants enjoy their own process of self knowledge, self development and empowerment. In that sense the author is using a critical approach where the participant's actions are based in the way they understand their environment, their community and their world. Neuman defines critical approach as "The critical approach shares many features with an interpretive approach, but it blends an objective/materialist with constructionist view of social reality. The key feature of the critical approach is a desire to put knowledge into action and a belief the research is not value free" (Neuman, 2004, p.42).

"...Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative

research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study involves things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (Denzin, 2000, p.3).

In the following chapters I describe the research and its methods of participant observation, questionnaires and participant action research used in both Association of the Households of Manuel Afonso Street - AMAMA and Association of Friends and Households of Santa Monica – NovaMosanta. I show how research and researched learned to become participants and observers and how it all led to group action, something that changed the reality inside of a poor community. The richness of this process is that everything was built through dialogue, researcher and researched learning and working together. From a simple goal of understanding a community association this research evolved to produce knowledge capable of improving the lives of all parties involved, especially 84 kids from a local school. Chapter V and VI describes the research with two different groups trying to improve the quality of life of their communities. Groups that work on Freire`s concepts of interaction and understanding as instruments of liberation and insertion. This is the whole idea behind this research. Education must mean power to control and pull the strings of their own lives, to make their voices heard and to participate. As Sancho suggests “a viable strategy for poverty reduction must be decentralized and participatory. The poor cannot benefit from economic development if they do not participate in the development process” (Sancho, 199, p.20).

Chapter V

Association of the Households of Manuel Afonso Street – AMAMA

In the end of December 2006, beginning of January 2007 I established contact the Petrópolis Local Council. There I met Mr. Bruno Nascimento, who works there helping and interacting with the community associations in Petrópolis. I presented my plans for the thesis and he helped me finding a community to study. He introduced me to The Association of the Households of Manuel Afonso Street – AMAMA. Through his information I called Mrs. Mariana Vidal, one of the directors of the association. We had some conversations about my research and her community over the phone. She offered to present the issue to AMAMA and ask their permission to see if I could participate in the next meeting. She was very receptive and after the association agreed she arranged a meeting where I could introduce myself and my projects to the community board. They were going to have a general meeting and I could fit myself there to present my research project. I did not know her, either the place she arranged to meet me. She just said she would be near the bus stop in the Manuel Afonso Street in Petrópolis. If I would have problems I knew I could her on the mobile. And the mobile really proved his efficiency because I got lost and this modern device helped me finding her and he place she had arranged the meeting.

“...the next step is to identify local leaders and organizations who represent the community in which the research will take place, or who have access to the setting in which the research will take place – that is the local gatekeepers. ...Identifying gatekeepers may mean contacting local officials, such as mayor, county executives, etc.” (Dewalt, 2002, p.36)

It was a cold and rainy Sunday. She was there at the bus stop waiting for me. I assumed she was around mid-forties, fifty years old. She said she was a classic ballet dancer. I quickly introduce myself and we started our walk to the top of the hill where the community is established. It took five minutes of walking. During this time she was showing me points of landslide risk and open sewers. She also greeted the households and sometimes she introduced me to them. Even though I am a Brazilian, just like them, they know I was a strange to that place. We stopped at least five times to get some rest,

because the hill is steep. During these rests she would show me something, like the place where the last land slide occurred or simply the view, kids always gathered around us, curious about that different man up there. We also went to some houses to call the directors for the monthly general meeting. She explained to me that the association started their work in 2003.

We finally arrived at the top of the hill. The place was an abandoned house, the floor was pure soil. The owner had left the place and the community association was trying to receive it as a donation. There were not any chairs but some plastic beer crates to sit. The bathroom had no door and no water. During the whole meeting, almost four hours, no biscuits or beverages were served. One at a time the directors were arriving. They greeted me and I was just waiting to do my presentation. During the first part of the meeting they discussed their problems. How would they get the house donation from the owner? How to put mailboxes in the bottom of the hill? This would facilitate the mail distribution. The risk of a landslide during the rainy season and what measures should they discuss with Local Authorities. How to organize a day to clean the area, to create awareness in the community and vicinities about this issue? How could they build a crèche for the younger, a place where they could stay while their parents were at work? What government agencies could help and how work with them during the event? Etc... I was only a listener, taking notes, observing everyone participation and their discussions. My turn would arrive and I would have to do my best to present my thesis and research proposal.

So after they finished they passed me the presentation turn. I presented myself, my university, I explained something about New Zealand and then I tried to explain about my intentions, and my research. I was very open, to use a very simple language, to answer any question, and asked their permission to research them. They were very cautious and suspicious, listening to everything I had to say. I was afraid but prepared if they could not accept my research. At the same time they demonstrated a lot of openness, receiving me, giving their time to hear me. They all knew in advance that I was going to be there at that meeting, and they prepared themselves. They were suspicious but very curious about that outsider.

“Gaining permission is the first step in carrying out research. Gaining access to specific institutions, places, and events may take more time. Often the researcher will find that this is facilitated by particular individuals who

essentially take the ethnographer under their wing and help to introduce them to their society or group.” (Dewalt, 2002, p.37)

When I finished I gave them the opportunity of inquiring me. So they started to introduce themselves again and each one of them made questions. Why I was interested in their association? Is there any money involved to the association? How would I implement this research there? So I answered that that they were indicated to me by Mr. Bruno Nascimento from the Local Council, who was also supporting my research and trying to help me. I explained that there was not any money involved either to the association or to me. That my intention was to develop a Participatory Action Research (PAR) in order to bring changes to the community. To build community knowledge with them, from them, trying to create paths that would lead to changes in the community. Work together identifying and solving problems. Act as a facilitator. I explained that I firmly believed that I could try to build up projects with them and for them and ask for international funding, using international agencies. After exhausting four hours of gathering they all agreed to let me research the community. I was very glad and tired. The levels of adrenalin inside me were very high at that point. I had gone to an unknown place; very poor, exposed myself openly to denial, but the reward of being accepted was immense. I remember that one of them said “He must be very interest and eager to work with us to come here in a rainy and cold Sunday, and stay almost four hours”. And he was right; I was very interested to research them.

When I left the place I noticed three men standing outside the house. Nobody introduced me to them; either they introduced themselves to me. I could feel something different about those guys and I tried not to stare at them. I greeted the community board members and started to walk down the hill. I waited Mrs. Mariana Vidal to walk with me, because I did not want to be there, walking alone in the dusk. I tried to get some information from her about the men up there, but she was evasive. So I decided to forget that and concentrate in the work ahead. I was excited of having my thesis and my field work started.

Back at home I prepared a draft of a questionnaire to be implemented in the community. I tested it in the Pontific Catholic University (PUC) with some few students and then I emailed it to Mrs. Mariana Vidal. I told her to show it to the community and see if they would like to change or add something to it. They didn't add anything and approved my questionnaire. It was a simple demographic questionnaire, a consent form

and an information paper about the research (Appendixes I, II and III). So everything was set and ready to go. Before I presented the questionnaire, Mrs. Mariana Vidal said that she would visit the community accompanying me, and introducing me to the households. She firmly believed that this should be done before the questionnaire. This way the community would feel more comfortable with my presence.

So I started to get acquainted with the households, especially in the day of the Rubbish. I was there again. The event happened on a Sunday (Saturday) morning. While we worked I could meet the people, introduce myself. I took some pictures of the event. It was considered a success. The community helped, the neighbors helped, the Local Council sent public servants to work. They had a van riding the city collecting plastic bottles. The people from the top of the hill helped bringing the garbage from there. Other communities joined the effort. They also had leaflets explaining the event and the importance of separating the rubbish, plastic, paper, glass.... Mr. Bruno Nascimento from the Local Council was also there. He was surprised to see the event magnitude.

Unfortunately the crime situation in the state of Rio de Janeiro deteriorated. The Governor decided to confront drug dealers inside poor communities. In one month around 200 supposed criminals and 80 police officers died. I was worried because I knew that drug dealers were present in that poor community. I saw those three suspicious men. Besides that I knew that the research project would not be approved in case of risk of harm to the researcher. Therefore I decided to explain this to the community board, especially to Mrs. Mariana Vidal who was the first to receive me there. I told her that I was not comfortable working under such circumstances. That some drug dealer could become suspicious of my presence. They could accuse me of spying, or any other accusation. I was a little anxious with the situation and I am not a brave man. As Dewalt says "There are some dramatic cases of the need to establish limits to participation because engaging in these behaviors may be illegal, dangerous to the personal health of the ethnographer, or both" (Dewalt, 2002, p.28). Even with the Local Council and the AMAMA support my safety could not be guaranteed. I also explained that my research would no be approved by the Ethics Committee. She understood my decision and let the doors opened to future research there. Fortunately the police did not fight anyone there and the community is still calm. I have an immense admiration to all members of the Association of The Households of Manoel Afonso Street - AMAMA. They received me as one of them, to understand their problems and

to join them in their struggle to improve life conditions there. I am more than pleased to have worked with them, even though for such a short period of time. And I hope to return there one day to finish what we have started together.

As a result I decided to look for another community. I also started to question my capability of doing field work and especially participant action research. Fortunately I found another association in the region and I decided to change from action research to case study research. In chapter six I describe the research done inside Association of Friends and Households of Santa Monica – NovaMosanta. There the research evolved to unimaginable steps. The openness of the dialogue between the research and the researched resulted in action in the field. Putting together academic and local knowledge the research produced hope and increased community and public interaction in the region.

Chapter VI

NovaMosanta

“If there is a place, a setting, of genuine interest to you, I hope you can find a way to get there under circumstances that allow you to identify your focus in the course of your fieldwork. That seems preferable to conducting a study in a setting that holds no interest but has lots of convenient problems to address.” (Wolcott, 1999, p33).

I was desperate after having to quit my research inside AMAMA. But the situation led me to do this, and there was nothing I could do about it. Fortunately, The Association of Friends and Households of Santa Monica - NovaMosanta heard about my project and invited me to study them. This was in the end of July, beginning of August. It was a miracle; I could proceed with my thesis work. Certainly I would have to present myself and my research first, but I was sure they would accept me. So it did happen. I did not choose the community but the community had chosen me.

Novamosanta was founded in 2004 after a previous association called Mosanta ended due to their incapacity of obtaining results in the field. In its objectives NovaMosanta intends to contribute to cordial neighborhood relations, congregating all friends and households around the study and formation of solutions to community problems, working to maintain and improve quality of life in the region. It also intends to develop actions, articulated with the public sector, to environmental protection, specially regarding to illegal land occupation which destroys the fauna, the forests and the rivers in the region. NovaMosanta works in favor of the preservation of historic, cultural, natural landscape and tourist patrimony of the region. It wants to promote actions aimed to social development and citizenship of poor areas, contributing to public and private preventive actions towards the improvement of urban and social infra-structure. It is a bold association which aimed high at their goals.

The board of directors is composed of six retired people; all married, aging from 60 to 75 years. They are Marcelle Mazzoli (President), Roberto Leocadio Penna Chaves (Vice-President), Sergio Emiliano Moreira da Luz, Anibal Augusto Cordeiro Duarte, Ana Maria Barboza Carneiro Penna Chaves and Jaques de Botton. All members of the board have tertiary education. These are the people I am going to work with directly during my research. Including them the association has around 84 contributors that

make monthly donations of NZ\$ 14.67, which gives a monthly income of NZ\$1,232.28, or an annual revenue of NZ\$ 14,787.36. The association survives solely on this fees and on the voluntary work of its board and members. For instance this is less than my annual tuition at Massey University. The association financial resources come solely from these monthly donations. The director's work is philanthropic and they do not perceive any earnings from it. Novamosanta covers an area that includes around 3,790 households, 758 houses, two schools, two rivers, two tennis clubs, hotels, restaurants, etc. During the weekends and vacations the population in the area trebles. As Alexis de Tocqueville said "Besides the permanent associations which are established by law under the names of townships, cities, and counties, a vast number of other are formed and maintained by the agency of private individuals" (Tocqueville, 1990, p.191). Although written in the seventeenth century this passage represents exactly the case with NovaMosanta, a place where voluntary work is essential to its existence. Without the agency and the wit of their members NovaMosanta would never exist or survive against the odds of the Brazilian context. Needless to say those community donations are insufficient to guarantee any project that the Association is willing to take.

Analyzing the Johns Hopkins structural-operational definition of the civil society sector I would say that NovaMosanta fits into four categories out of five: organized, private, not profit-distributing and voluntary. It is organized because it is well structured and it has regularity in their operations and meetings. It is private because it does not belong to the government apparatus. It is not profit-distributing because it does not produce profits, nor distributes any profit to its directors. And it is voluntary because participation is not compulsory. (Lester, 2004, p.10). According to the International Classification of Non-Profit Organizations (ICNPO) NovaMosanta can be classified as a Civic and Advocacy NGO (Lester, 2004, p.11). It advocates in favor of the constitutional law and the improvement of life quality in the region. Although very well established NovaMosanta has yet not produced any practical result from its work. Since its creation this association fights against illegal land occupation, illiteracy and lack of sanitation systems. It is a well known association in the region that struggles to survive without any government support.

In August 14th, 19hr, I was in Itaipava, meeting the board of director's of the Association of Friends and Households of Santa Monica – NovaMosanta. The meeting took place at Roberto Penna Chaves's house. It is a medium class house, with two floors, three bedrooms, a kitchen and two bathrooms. It is a house made of brick which

is the most common in Brazil. Mr.Chaves is a retired civil engineer and his wife Mrs. Ana Chaves a former history teacher. Nowadays she gives pottery painting lessons in Itaipava. They offered me coffee, tea and biscuits during the gathering. It is important to notice that even though I came from another city, after one hour and fifteen minutes of driving; I arrived before all the board directors, except the house owner and his wife Mr. and Mrs. Chaves. Brazilians are not very fond of being on time, they are usually late arrivers. I presented my student credentials, my Massey University folders and explained that I was doing a master degree in Public Policy. I told them I would like to research their community, do a case study about it and to describe it in my thesis. I also explained that I was going to use participant observation, some questionnaires and could also use interviews. I learned from my previous experience with AMAMA that the researcher must be as open and clear as possible. This is absolutely necessary to gain confidence and trust from the researched. At that night there were four directors and they agreed unanimously to let me research NovaMosanta. Although I kept neat posture, without letting my emotions flow, deep inside I was the happiest student ever, I was exhilarating, a feeling that is difficult to describe.

At that same day I was already observing them, listening, writing my first field notes. I could not help notice that my presence was also something relevant to them. During the meeting some jokes about how important the community was becoming, that even a thesis was going to be written about it. To me it announced that my presence was also important to them. In some way they have interpreted that a thesis work reflected a part of the success they were willing to achieve, a confirmation that their work was valuable. It also put pressure on me about the responsibilities I was assuming towards them. So at the end of the meeting I gathered all the formal information (documents) that Novamosanta had, my field notes and the informal data I had observed. That was going to be my starting point. I also arranged to get their approval to implement my first questionnaire, which they accepted. One of the directors also joked “So you are giving us extra work. We are going to have to work more now that you are writing this thesis about us”. I said yes and we all laughed together.

Becoming an observer and also a participant is a very enriching process. As this is my first field research I am still developing these skills. I tried as much as possible to observe everything I could in every meeting. Dewalt suggests that while attending to an event the researcher practicing active listening (Dewalt, 2002, p.196). I observed the way people dress, talk, how they organize themselves on the meeting table, what they

drink and eat how they come to the meetings, etc. I would barely speak while attending the meetings, only when my opinion was requested. I decided to become an observer before becoming participant. I knew I would have to understand these people first and let them understand my position there. I would have to build trust in our relationship. Only after that I could participate. So I was actually dividing participation in passive and active participation. As an observer I was a passive participant. In contrast when I was giving my opinions I became an active participant.

Before the meetings Mrs. Chaves used to prepare the place. She would arrange the living-room prepare the snacks and the drinks. She was also responsible for writing down everything discussed during the meetings. She usually should only write a draft which should be carefully re-written again in the future. Normally she does not do the re-writing and the drafts are still drafts. These drafts are made in spare sheets of paper, not on her notebook. She does not have a file so these papers are all gathered in a carton box. Before any meeting starts the board would ask her about any issues that were still to be discussed from the previous gathering. I would say she is kind of the moderator of the meetings. So she also used to place her drafts on the table before the meetings.

The way people usually sat in the meetings had a pattern. The table has a rectangular shape and can accommodate six people. It is a wood table, handcrafted. Actually this table belongs to Mr. Chaves sister, who lends it. Mr. And Mrs. Chaves were always sitting beside each other in one side of the table. Annibal was always facing Mr. Chaves. The other three tended to change places randomly. Snacks were always put in the center of the table, usually in two small bowls. The snacks were usually small toasts with butter or cheese. In one occasion they had a nut cake to celebrate Mr. Luz birthday. Then in another table people could find coffee, tea and fruit juice. In one occasion Mr. De Botton brought honey from his production. I was astonished to see Mr. Chaves buying six small pots of honey. All members were always well dressed and they all came using cars. So at every meeting four different cars would arrive. I still do not understand why they did not share transportation, especially when they all live very close to each other.

It is interesting to say that the board did not want to be linked to any political party. According to them the local administration has a culture of sanctioning political opposition. It does not matter which political party is in power, it is consensus that any would not help an association that had any relation with the opposition parties. So

NovaMosanta decided to be neutral, not supporting, nor advocating against any political party. Curiously this neutrality had not been translated in any kind of help either, so far NovaMosanta had tried to get help from the Local Government without success. The idea of doing demonstrations against the Local Authorities was never accepted either by the Association. Their decision was to advocate in favor of principles, goals and for quality improvement in the region, whatever was the administration. And to advocate in a low profile style, not attracting much attention to the association or their members.

With all the information gathered from my first encounter I returned home. The trip usually takes one hour. During the trip my mind was running fast. I was trying to remember everything that happened in the meeting. Fortunately I took field notes, but I can guarantee there was a lot happening during the meeting that I did not write down. So after this first meeting I decided to prepare a simple questionnaire, as an instrument of measuring how each of the community board members sees it. The questionnaire was composed of eight questions, seven open questions and one closed question (Appendix II). I also prepared an information sheet and a consent form (Appendix I, III). It took a month to get all the questionnaires answered. But although simple it demonstrated highly efficient when analyzing the answers. The answers demonstrate consistency in the board's ideas of what NovaMosanta represents and stands for. They all seemed to agree about goals and responsibilities of the Household Association. Even though I have prepared a consent form and an information sheet; I avoided asking personal data information which I concluded could somehow create embarrassment among them. I was an outsider trying to minimize the risks of relations problems between the researcher and the researched. It is a very tiny community and personal data could be interpreted as a power tool. I was also afraid that any gossip related to their personal data could harm the researchers or our relationship. This could easily put an end to my research. I was very cautious and analyzing now I think I made the right decision.

The fourth question of the questionnaire asked the respondents to rank from the less to the most important issue that was preventing it from achieving its main goals. Funding was regarded as the most difficult issue to overcome, followed in second by bureaucracy and lack of community participation. In third came the Local Council, in fourth Environmental Legislation. Tied in fifth position appeared the Federal Brazilian Institute of Environment (IBAMA), in sixth the State Government, private interests and the Local Secretary of Environment (SERLA). In the last position came the Federal

Government. Throughout my encounters with the directors this information was confirmed, which showed to me the importance of using the questionnaire as a way of checks and balances with the participant observation method I was using. It also helped me seeing how the group answers have relations with the group social relations. I mean this group was composed of six people that interact in two groups of two persons and with two individuals more independent. It became clear through my observations and the questionnaire answers that the Chaves couple was very much united, as well as directors Annibal and Jacques that usually shared the same position in the meetings. Marcelle and Sergio were more independent, changing from one side to another.

Although the board was composed of friends, my observations showed a little game of power inside of it. Like I said in the previous paragraph I could sense the two groups were always trying to see their opinions prevail in the meetings. It is funny now, checking my field notes and my questionnaires, to realize how Jacques and Annibal shared the same opinions, as well as the Chaves couple. Although I could not prove it I could sense that these two groups usually prepared themselves in advance to any meeting. Usually one of them would introduce a point a view and the other would support it during the gathering. It was also very enriching to see their presentations in the meetings. Both groups were very much prepared, they always used a perfect Portuguese and the ideas were very well presented. Sometimes their discussions would become a cultural game, including quotes from famous writer's and philosophers. The discussions were always ideological, of different ways of tackling problems and never got to the personal level. In every meeting, even after intense discussions they all drink and eat together, laughing and socializing in the end.

The worst discussion I saw happened when Annibal reprimanded Mr. Chaves. NovaMosanta was becoming known in the region and a person from outside the community tried to use NovaMosanta for personal promotion and political intentions. This person was contacting Mr. Chaves and pressuring him to get the association support, and information. So Annibal and Jacques figured out that NovaMosanta should stop contacting this person and agreed with Mr. Chaves to avoid answering his phone calls, because his political intentions could harm the association image in the community. Unfortunately Mr. Chaves could not do the job and passed information to the outsider. Mr. Chaves confessed his crime and his incapacity to avoid answering the outsider questions. For that reason Annibal reprimanded him, demanding that their

agreement should prevail. In the end they all realized how naïve Mr. Chaves was and nobody blamed him. Mr. Chaves promised to try harder in the future.

In August 28th I met the board for the second time. Again the biscuits, the coffee and the tea were offered. I also arrived before the board members. This time I could perceive one very important issue that arose from the meeting. One I thought I could help solving, using my knowledge and my work. A local primary school called 'Darcy Correia da Veiga' was facing difficulties. They would have to shut down unless they could expand the school facilities and build two more classrooms. At the time students from the first and the second grades were having lessons together. It was a real example of lack of funding. The Local Council was alleging lack of resources to remodel the school facility. I realized I could try to help them and at the same time test my thesis that globalization could help small communities to solve their problems. So at the end of the meeting I told them I could apply for international organizations, send a remodeling project and ask for financial aid. They all agreed and we established a dead line of one week to prepare and send the project. Novamosanta's president, Mrs. Mazzoli and the Chaves couple would be in charge of helping me in this mission.

Then I contacted the NZAID, a New Zealand organization that I knew would have resources to rural areas, to poverty reduction and education. I also knew that their main focuses were areas around the pacific, but I decided to contact them anyway. Unfortunately the deadline for projects in 2007 has expired but NZAID told me to try directly with the New Zealand Embassy. I sent an email to Mrs. Heloisia Fontes who was the consulate political assessor. She immediately answered me explaining that the consulate had a Head of Mission Fund (HOMF), limited to NZ\$ 15,0000.00 aimed to rural areas, poverty reduction and education. She also sent me an information pack with all the instructions needed to apply. So I presented the news in the next meeting with the NovaMosanta board. They were excited with the idea but I could perceive that they were also incredulous about succeeding to get the funding approved.

It took a month and five days to finish and send the project (Appendix IV). In September 25th we have applied for a small funding resource with the New Zealand Consulate through the Head of Mission Fund (HOMF). Mr. and Mrs. Chaves together with Mrs. Mazzoli helped me a lot to build the project. We went to local stores quoting prices. We contacted the local workers quoting services and asking for voluntary work. Together we fulfilled the application form. In the end our project application contained a remodeling sketch of the school, construction material quotation, a HOMF form and

three references from the NovaMosanta. It was a very simple project but highly relevant to the community and to NovaMosanta's ambitions. Our project budget was near the limit allowed by the HOMF.

The school was founded in 1973. It has four teachers, all hired by public bidding. It has 84 students, ranging from 03 to 12 years old. The school budget is NZ\$ 205.00 per month or NZ\$ 2,460.00 per year. These funds come from the Municipal Secretary of Education which has a decentralized managing system. The school attends Santa Monica neighborhood. Students have their meals at the school. There are no computers in the school. There are no leisure areas. There is no foreign language teaching. The library is improvised in the lunching room and it has around 150 books. The community supports their children to care about the school and to participate in communitarian projects.

In October Novamosanta received an invitation to participate in a community river cleaning. The event happened in a community called 'Grotão' (Appendix V), an illegal occupation of a hill situated in Itaipava, the same district of NovaMosanta. This small community is composed of 80 houses, without sewage systems, electricity and water treatment, exposed to landslides and without construction permits from the Local Council. They discharge all the pollution in a creek that goes to the second main river of the region called 'Carvão'. The households also asked for help from NovaMosanta to teach them how to organize and constitute a legal association. This community is a perfect example of the main problems faced by NovaMosanta. Local Authorities knew everything about the illegalities committed there but never took any legal action against the occupation, or the environmental destruction that resulted from there.

In November, a friend invited me to present my thesis work at a local radio station which I accepted. I went to a radio show at the Radio Cathedral. It is a radio station owned, controlled and administered by the church. The show is sponsored by the Catholic Lawyers Union and has a main focus on legal issues. I presented my research findings during forty minutes (Appendix VII). I focused on legal issues faced by the association. They prepared seven questions and I gave my best to address it confidently. I was very nervous I have to admit but the result was positive. The show received some nice calls from the audience. The next week I presented the whole show to the board and they were delighted to hear it. Of course some liked very much what I have said in the show while others were less enthusiastic. But none could avoid agreeing that I have

exposed NovaMosanta's real problems such as: illegal land occupation, lack of sanitation systems, lack of attention from Local Authorities, etc.

At this radio show I presented all the main problems the association faced. I mentioned the lack of sanitation in the region, the illegal land occupation and the lack of funding from the local authorities. Then I exposed the various public organizations built to tackle these problems and how inefficient they were. I also mentioned the never ending legislation that could prevent and stop all the problems faced by the community. But legislation was not being put into practice. I also mentioned the possible legal actions that the association could take. I concluded that despite of all the government and the legal apparatus NovaMosanta could not succeed unless they decided to be creative, to get international help.

From August 14th to December 18th there were ten gatherings. A lot of problems were identified, mainly illegal land occupation, natural forest destruction and lack of sanitation in these occupied areas. Every time NovaMosanta got acquainted of a new land occupation they notified Local Authorities. Communities like the mentioned above 'Grotão' continue to appear in the region. But nothing is done to stop the problem. During these meetings they usually discuss over legal matters of how to remove invaders and how to legally force authorities to act. Brazilian legislation is rich in remedies to solve these problems, government apparatus is immense but neither the judiciary nor the government was willing to face it in a practical way. I was researching NovaMosanta for five months. It became clear that the major problems the NGO was facing could be resumed to three main difficulties, which again were mere confirmations of my previous questionnaire:

1- The Local Council considers the board of directors' elitists. This is mainly because this district called Itaipava, consists of rich, medium and low class people but the Local Council perceives it as an elite place. The main district, Petrópolis, concentrates more voters, thus it has government priority. Their goals are public and communitarian. As a result the Local Council does not respond to NovaMosanta's necessities and requests.

2- Lack of community participation. This is a major issue inside the board. Some want to increase participation and some are against. This also helps to give this elitist look to the community association. It lacks a real action from NovaMosanta that could give it a stronger community support and recognition. They fear that if they do not achieve a

practical result of any of its goals, NovaMosanta will die, just like its predecessor association Mosanta.

3- Funding. Most of the board agrees that funding is a major problem and the Local Council does not help them at all. That NGO's with political bonds tend to receive all the financial support. Economy is poor at the region, so Novamosanta does not get help from private companies as well.

From the identification of these issues I realized that if we could solve the school remodeling we would be tackling the three major problems. First it would be solving NovaMosanta's funding issue and consequently giving it the independence it needs to proceed in their community work. Second it would gain community support and recognition. Therefore NovaMosanta would increase community participation in the future. And finally NovaMosanta would be demonstrating that its goals are not elitists, because helping a Local Primary School is definitely a social and a communitarian work. It would strengthen Novamosanta relations with the people of Itaipava and with the government agencies. From that point I knew how important the school project would be to NovaMosanta's ambitions in the region. This helped to put a lot of pressure under my work. As Hudock says "NGOs of any type will only realize their contribution to democracy when they strengthen the voice of the poor and marginalized, those who are the intended recipients of development assistance. Until NGOs empower these groups, their only contribution to democracy will proxy" (Hudock, 1999, p.31).

The year was ending and the primary school called 'Darcy Correia da Veiga' could not find any help from the government to fund its remodeling, neither had we received any answer from the New Zealand Consulate. In every meeting I could see NovaMosanta's board of director's frustration of not being able to solve a simple problem such as expanding the school facilities. Expectations were high to get an approval from the HOMF, but deep inside none of the directors truly believed it would be possible to get the funds from such a distant country as New Zealand. One of the directors openly said that New Zealand will not have interest in giving us this financial resource, that Brazil was not an area of New Zealand's political influence. I could only hear that and wait until I have got a response from the consulate.

On December 12th I decided to telephone to Mrs. Heloisia Fontes and she told me that The New Zealand Consulate had approved Novamosanta's project in order to

remodel the 'Darcy Correia da Veiga Primary School'. When I received the news from Mrs. Heloisia Fontes I started to cry convulsively on the line. Mrs. Fontes was very embarrassed with the situation but I could not control my emotions. The school was safe, the kids were also safe and NovaMosanta was safe. She explained to me that the project was chosen for its relevancy. A dream was becoming true. Although I knew this was just the first phase of the project and that we still have to implement the remodeling. After talking to Mrs. Fontes on the phone she sent me an email that I immediately forwarded to all members of the NovaMosanta's board of director's. They were exhilarating. This was the first time that NovaMosanta would have the funds to implement something real, concrete. Every one of board called me on the phone to congratulate me. But this was a community victory, not a personal one. I told them how much pleasure the whole process was giving me and how grateful I was to work with them. We were also very grateful to the New Zealand Consulate, The Ambassador Mrs. Alison Mann, Mrs. Heloisia Fontes, The New Zealand Government and the New Zealand people. A distant but friendly country, willing to help a small community in Brazil.

The Brazilian Constitution in its 205th article declares that education is a right of all and duty of the State and the family, promoted and sponsored with the collaboration of society, aiming the human development, preparing to the citizenship and work qualification. Again the Constitution was not working properly. Constitutional rights and duties were not effective to protect the school 'Darcy Correia da Veiga'. Much on the contrary, the school was saved by the mere efforts of voluntary work done by NovaMosanta's directors and the goodwill of a friendly country.

On January 17th the funds were finally available in NovaMosanta's bank account. A new process begins from that. NovaMosanta has to implement the remodeling project before students return from summer vacations. This means before 1st March. It is a field test to the community association. Local retailers helped giving discounts and local households are helping working in the remodeling. The aim of the project, its design and implementation are all NovaMosanta responsibilities, something done with their client group, the community of Santa Monica. It is something that strengthens civil society. It is rather important to notice that the external donor, the New Zealand Government, did not participate in the process. The decision to choose the school as a priority, the project design and the remodeling is being made by

NovaMosanta and the community together without any interference from the New Zealand Government.

“Civil society refers to the arena of uncoerced collective action around shared interests, purposes and values. In theory, its institutional forms are distinct from those of the state, family and market, though in practice, the boundaries between state, civil society, family and market are often complex, blurred and negotiated. Civil society commonly embraces a diversity of spaces, actors and institutional forms, varying in their degree of formality, autonomy and power. Civil societies are often populated by organisations such as registered charities, development non-governmental organisations, community groups, women's organisations, faith-based organisations, professional associations, trades unions, self-help groups, social movements, business associations, coalitions and advocacy group.”
(LSE, 2008, para 1)

As a participant observer I could live the life of the community in Santa Monica. Throughout the research I constructed a profile of every member of the board. Mr. Chaves is a very analytical man, someone that measures every word he says, someone that studies deeply an issue before addressing it in the board meeting. Annibal is also very dedicated to his work in NovaMosanta and also very analytical. Like Mr. Chaves he is also a retired engineer. Mr. Luz likes to build up political links with the association. He tends to contact public executives and lobby with them. Mr. de Botton is specialized in meetings. There he is always the standoff person; he seems to be very well prepared to every meeting. He enjoys talking in public and is very good in rhetoric.

Marcelle is a marvelous woman, in love with her community and her work in NovaMosanta. She really cares about the community future and is very emotional. She works very closely with the community members. She is involved in everything that happens in the community. Mrs. Chaves is a very passionate woman, who deeply cares about her community and the association's work. She builds very important links with the community households. Perhaps due to her previous work as a teacher she was very much involved in the school remodeling project. It is something interesting that the women in the board tend to be closer to the community members than the men.

What is more relevant is the fact that NovaMosanta board of directors does not work for recognition, does not work for economic rewards, but for the simple goal of improving the community future. Something they will probably not see but they want to assure to future generations. “Poverty reduces people’s capacity to use resources effectively and intensifies the pressure upon the ecosystem” (Sancho, 1996, p.17). The school project can tackle illiteracy and helps to reduce poverty and its spillovers, such as environment destruction.

This week the announced tragedy happened when a tropical storm hit the region. The community called ‘Grotão’, that same cited before, where we did some river cleaning was badly hit. As a result several houses were destroyed by landslides. Nine people died including children. People lost all their belongings. NovaMosanta issued several warnings to public authorities informing about the danger of landslides in this area. But as usual in Brazil public authorities tend to act after tragedies or public commotion. ‘Grotão’ is an illegal occupation, well known in the region and where government action could have prevented the destruction and the loss of human lives from happening.

After six months of study in the community I became a well known person. The public executives know me as well as the households of the region. I have visited the school construction site to check the progress. It seems the work will be done in time, before classes begin. The workers are members of the community whose children study in the school. They seemed very proud to work in something that will benefit their community, families and friends. They are also very anxious with the possibility of receiving a visit from the New Zealand Ambassador in the inauguration day. The school choir is rehearsing the New Zealand National Anthem. They are painting banners and t-shirts to express their gratitude. Finally in March 5th the school remodeling was complete as shown in Appendix VI.

Chapter VII

Linking Theory to Practice

This research has evolved throughout the whole process described as research in the literature. First I developed a thesis statement, something I wanted to test as true or false. As described earlier in the introduction my thesis statement was ‘Can an NGO free itself from the local government?’ I planned a research design, scheduled it from the beginning to the end. Then I submitted a Notification of Low Risk Research/Evaluation involving Human Participants to my University Ethical Committee and received an approval to conduct my research.

From that I searched for an NGO where I could develop my research. Initially I contacted a gatekeeper, a Local Council executive that presented me to an NGO called AMAMA. Neuman defines a “gatekeeper is someone with the formal or informal authority to control access to a site” (Neuman, 2004, p.273). It was a place near my house, a place where access was easy. There I could find answers and create new questions.

After finding this NGO, using a gatekeeper, I asked their permission to study them. I introduced myself and presented my research plan. Only after receiving their permission I started the research. Unfortunately the place was dangerous and I decided to quit researching this NGO. I could not put myself into a harmful position. I was really frightened. Although the literature always mentions this issue, I never thought I could really find myself in a dangerous situation. Reality proved that I was wrong. So I also decided to change from Action Research to Case Study Research. I was far behind schedule. Everything was happening against my initial plans.

“Gaining permission is the first step in carrying out research. Gaining access to specific institutions, places, and events may take more time. Often the researcher will find that this is facilitated by particular individuals who essentially take the ethnographer under their wing and help to introduce them to their society or group” (Dewalt, 2002, p.37).

Fortunately another NGO called NovaMosanta invited me to research them. They became acquainted of my work through the same public executive, the gatekeeper

I had in the Local Council. Again I asked for permission and my research restarted. During the research I used questionnaires, which were previously agreed by the use of information sheets and informed consents. The main method used in this research was participant observation. For Dewalt “participant observation as a method raises the greatest number of ethical questions with respect to informed consent and the right to people choose to participate in research of any of the methods usually applied in fieldwork” (dewalt, 2002, p.197). I met the board of directors’ in all of their meetings. I watched them talking, eating, drinking, interacting with their community. I saw their desires, dreams and frustrations. Fortunately the work could progress to Action Research. I am very glad due to my ambitious profile and my natural tendency to critical approach.

“It is left to people of all kinds to develop their own responses to the situation the state can never succeed in managing”. (Albrow, 1997, p.155)

The sentence above was my starting and finishing point that helped to build this study case as my thesis work. The observation followed by action. It is exactly the situation I observed, which all the problems faced by NovaMosanta were simply not being solved by the public sector. As a result NovaMosanta developed a way of doing it without the help of any level of national government, but instead getting aid from a foreign country. NovaMosanta used all the tools available in modern days, tools brought by modernization and globalization. This research is a real example of theory and practice working together, helping each other. When I say the sentence was the starting point I mean there were situations the state was not succeeding in solving. At the same time it was the finishing point because the people of NovaMosanta developed their response. The funding approved by the New Zealand Consulate through its Head of Mission Program (HOMF) made the school remodeling possible, putting an end to a real problem that would be the shut down of the school ‘Darcy Correia da Veiga’.

In Itaipava I could observe a struggling Household Association called NovaMosanta against an ineffective and non-responsive government. As Putnam suggests “we want government to do things, not just decide things...” (Putnam, 1994, p.8). The Brazilian bureaucracy remains much like the classical bureaucracy, which worked very well in the last century, between world wars and global recession. But globalization brings new challenges. Bureaucracy was too much concerned about rules

and procedures, was slow, static and most of all not creative. Osborne argues “Hierarchical, centralized bureaucracies designed in the 1930s and 1940s simply do not function well in the rapidly changing, information-rich, knowledge-intensive society and economy of the 1990s. They are like luxury ocean liners in an age of supersonic jets: big, cumbersome, expensive, and extremely difficult to turn around” (Osborne, 1993, p.12). Bureaucracy has created a system of rules and controls that self fed it in size but not in the production of best outcomes. As a result public dissatisfaction raised and pressure for change increased. Public servants were not motivated and captive of a colossal system of procedures that in result produced disincentive and frustration. We saw that through the school’s director Mrs. Adesina. She was helpless and desperate not being able to save her school. Osborne argues “The resulting bureaucracies have been described as systems designed by a genius to be run by idiots” (Osborne, 1997, p.17). That is why an NGO such as NovaMosanta was created, to pressure for change, to succeed where government was failing. As Osborne says “As a result, entrepreneurial governments have begun to shift to systems that separate policy decisions (steering) from service delivery (rowing)” (Osborne, 1993, p.35). This makes government work on what it does better, it also increases community bonds when using non-profit or NGOs. “This form of ‘third-party government’ uses government for what it does best – raising resources and setting societal priorities through democratic political process – while utilizing the private sector for it does best – organizing the production of goods and services” (Osborne, 1993, p.30).

NovaMosanta does not intend to be a substitute for government. Much on the contrary this association deeply intends to bring the government to work together. It is an advocacy organization that intends to improve life quality in the region, building social capital and strengthening bonds with government. As Hudock says “As NGOs and governments clarify their relationships and work together, government’s concerns that NGOs represents a political threat may lessen, and as many authoritarian regimes are replaced by new democracies, the new regimes may be more open to NGO involvement” (Hudock, 1999, p.55).

I firmly believe NovaMosanta is playing a major role in the region. During this research the community achieved unimaginable goals. They freed their community association from the chains of Brazilian bureaucracy. It is an example that can bring change to the region, especially in the relations and interactions with the public sector. It puts pressure in the need for public restructuring and cooperation with civil society. The

government apparatus watched astonished a small NGO solving what was legally and morally a government duty.

“Likewise, NGOs can work with the community groups to help them organize, articulate their needs, and identify and implement solutions. NGOs’ ability to interact strategically with diverse actors in the external environment provides them with their distinct competency for strengthening civil society. By making connections between state and non-state actors, rich and poor, donors and recipients, the powerful and powerless, NGOs are helping to promote understanding of the global system, an understanding which can ultimately lead to its transformation”. (Hudock, 1999, p.58)

So this research proved that is possible to a small NGO from a poor country to free itself from local government by using international aid. But far more important is the process that led to this answer. During the research the client group was empowered on how to determine priorities. They were also trained on how to search and contact external aid. They learned how to prepare project designs and budgets. Finally they learned how to work with their community inhabitants, consulting them and using their local workforce in the project. As Stace points out “The key is building good relationships throughout the sector – between the funders, providers and service users and within all the organizations involved – based on common sense, good faith and accountability” (Stace, 2006, p.19). NovaMosanta and their members will have to adapt to this new challenge of administering their relations with every organization. Locally and internationally, that can possibly help achieving their goals and objectives.

“...every social theorist is a member of a society, and draws upon the skills associated with such membership as a resource in his or her investigations: it is equally important that every member of a society is a ‘practical social theorist’. The predictability of the social world does not just happen it is made to happen by lay actors. (Giddens, 1995, p.241)

What lies ahead is a bunch of other questions. Will NovaMosanta become dependent on external aid? Will it improve its dialogue and work with the government? The answer will rely on how NovaMosanta interacts with local and international donors

in the future. How NovaMosanta will improve their capability of apprenticeship in order to keep producing knowledge? Perhaps I will endeavor this question if I decide to take a PhD course. Actually we are discussing the possibility of using the internet 'Second Life' site as a fund raising tool in the future.

Conclusion

This exhausting and enriching process of researching helped me develop some conclusions. After one year of thesis research, three months with AMAMA and six months with NovaMosanta I feel closer to finish my personal and learning endeavor. I learned how important it is to read previous field works and to believe in them. Every previous experience that you read can prepare you in advance for something you will face in your research. I lived that with the experience inside Manoel Afonso community - AMAMA. There I learned the risk about field work. The researcher must be aware of the risks; he must be very cautious to avoid harming himself and the community. Researching is not a sole experience, especially field work research. Field work research is something done in group, something that you will not have much control. You can plan, design your research carefully, but in the field many factors will alter everything you have expected. I changed from Action Research to Case Study Research and then I produced a result that is much related to Action Research again. I started my research in one community, then I changed to another community. I planned to finish my research in October 2007, and I am still writing it in February 2008. This taught me how difficult and unpredictable field work research is. As Neuman says "field researcher is a resourceful, talented individual who has ingenuity, and an ability to think on her feet while in the field" (Neuman, 2004, p.269). Although the great results achieved during this process, this was only my first experience in field researching and I still have a lot to improve.

From my previous reading and my first year doing the Post Graduate Diploma in Public Policy I was able to conduct my research obeying every aspect of ethical issues. Every step necessary to respect ethical issues was taken doing my research. As a result I was able to gain permission from both communities, AMAMA and NovaMosanta. I also gained respect from the public executives. I contacted a gatekeeper before going to any community. With the help of the gatekeeper I met the communities. Before any research it is compulsory to get permission from your University and from the community you are studying. You must be as sincere as possible, showing every aspect of your research, good and bad. I explained the benefits of my research to the community and to me. For instance I told them that I would benefit learning and getting my degree. And that they perhaps could benefit if I could help them identifying and solving a real problem. I also explained the dangers of my research. I told them how

dangerous it was to pass me all the information about their lives and community work. That I would have to be ethical not disclosing any information that could possibly cause any harm to any of the community members or the group. And that research was about mutual trust. I also made clear that my final work would be shown to them in advance. As a result before any questionnaire I showed them an information sheet and an informed consent form. Sincerity is compulsory to build a good relationship with the group researched.

But what have you learned from the communities you have studied? Unfortunately I have not learned much about AMAMA. The situation there was very difficult and I only spent three months there. But I can say that they taught me how to present myself to the community. There I learned about how I should behave in a community meeting. How I should talk and wear. In a poor community a researcher must use simple words; he must try to make himself as understandable as possible. He must hear carefully what the community members say. A sheer presence of the researcher lightens up a whole spectrum of expectations. The researcher must ensure that he is neither the solution, nor the problem for the community. There I learned how important is to avoid false promises. All the researcher can promise is hard work; otherwise he will generate disappointment and frustration. I could also see their struggle to get funds from the community and the Local Government, and how the lack of these funds limited their operations inside the community. Finally I learned about the researcher personal safety and how vulnerable one can be without even noticing it. You have to balance your personal emotions and anxiety, your eagerness of research and knowledge to observe every signal that might alert you about any kind of danger that you might incur. Research should be a life experience and not the opposite. Quitting one field research is a sign of maturity and awareness for both the researcher and the researched.

Working with NovaMosanta I learned a lot more. NovaMosanta, such as any NGO, cannot survive unless it finds ways of funding. Voluntary work is as essential as financial support. Without money an NGO will not succeed to produce the kind of changes they need to get community support. Without community support any NGO tends to disappear, to be extinguished. It happened with Mosanta, the association that preceded NovaMosanta and that shut down because it failed to achieve any of its primary goals. To succeed NovaMosanta improved their relationship with the international world and will have to do the same with the local government. Most

relevant is the fact that NovaMosanta has improved its way of working, building local and external support.

In NovaMosanta community bonds were enhanced by community meetings. The exchange of academic and local knowledge produced transformation and change. Dialogue facilitated the process of empowerment and inclusion. Reflection preceded action. The research done inside NovaMosanta was about recovering the responsibility over their decisions. The association was distant from policy-making decisions; it was static, just a mere spectator of imposed from above actions. The research helped it to understand how to become dynamic and active. Building knowledge from within its members instead of archiving and replicating it from above produced a huge impact on NovaMosanta's actions. As a result it strengthened the community bonds and support. The Association became more connected with the community and with the public authorities.

At the same time it is clear that an NGO cannot substitute a government, but it has to serve as a facilitator, someone capable to overcome problems faster and more efficiently. In our case study NovaMosanta was essential to identify and tackle a community problem. The government did not perceive the problem as a priority and the school would have to close and students would have to be removed to other schools. It was NovaMosanta that prioritized the school remodeling and found a way of financing it without local government help. As a result students of the community can now stay at their local school, closer to their homes and to their families. They save time and money from transportation. The community support increased as they see results in NovaMosanta's work. NovaMosanta's funding solution can be extended to Local Government. They can work together in future projects, finding priorities and getting international funds. It is a tool that the whole community can benefit. The process of empowering NovaMosanta is also a process of empowering the community and the Local Government. As a result NovaMosanta feels much more confident to perform than before.

Rhodes (1996) in his paper 'The New Governance: Governing without Government' suggests that "there is the problem of many hands where so many people contribute that no one contribution can be identified, and if no one person can be held accountable after the event, then no one needs to behave responsibly beforehand" (Rhodes, 1996, p. 12). Unlike Rhodes I learnt just the opposite, that interorganizational network increases the accountability by adding it to all parties involved. Raising funds

and participating in the remodeling made NovaMosanta become as accountable as The Secretary of Education. And this accountability brings responsibility and control over decision making. Participation is compulsory to any interorganizational network. Unlike Rhodes who sees self organizing networks as opposition to central guidance I experienced a self organizing network helping to speed government changes, searching for efficiency and increasing peoples' participation (Rhodes, 1996, p. 16). Thus democracy improves because this is a system based not on central guidance but in the sum of many different actors guiding their own destiny. At the same time I tend to agree with his ideas of the facilitator manager and that intergovernment management (IGM) means mutual adjustment (Rhodes, 1996, p.14). The joint work between NovaMosanta and the New Zealand Government were facilitated by the help of the school director and the Local Secretary of Education.

Once perceived as an elitist organization NovaMosanta became a popular and powerful association of the region. The government discourse was displaced by NovaMosanta's action of working for and with the community. Only after achieving the school remodeling the community and the government realized how important was to strengthen NovaMosanta's role and support. At the same time pressure to improve another school in the region has increased and the government is willing to help this time. While dependent solely on the Local Government perception of NovaMosanta's work was also dependent. This changed when NovaMosanta gained a level of independency when became capable of producing results.

The research in NovaMosanta also helped me understand how community bonds develop. Things such as history, territory, environment, violence, water, pollution, daily problems seem to bring people together. NovaMosanta members gathered to discuss common problems and to help improving government actions. As they see their home location deteriorating they decided to work together. People from different backgrounds, different social classes, natives and new inhabitants all working as one to protect their place, their environment and to improve life to future generations. NovaMosanta advocates in favor the protection of their rights, of the improvement of government role. Community meetings help to improve community bonds; they are social events of greater importance. Community meetings are an opportunity to community members to socialize, to talk, to drink, to laugh and eat together. It is also a place for arguing and finding common interests. Dialogue among their members is essential in order to create new knowledge. In the same way NovaMosanta must interact

and exchange information with the public authorities to create knowledge that will help both to improve the quality of life in the region.

NovaMosanta struggles to survive against bureaucracy, bad public administration and lack of funding. But most of all it is fighting to obtain community support that is completely related to the percentage of success they achieve in each of the projects they get involved. The secret relies on how to improve financial support from government, from philanthropy or from overseas agencies. And if they get this support they must find a way of using it without interference from the donor. This is also essential to succeed in any project.

Finally this research clarified that if contracting out it is not the solution, it is definitely a way of improving results and community participation. However both government and NGOs must improve the way they interact and work. It is a long process that will improve the relationships between the donor and the NGOs. Like Hudock says “while no organization is entirely self-sufficient, some exist in more dependable environments than others. Organizations experience uncertainty when those controlling resources are undependable, as they often are in resource-scarce environment. This uncertainty threatens an organization’s effectiveness and even survival” (Hudock, 1999, p.24). This must become NovaMosanta’s main concern, how to survive in a resource-scarce environment without becoming dependent or how to share and manage this dependency without losing effectiveness and consequently community support?

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Appendix I

Informações (Information Sheet)

Prezado Sr.(a) (Dear Respondent),

QUESTIONÁRIO SOBRE A COMUNIDADE DE SANTA MONICA (THIS IS A QUESTIONNAIRE ABOUT SANTA MONICA COMMUNITY)

Este questionário é parte do projeto de tese do aluno Alberto F.M. da Rocha, estudante de mestrado em Políticas Públicas na Massey University – NZ. Este questionário ajudará a comunidade e o pesquisador no processo de conhecimento das ações, objetivos e dificuldades enfrentadas pela NovAmosanta. (This questionnaire is a part of Alberto F. M. da Rocha's thesis project, master student in Public Policy at Massey University NZ. This questionnaire will help the community and the researcher in the process of understanding the actions, goals and obstacles faced by NovAmosanta)

O tópico desta pesquisa é Estudo de Caso (The Research Topic is Case Study Research).

O foco principal desta pesquisa é Estudo de Caso. Este questionário é o primeiro passo para o entendimento da situação atual da NovAmosanta, seus objetivos e dificuldades. (The main focus of this research is Case Study. This questionnaire intends to determine the main objectives and obstacles faced by the NovAmosanta.)

Instructions:

Este é um questionário simples. Ele está dividido em duas partes: a primeira contém sete perguntas sobre a NovAmosanta. A segunda é uma parte demográfica para determinar o perfil da diretoria da NovAmosanta. **Essa parte é opcional.** (This is a simple questionnaire. It has two sections: the first is composed of seven questions about NovAmosanta. The second part is a demographic section to determine the characteristics of NovAmosanta's board of directors. This second part is optional.)

OBS.: TODAS AS INFORMAÇÕES CONTIDAS NESSE QUESTIONÁRIO SERÃO CONFIDENCIAIS E O PESQUISADOR SER RESPONSABILIZA

PELO ARMAZENAMENTO DAS MESMAS. (ALL INFORMATION CONTAINED IN THIS QUESTIONNAIRE WILL BE TREATED AS CONFIDENTIAL AND THE RESEARCHER IS RESPONSIBLE FOR KEEPING IT IN A SAFE PLACE).

Appendix II

QUESTIONÁRIO NOVAMOSANTA (Questionnaire NovAmosanta)

1- Qual foi sua maior motivação ao se envolver com o projeto NovaMosanta? (What was your main motivation to get involved in the NovaMosanta project?)

2- Você pode definir pelo menos três dos mais importantes objetivos da NovAmosanta? (Could you define at least three of the main objectives of the NovAmosanta?)

I-

II-

III-

3- Na sua opinião quem são os principais grupos que apóiam e que se opõem a NovAmosanta? (In your opinion who are the main supporters and those against of NovAmosanta's role?)

4- Na sua opinião o que impede a NovAmosanta de alcançar seus objetivos? Preencha os espaços em branco de 1 a 10, sendo 1 o menos importante e 10 o mais importante. (In your opinion what is preventing NovAmosanta from accomplishing any of these goals? Fill in the blanks from 1 to 10, one being the less important and 10 the most important.)

- () Burocracia (Government bureaucracy)
- () Legislação Ambiental (Environmental legislation)
- () Falta de participação popular (Lack of community participation)
- () Financiamento (Funding)
- () Prefeitura (Local authorities)
- () Governo Estadual (State authorities)
- () Governo Federal (Federal authorities)
- () IBAMA (Government's agencies)
- () Interesses privados (Private interests)
- ()

5- Porque você considera que esse é o principal obstáculo à NovAmosanta? (Why do you think this is the biggest obstacle to NovAmosanta?)

6- O quê ocorrerá caso a NovAmosanta não consiga obter êxito? (What will occur if NovAmosanta does not succeed?)

7- Vocês têm algum tipo de prazo para obter êxito?(Do you have any kind of deadline?)

8- Você é a favor de buscar ajuda externa, internacional? E você acha que isso poderia ajudar? (Do you agree of getting international support to NovAmosanta? And do you think this may help?)

Appendix III

Format for Participant Consent Form

A Consent Form is the equivalent of a legal document that has been signed by the participants agreeing to participate in the research as described in the Information Sheet. This is an important legal protection for the researcher and Massey University as well as for participants. The researcher is responsible for the safe keeping of this document. The Consent Form should be separate from the Information Sheet.

Safekeeping, confidentiality and eventual disposal of Consent Forms are the responsibility of the researcher. Signed Consent Forms should be retained for a minimum of five (5) years from when the research has been completed and a report has been published, after which shredding is in order.

Consent Forms associated with teaching programmes should be kept indefinitely.

Where the consent is being given for the participation of some other person in a research project (e.g. parent/guardian consenting to a child's participation), this should be made clear in the wording of the Consent Form. The name of the participant and their relationship to the person giving consent should be clearly stated.

Note: if the use of a Consent Form is considered inappropriate in the particular circumstances of a research project, then the reasons must be presented to a Massey University Campus Human Ethics Committee.

Prepare your Participant Consent Form based on the format on the next page.

[Print on Massey University departmental letterhead]
[Logo, name and address of Department/School/Institute/Section]

Associação dos Moradores e Amigos de Santa Mônica - NovAmosanta

Formulário de Consentimento do Participante (PARTICIPANT CONSENT FORM)

**Este formulário será arquivado pelo período de 5 anos
(This consent form will be held for a period of five (5) years)**

X

Eu declaro ter lido a página de informação e ter sido informado sobre os detalhes da pesquisa em questão. Minhas perguntas foram esclarecidas satisfatoriamente, e compreendi que posso fazer mais perguntas a qualquer momento. (I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time).

Eu concordo que a entrevista será gravada em áudio. (I agree/do not agree to the interview being audio taped.) Sim (Yes) Não (No)

Eu concordo que a entrevista seja gravada em vídeo. (I agree/do not agree to the interview being video taped.) Sim (Yes) Não (No)

Eu desejo que as gravações me sejam entregues. (I wish/do not wish to have my tapes returned to me.) Sim (Yes) Não (No)

Eu desejo que as informações sejam arquivadas em um arquivo oficial. (I wish/do not wish to have data placed in an official archive.) Sim (Yes) Não (No)

Eu concordo em não revelar o que foi discutido no Focus Grupo. (I agree to not disclose anything discussed in the Focus Group) Sim (Yes) Não (No)

Eu concordo em participar deste estudo desde que sejam respeitadas as condições descritas na página de informação. (I agree to participate in this study under the conditions set out in the Information Sheet.) Sim (Yes) Não (No)

**Assinatura
(Signature):**

Date:

Full Name - printed

Appendix IV

FUNDOS CHEFE DE MISSÃO (HOMF)

INSTRUÇÕES PARA REQUERIMENTO

(Instructions for the requirement)

O principal objetivo da Agência de Desenvolvimento a Nova Zelândia (NZ Aid) é o de ajudar a promover o desenvolvimento econômico e social sustentável nos países em desenvolvimento. O presente guia de inscrição consta de informações acerca dos **Fundos Chefe de Missão**, o qual, inserido no contexto do Programa de Assistência ao Desenvolvimento tem como foco prover apoio de maneira rápida e flexível àquelas pequenas atividades com fim de desenvolvimento. (The main goal of the NZ Aid is to help promote the social and economic sustainable development in the developing countries. This guide has the informations about the Head of the Mission Fund, which is part of the Development Assistance Program that aims to provide in a fast and flexible way those small development activities)

Os fundos são limitados e apenas as melhores propostas receberão assistência. A decisão da Embaixada da Nova Zelândia é definitiva e não estará sujeita a revisão. (These funds are limited and only the best proposals will receive assistance. The Embassy decision is definitive and will not be submitted to revision)

Recipientes Potenciais

(Potential Recipients)

As Organizações elegíveis para receber o fundo incluem:

(The eligible organizations eligible to receive the funds are)

- comitês de cidades/ povoados/ vilas; (city committees)
- administradores locais; (local administrators)
- Organizações Não-Governamentais (ONGs); (NGOs)
- cooperativas ou outra organização rural; (rural cooperatives)
- organizações comunitárias; e (community organizations)
- provedores de educação ou de saúde. (education and health providers)

A Assistência não será prestada a indivíduos. (It will not be provided assistance to individuals)

Atividades Potenciais

(Potential Activities)

As atividades passíveis de serem apoiadas incluem aquelas que de maneira manifesta e direta: (The activities that can be supported include those in which manifest and directly)

- têm o propósito de aliviar a pobreza, apuro ou necessidade nas comunidades. Incluem-se aqui: (have the purpose of reducing poverty and necessity in communities including)
 - desenvolvimento de micro-empresa e de atividades comunitárias que visem geração de renda, tais como projetos que envolvam criação animal, pesca, lavoura e silvicultura (development of small business and community activities that aim income creation, such as animal, fishery and agriculture)
 - reabilitação de pessoas portadoras de deficiência (handicaped rehabilitation)
 - apoio para centros de reabilitação para casos de violência doméstica; (support to centers of rehabilitation for domestic violence)
- respondem a necessidades humanitárias, emergências ou desastres (respond to humanitarian necessities, emergencies and disasters)
- visem melhorar ou promover acesso a educação ou serviços de saúde (i.e. livros e material de educação para comunidades e escolas, abastecimento de água, infraestrutura sanitária, saúde, higiene, nutrição e atividades de alfabetização) (aim to improve or promote access to education or health services)
- visem prevenir de perda cultural (i.e. preservação de documentos, artefatos, locais e prédios de relevância cultural); ou (aim to prevent cultural loss or)
- visem promover benefícios com objetivos claros de desenvolvimento em casos isolados. (aim to promote benefits that have the clear goal of development)

Os grupos-alvos para assistência são: (target groups to assistance are)

- mulheres; (women)
- jovens; (youngest)
- pessoas portadoras de deficiência (handicaped)
- minorias étnicas (ethnic minorities)
- aqueles em grande necessidade; e (those in great necessity)

- comunidades em áreas remotas que não tenham outra forma de acesso a assistência (community in remote areas that do not have other form of assistance)

A prioridade é dada a projetos: (Priority is given to projects that)

- que encorajem mulheres e homens a mostrarem sua iniciativa; (encourage women and men to show initiative)
- em que os requerentes estejam fazendo uma contribuição significativa, seja na forma de trabalho, materiais, e /ou em espécie; (the requirers are doing a significant contribution as work, materials or in cash)
- que apresentam objetivos claramente definidos e um plano de implementação idôneo; (that present clear and defined objectives and a plan of implementation that is idoneous)
- que abranjam práticas ambientais e ecológicas; e (that cover environment and ecological practices)
- cujos custos estejam de acordo com os benefícios (which the costs are in accordance with th benefits)

O investimento máximo aplicável em uma única atividade é o equivalente na, moeda corrente do país, a NZ\$15,000 (quinze mil dólares neozelandeses). Os projetos devem ser de natureza única (i.e. não de múltiplas etapas) e de uma duração limitada (i. e. inferior a um ano). (The maximum applicable in one activity is the equivalent of NZ 15,000. The project must have a sole nature and with a limited duration of one year.)

Atividades não sujeitas ao benefício
(Activities not subjected to the benfit)

Dentre as atividades que **não podem** ser beneficiadas incluem-se:

(Within the activities that cannot benefit includes

- pesquisa; (research)
- bolsa de estudos; (scholarship)
- veículos automotores, televisões, viagens internacionais, animais ou outros produtos/serviços comumente passíveis de furto, uso indevido ou danos; (vehicles, televisions, inernational trips, animals, products and services that can be stolen)
- donativos a instituições de caridade, orfanatos etc. (donations to charity institutions, orphanages, etc.)

- atividades culturais e esportivas, a não ser que a comunidade envolvida esteja particularmente em desvantagem; e (cultural and sport activities, unless the community involved is particularly in disadvantage)
- atividades de cunho político, religioso ou evangélico. (political, religious or evangelical activities)

PROCESSO DE REQUERIMENTO (Requirement Process)

Todos os formulários de requerimento deverão ser: (All requirement forms must be)

- escritos de maneira clara em formulário próprio; (well written in a clear way)
- respaldados por duas faturas pró-forma emitidas por dois fornecedores de produtos e serviços relacionados às atividades; (backed by two pro-forma invoices issued by suppliers of products and services related to the activities)
- assinados por um membro responsável da organização requerente; e enviados para: (signed by an accountable member of the requiring organization, and sent to)

Administrador(a) do Programa NZAID
 Embaixada da Nova Zelândia
 Brasília
 Brasil
 Endereço: SHIS QI 09, conjunto 16, casa 01
 CEP: 71625-160
 Telefone: (61) 248 9900
 Fax: (61) 248 9916
 E-mail: *zelandia@nwi.com.br*

Todas as solicitações de assistência serão avaliadas e devidamente respondidas. Exceto em circunstâncias excepcionais e previamente acordadas, não será pago qualquer valor em espécie ou cheques aos requerentes. A assistência normalmente será promovida mediante apresentação de faturas pró-forma. Àqueles candidatos cujas propostas sejam as mais interessantes será solicitada a apresentação de um relatório demonstrando que os produtos e/ou serviços foram recebidos e usados a contento para propósitos especificados no formulário de requerimento. Todas as atividades apoiadas podem ser objeto de monitoria por parte dos representantes do programa NZAID. Ampla cooperação e acesso às localidades dos projetos deverão ser facilitados para tais visitas. (All assistance solicitations will be evaluated and answered. Except under exceptional circumstances and previously accorded, any value in cash or checks will not be paid to the solicitors.)

Fundos Chefe de Missão - HOMF (Head of Mission Fund)

Formulário de Requisição (Requisition Form)

A INFORMAÇÃO SOBRE A ORGANIZAÇÃO REQUERENTE

Nome da organização (Name of the organization): NovAmosanta, Associação de Moradores e Amigos de Santa Mônica

Cidade (City): Petrópolis / **Distrito (District):** Itaipava / **Estado (State):** Rio de Janeiro

Como as pessoas chegam a sua localidade? (How do people go to your locality) Por favor, especifique as instruções detalhadamente. (Caso seja em área isolada, anexar mapa de localização, se possível) Saindo do Rio de Janeiro toma-se a Estrada Washigton Luiz e depois a Rodovia BR-040, até a entrada de Itaipava. Seguindo pela estrada União Indústria, à direita se chega à sede da NovAmosanta. Endereço Postal: Estrada União Indústria 12726 f. Itaipava- Petrópolis- Rio de Janeiro C.E.P.25745-000

Telefone/fax:...024-22228137.....024-22228324

Membros da Organização (Members):

	Homens (Men)	Mulheres (Women)	Meninos (Boys)	Meninas (Girls)
Número	Beneficiados: aproximadamente 4.000 pessoas (84 associates that benefit approximately 4000 people)		45	55

Liderança da Organização (Organisation Leadership)

Cargo (Position)	Nome (Name)
Presidente (president)	Marcelle Mazolli
Vice-Presidente (vice-president)	Roberto Leocádio Penna Chaves
Diretora-secretária (secretary-director)	Ana Maria Barboza Carneiro Penna Chaves

Número de registro do grupo (Registered Number)

Inscrição na RECEITA FEDERAL CNPJ Nº 07.113.516/001-91, Estatuto registrado no Cartório do 1º ofício de notas da Comarca de Petrópolis. (Registered in the Federal)

Qual é o propósito de sua organização e há quanto tempo ela existe? (What is the purpose of your organisation and how long does it exist?)

Entidade sem fins lucrativos, criada em 2004, tendo recebido em 2006 o título de Utilidade Pública por relevantes serviços prestados á comunidade, conferido pela Câmara municipal de Petrópolis. A NovAmosanta tem como objetivos principais : A promoção da justiça social e a preservação do meio ambiente, especialmente no tocante a ocupação desordenada do solo, combatendo todos os agentes que degradam a flora, a fauna e os mananciais de água.. Cooperar com os poderes municipais estaduais e federais visando a melhoria da qualidade de vida da comunidade, em todas as áreas da infra- estrutura urbana e social. Contribuir para o exercício da cidadania e a melhoria da qualidade de vida das comunidades carentes, especialmente no que se refere ao apoio e atividades de educação ambiental junto com as Escolas Municipais do bairro. Fazemos trabalho de orientação e gerenciamento das dificuldades das referidas escolas não só buscando encontrar soluções para suas deficiências físicas (faltam salas, livros, brinquedos e professores) como também na melhoria da qualidade do ensino e na capacitação dos alunos (monitores ambientais, agricultura básica, coleta seletiva de lixo etc...) (Non-profit organization, created in 2004, having received the title of public utility for relevant services to the community from the Municipal Chamber of Petrópolis. NovaMosantas' main oals are: the promotion of social justice and environment preservation, especially related to illegal occupation, fighting everything that destroys flora, fauna and water streams. Cooperate with municipal, state and federal authorities to improve the community quality of life the urban and rural infra-structure. Contribute to citizenship and improvement of the quality of life in the region, especially

developing support to environmental education with the schools in the region. Implement orientation and managing work in the schools aiming to find solutions to their deficiencies. Improvement of the teaching quality and students capacitation.

Outros projetos em que o grupo tenha participado (especialmente os financiados pelo programa NZAID). (Other projects that the group has participated).

Nenhum (None).

Atividade (nome e data) (Activity, name and date)	Doador (Donator)
<p>Apoio financeiro e coordenação do projeto de criação de parque fluvial, Parque Orla do Piabanha, na margem direita deste Rio, para evitar degradação ambiental. Início em dezembro de 2006. (Financial support and coordination to the project of the creation of the Park Orla Piabanha, in the right riverbank to avoid environmental destruction)</p>	<p>Membros da NovAmosanta Captação e recursos do Fecam e de entidades internacionais, através do I.E.F (Members of NovaMosanta through the Fecam funding and the IEF)</p>
<p>Bosque do Piabanha, plantio de mudas de pau-brasil e outras, juntamente com as escolas municipais, à margem esquerda do rio, para coibir construções irregulares Dia 25 de junho de 2007 (Piabanha bush, plantation of trees together with the local schools in the left riverbank to stop illegal occupation)</p>	<p>A NovAmosanta comprou as mudas Sítio do Moinho doou o composto orgânico Condomínio Guararema forneceu mão de obra e transporte. (Donation of seeds with Sítio do Moinho and organic moisture. The Guararema condominium donated the worker and the transportation)</p>
<p>Amosanta Verde, distribuição e, plantio de mudas da mata Atlântica. Lanche comunitário e palestras sobre meio ambiente e conservação de água, na E.M. Celina Schechner (Distribution e plantation of seed of Mata Atlântica. Community lunch and lectures about environment and water treatment and conservation in the school E.M. Celina Schechner) Primeira edição em setembro 2006; a ser realizada anualmente.</p>	<p>Oia- Projeto Água Apa Petrópolis Sítio do Moinho Séc. de Educação, Meio Ambiente Comerciantes locais</p>

<p>Concepção do projeto de despoluição dos Rios Carvão e Santo Antonio. Aprovado Câmara Municipal de Desenvolvimento Sustentável e pela Cia. Águas do Imperador com rubrica no orçamento da Prefeitura.</p> <p>(Conception of the depollution project of the rivers Carvão and Santo Antonio. Approved by the Municipal Chamber of Development ad by the Cia. Águas do Imperador, already included in the next year budget)</p>	<p>Será financiado pela Prefeitura Municipal de Petrópolis. (To be financed by the Local Council of Petrópolis)</p>
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B INFORMAÇÃO SOBRE O PROJETO

(Project Information)

Nome do Projeto (Name of the Project): Ampliação da Escola Municipal DARCY CORREA DA VEIGA, situada na estrada Darcy Correa da Veiga s/nº., Santa Mônica, Itaipava (Ampliation of the school DARCY CORREA DA VEIGA, situated in the street Darcy Correia da Veia s/n, Santa Mônica)

Tipo de Projeto (Type of Project): Construção de duas salas de aula e adaptação de sala existente para biblioteca infantil e comunitária. Promoção de acesso à educação. (Construction of two classrooms and adaptation of an existent one become a community library)

O projeto está localizado no local especificado acima? Caso não esteja, especifique.
(Is the project located in the local specified above?)

Sim, trata-se de ampliação das instalações existentes no local. (Yes, it is about the ampliation of the instalations already in place)

Você conta com o apoio do Governo Federal, Estadual e/ou Local para a realização do Projeto? (Do you find support from Federal Government, State or Local to implement the project) Não contamos com apoio financeiro de nenhum órgão de governo. O projeto e a planilha de custos foram apresentados à Secretária de Educação, que aprovou o projeto, autorizou a construção, mas não tem recursos para sua execução. (We do not have financial support from any public authority. The spreadsheet containing the costs were presented to the Education Secretary, which has approve it and authorized the remodeling, but do not have the funds to carry it out.)

Este projeto já está em curso ou trata-se de um novo projeto? Explique (Is this project already in place or is it a new one? Explain it)

O projeto pedagógico existe, chama-se : formação de leitores- contadores de histórias. O projeto funciona de forma precária devido à falta de instalações físicas nas escolas. Nosso projeto inclui a construção de salas de leitura, biblioteca e brinquedoteca e sala de atividades extra-curriculares para alunos e membros da comunidades carentes do bairro. O projeto físico existe; as plantas foram feitas, materiais orçados. Mas nada mais foi construído, por falta de recursos. Atualmente alunos de duas séries distintas assistem as aulas em uma mesma sala de aula. (The pedagogic project already students and community members. Two different grades ae sharing the same classroom nowadays)

Descreva o projeto. Quais são os objetivos do projeto e como serão cumpridos? (Describe the project. What are the goals and how are they going to be accomplished?)

O projeto pedagógico de formação de leitores tem a finalidade de melhorar o aprendizado e despertar nos alunos e seus familiares o gosto pela leitura. Pretendemos com isto ampliar horizontes e promover a inclusão social. Dar às crianças carentes que frequentarão estes novos ambientes a oportunidade de contato com livros e brinquedos que ainda não conheçam, aprender a desenhar, cortar e colar. Aprender ouvindo histórias, fazendo representações teatrais, participando de corais e aulas de iniciação musical,entre outras.

Para os adultos temos já feito palestras e estes se mostram interessados em aprender a ler, a cozinhar, costurar, artesanato e etc.

Diversos moradores locais se apresentaram já, como voluntários, para ajudar neste projeto de melhoria de vida e inclusão social

(The pedagogic project of readers formation aims to improve the learning and increase the taste for reading. We intend to wider the horizons and to promote social inclusion. It will be given to children the opportunity of learning, reading, playin, they will be hearing stories, acting in plays, doing choirs and musical classes.

Quantas pessoas participarão no projeto? (Anexar lista completa dos nomes, se possível) (How many people will participate in the project?)exists and it is called readers formations and story tellers Our project includes the construction of classrooms, library and a toy room, it also includes place to extra-curricular activities to

	Homens (Men)	Mulheres (Women)	Meninos (boys)	Meninas (girls)
Nome (Name)	Roberto L. Penna Chaves Aníbal Duarte Sérgio Luz	Ana Maria B. C. P. Chaves Marcelle Mazolli Adesina Pereira Mantovani Luciana Fraga Macedo Aletusa de Abreu Gonçalves Adriana T. de Oliveira Rocha Maria José de Souza		

Nesta primeira etapa, o projeto beneficiará os 95 alunos da escola e seus familiares. Como não existe creche na região, a escola atende crianças de três até quinze anos.

In this first phase the project will benefit 95 students and their relatives. There is no crèche in the region and the school receives children from 3 to 15 years old)

Como se dará a participação dessas pessoas? (How will this participation occur?)

Durante a construção essas pessoas participarão do gerenciamento da obra. Concluída a obra estas pessoas darão aulas e manterão as instalações em perfeito estado de uso. (During the construction these people will participate in the managing of it. After the construction they will give lessons and maintain the school installations)

Quantas pessoas vivem na sua comunidade/cidade? (How many people live in the community?) 3.800 comunidade/ 18 mil na cidade. (3.800 in the community, 18 thousand in the city)

Quem se beneficiará do projeto e como? (Who will benefit from the project and how?)

O projeto visa atender aos alunos da escola população carente do bairro de Santa Mônica: aproximadamente 3.500 pessoas. Estas pessoas terão acesso a livros, publicações; atividades como palestras, encenações, aulas práticas. Acreditamos que isto irá proporcionar melhor qualidade de vida aos alunos e seus responsáveis. (The project aims to help students of Santa Mônica and their inhabitants. These people will have access to books, lectures and plays. This will improve the quality of life to students and their relatives)

Como as mulheres, particularmente, serão beneficiadas com este projeto? (How will women benefit from the project?)

As mães dos alunos poderão se dedicar mais as suas atividades domésticas ou trabalhar durante período da tarde, enquanto os alunos estarão assistindo as aulas de leitura. Atualmente os alunos retornam para casa impedindo que suas mães trabalhem durante as tardes. Ou então, deixam seus filhos sob os cuidados de parente e amigos. (Mothers will be able to work because the students will be at class. Nowadays these women have to return home to look after their children or they let them to friends or relative to look after.)

Por que este projeto deve ser beneficiado com os fundos? (Why should this project be awarded with funds?)

Porque não possuímos recursos da Prefeitura para sua implantação. Todos ligados à escola, professores, funcionários, alunos e moradores da comunidade desejam muito ter sua escola melhorada e ampliada. Isso dará melhores condições educacionais às crianças. (Because we do not have the funds from any public sphere and because this

project involves everyone in the community, teachers, students, households. This will bring better learning conditions to students)

Qual a duração do projeto? (What is the project duration?)

A construção e reforma está prevista para ser realizada no prazo de três meses, durante as férias escolares. (The construction must start and finish during the school vacations or three months only)

Data de início (Starting date): 20/11/2007

Data de finalização (Finishing date): 20/02/2208

Plano de Implementação (demonstrar as principais ações no formato do quadro abaixo):
(Implementation plan)

Data Inicial (Starting date)	Data Final (Finishing date)	Ações (Actions)	Recursos necessários (Needed resources)
20/11/2007	20/12/2007	Execução da fundação, alvenaria, contra-piso	R\$ 10.892,21
20/12/2007	20/01/2008	Telhado, instalações elétricas	R\$ 4.742,99
20/01/2008	20/02/2008	Piso e pintura	R\$ 4.902,91

Quem gerenciará o projeto (ex. Coordenador do Projeto) e tomará as decisões?

(Who will manage the project e make decisions?)

Nome (Name): Novamosanta através de seus diretores Roberto Leocádio e Ana Maria Barboza Carneiro Penna Chaves. (NovaMosanta directors)

Qualificação/habilidades (skills): Engenheiro Civil e Professora de História (engineer and history professor)

Experiência (Expereince): Ele tem cerca de 35 anos de trabalho em empresas como Bechtel S/A, Grupo Montreal, Cia.Siderúrgica da Guanabara, Natron e Civil Metal. Ela lecionou cerca de 20 anos no Colégio Teresiano do Rio de Janeiro. (He hás 35 years of work in engineer companies and she hás 20 years of teaching)

Quais são os principais problemas que podem afetar o sucesso do projeto? (What are the main obstacles that can affect the project?) Burocracia e exigências legais.

Por esse motivo incluímos em nosso orçamento os custos dos impostos INSS, ISS e CREA. Tudo será feito dentro das exigências legais, mesmo sabendo que isso encarece o projeto. (Bureaucracy and legal demands. For that reason every cost such as taxes are included in the project spreadsheet. Everything will be done following the legal demands even though this will increase the final costs)

Depois de completa a atividade, quem será o responsável por custos futuros e pela manutenção? (After the completion of the task who will be responsible for future costs e for the maintenance). A própria escola será responsável pela manutenção das novas salas. Acreditamos que isto não acarretará custo adicional a mesma, uma vez, que a escola já possui pessoal contratado responsável pela limpeza e manutenção. As aulas de leitura serão ministradas por professoras da escola e voluntários da comunidade. (The school staff will look after the building and the community will help maintaining it)

C RECURSOS E FINANCIAMENTO DO PROJETO (Resources and Financing the project)

Você possui espaço disponível para o projeto? (Do you have enough room for the project) Sim (Yes)

Quanto?(How many) Mais de 200 metros quadrados. Nosso projeto se restringe a 41 metros quadrados. (Over 200 square meter. Our project is restricted to 41 square meters)

A posse da terra está em disputa? (Is there any land dispute?) Não, o terreno já pertence a escola. (No, the land belongs to the school)

Você possui ferramentas/equipamentos/materiais para o projeto? (Do you have the equipment for the project?)

Não. Estes equipamentos, ferramentas e materiais estão incluídos em nosso orçamento. (No, these equipments and tools are included in the overall budget)

Quais ferramentas/equipamentos/materiais são necessários e quais os meios a serem empregados para obtê-los? (What tools and equipments are needed and how will you obtain it?) Os construtores locais (marceneiros, eletricitas e pedreiros) já dispõem dos equipamentos necessários para a execução da obra. Os materiais necessários serão: madeira, cimento, pregos, blocos de concreto, piso, esquadrias, material elétrico, etc...(Local workers have some equipments and the rest will be bought)

Quem providenciará mão-de-obra para a realização do projeto e como essa será custeada? (Who will offer the hand work to the project and how it will be paid) A Novamosanta juntamente com os moradores contratará eletricitista, marceneiro, pintor e pedreiro. O orçamento descreve esses custos. (NovaMosanta and the households will look for the workers in the community and in case any payment is needed the cost is also in the budget)

O quê, exatamente , você quer do NZAID para tal atividade? (WHat do you need from NZAID?) Somente os recursos financeiros necessários para custear a obra:

material, impostos e pagamento de mão-de-obra local. (The financial resources to pay taxes, material and professional workers)

Você já solicitou assistência de outras instituições/ de outras fontes? (Have you applied for assistance before?)

Solicitamos ajuda financeira da Prefeitura e não obtivemos sucesso. Esta alega não dispor de recursos. (We have applied to the Local Council without success)

Caso seu projeto seja de geração de renda, quem serão seus consumidores e por quanto seu produto será vendido? (In case your project includes income generation who will be the consumers?) Não é de geração de renda, mas os operários contratados serão escolhidos dentro da própria comunidade. Nosso projeto é de educação e inclusão social. (This project is not about income generation, it is about education and social inclusion)

Quem receberá a renda e qual será sua finalidade? (Who will receive the income and to what purpose?) Somente os operários responsáveis pela construção e reforma da escola. (Only the professional worker will receive a payment for the work they did)

**RELATÓRIO DAS ATIVIDADES ORÇAMENTÁRIAS (Budget Activities
Relatory)**

	Contribuições* NZAID/HOMF R\$	Organização Implementadora R\$	Outras contribuições R\$
Custos de mão-de-obra			
Salários (175,00 p/ m ²) (Salaries)	7.175,00		
Viagens (Trips)			
Treinamento (training)			
Material & Equipamento (Material & Equipment)			
Ferramentas/equipamentos			
Maquinário			
Frete			
Bens de consumo (combustível, fertilizante, produtos químicos)			
Materiais (materials)	8.500,54		
Outros (Eventuais) 15% sobre a soma da mão-de- obra mais os materiais (other)	2.351,33		
Despesas Gerais			
Comunicação			
Transporte			
Seguro			
Outros (INSS, ISS, CREA) 35% SOBRE A MÃO-DE- OBRA (taxes)	2.511,25		
TOTAL	20.538,12		

* Anexar as faturas pró-forma emitidas pelos fornecedores de todos os itens solicitados por meio do Programa NZAID. Deve-se incluir, também, custos relacionados ao transporte de mercadoria como parte da fatura pró-forma, sempre que possível.

REGISTRO FINAL (Final Registration)

Certifique-se de que você: (Certify that you)

- a. Completou todas as seções do formulário de forma correta e verdadeira? (completed all sections of the formulary in a correct and truthful way)**
- b. Anexou orçamentos para os materiais ou equipamento que procura obter? (Attached budgets to materials and equipments)**
- c. Anexou as listas com os nomes dos participantes do projeto? (Attached lists containing the participants' names)**
- d. Assinou no campo abaixo? (Signed below)**

Requerimento expedido por: (Requirement expedited for)

Nome: (Name).....

Título (Title):.....

Assinatura:...(Signature)..... Data

(Date):.....

APPENDIX V

‘GROTÃO’



‘GROTÃO’



‘GROTÃO’



APPENDIX VI

SCHOOL DARCY CORREIA DA VEIGA



SCHOOL DARCY CORREIA DA VEIGA



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