



COMPENDIUM OF EXPERIENCES OF ITALIAN NGOs **IN BASIC EDUCATION FOR RURAL PEOPLE**

prepared by Marina Emiliani
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This compendium is based on and acknowledges technical inputs received from the Italian NGOs quoted in the study.

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INTRODUCTION

I. A Call for New Partnership in 'Education for Rural People'

On 19 April 2002 a meeting was held at FAO Headquarters (Rome, Italy) on “**Basic Education for Rural Development and Food Security: the Contribution of the Italian NGOs**”. The purpose of the meeting was to both strengthen the partnerships that promote increased access to quality education for the rural poor, and to discuss the results of research undertaken on the same topic. Sixteen Italian NGOs plus various FAO staff members from different departments participated. The meeting was organised by the Education Group of the Extension, Education and Communication Service (SDRE), Sustainable Development Department, FAO.

The attached ‘**Compendium of Experiences of Italian NGOs in Education for Rural People**’ details research undertaken as part of FAO’s initiative to support basic education for rural people. The Compendium includes summaries of 36 education projects benefiting rural people, which are identified among the activities of approximately 150 Italian NGOs.

Rural - urban disparities are issues of major concern for the international community and FAO member countries, as are disparities in education in rural areas. 70 percent of the world’s poor live in rural areas, where children’s access to education, adult literacy and quality education are still much lower than in urban areas.

In this regard, FAO and UNESCO are reaching out to key partners to join them in the following concern: if rural people do not have better access to basic education, the two Millennium Development Goals of poverty and hunger eradication and universal primary education will not be achieved by 2015. While quality education is a right on its own, basic education is also one of the conditions for food security and sustainable development. This is why FAO and UNESCO are building a new partnership to support education for rural populations. The partnership, launched at the World Summit for Sustainable Development (WSSD) in Johannesburg on September 3 2002, is a new flagship for a world-wide initiative on ‘Education for All’. The partnership is open to members committed to working individually or together to promote and facilitate basic quality education for rural populations. NGOs and other civil society organisations (under no financial obligation other than the one already undertaken through projects they promote in favour of basic education in rural areas) are invited to join FAO and UNESCO in a partnership designed to increase co-ordinated and collaborative efforts with and for rural populations.

II. A Summary of the Main Research Findings

The projects described in the Compendium indicate that Italian NGO’s are serving a wide variety of vital learning needs for different subgroups of children, youth and adults. They address the poorer rural areas of the developing world, often reaching people who are not assisted by state interventions. Crucial issues for rural development and sustainable livelihoods are targeted, such

as: literacy as a cross cutting issue and basic life skills related to nutrition, health and HIV/AIDS, agriculture, small and micro enterprise, human rights, and broadening community participation.

Some non-formal education projects address similar learning needs as formal education, but target people who either haven't had access to schooling or who were forced to abandon it due to poverty. These projects provide people with the opportunity to access basic education. Moreover, they are directed at serving important basic learning needs, which are often disregarded by formal schooling.

Some important lessons we can draw from our research are:

- “Small is beautiful” but needs to be linked to macro-policies and intervention. A synergy among FAO interventions at governmental and macro levels and NGOs at local and micro levels in favour of “Education for Rural People” could be very fruitful.
- The projects which achieved the best results were those in which educational aims were directly linked to improving quality of life.
- Food security must be addressed before other interventions can be implemented.
- To ensure sustainability, local partners need to be the project owners. Tribal and village leaders need to be involved in project planning and implementation, while government agency consensus needs to be gained and collaboration promoted.
- Rural community cultural practices must be respected.
- The NGO's motivation allows small investments to be well focused and managed.
- Most of the projects focus on empowering people through literacy. By providing people with essential knowledge and skills, literacy empowers the rural poor in the following fundamental ways: by enabling them to better market their products and protect their rights, and by improving the overall quality and wellbeing of the community. The research seems to indicate that NGOs moved away from traditional agriculture education with a focus on production agriculture only, to a more comprehensive approach to education for rural development, which focuses on a broader range of life skills rather than simply agriculture. NGOs are not addressing technology *per se*. They start from a common un-stated assumption: if people do not possess basic life skills, literacy and numeracy, they are not likely to be capable of utilising technology.
- Education is paid for by national budgets, tax revenues, and national products, but often does not reach out to the rural poor. Once a government's priority is to address the urban population's needs, little is left for rural areas. NGOs are complementing or substituting this public service when governments are not able to reach out to remote areas and poor communities.
- Due to bureaucratic constraints, bilateral and international co-operation projects often do not reach the people at the grass roots level, including the most disadvantaged groups such as women or indigenous groups in rural areas. NGOs on the other hand, reach these groups.
- NGOs thus play an important role in reaching the poor. They function where public services and international aid (often due to their lack of political will, decentralised personnel, poor transport and support units) do not.
- NGOs are vital in ensuring that Education for Rural People is a reality. Expanded partnerships with civil society and NGOs are crucial to achieve the Millennium Development Goals of poverty and hunger eradication and universal primary education.

III. Acknowledgements

What is interesting about this research is not only the final product, but also the process that led to it being undertaken. This process entailed close partnerships among people volunteering within the UN system and civil society. For six months Ms. Marina Emiliani, a FAO volunteer from the Republic of San Marino, and dozens of volunteers from Italian NGOs collaborated to compile, refine and discuss the Compendium. The research undertaken and the meeting held ignited a partnership process that will certainly develop further. By working with NGOs, people can contribute towards finding creative and innovative solutions for the difficult educational problems facing rural communities. This was one of the aims of this initiative, and we are grateful to all those who participated in the '**Education for Rural People's Partnership**' endeavour.

As mentioned, this work is part of a set of initiatives aimed towards strengthening Education for Rural People's Partnerships. Enquiries for participating in this Partnership can be directed to Lavinia Gasperini or Ester Zulberti, Extension, Education and Communication Service, Food and Agriculture Organization of the United Nations (FAO). E-mail address : Lavinia.Gasperini@fao.org or Ester.Zulberti@fao.org.

IV. Volunteers

People interested in becoming volunteers within the Education Group in the Extension, Education and Communication Service (SDRE), Food and Agriculture Organization of the United Nations (FAO) can look up the FAO VOLUNTEER PROGRAMME: <http://www.fao.org/VA/vol.htm> and should then contact Lavinia.Gasperini@fao.org for further information.

THE RESEARCH

V. The Research Methodology

The projects were classified under the following headings and sub-headings:

1. Level and type of education

Primary Education

Secondary Vocational Education

Non Formal Education: addressing Youth, Adult, Childhood, and Women

2. Focus

Integrated

Literacy and Numeracy

Nutrition

Health and HIV

Agriculture (forestry/fishery/land/water)

Small and Micro Enterprise

Human Rights

Specific and shared characteristics were identified, analysed and classified within the above framework of the research project.

VI. A Synthesis of the Compendium:

Primary, Secondary and Vocational Education

Infrastructures

Several NGOs focus their activities on expanding access to education, as they firmly believe that education enables people to improve their living conditions. In many countries however, governments are unable to provide rural people with sufficient and appropriate access to education. Schools frequently undergo teacher and didactic material shortages, while the buildings are often small, dilapidated and unhygienic. NGOs work to provide adequate infrastructures to develop and maintain schools in remote rural areas.

Linking School and Agriculture

Another aspect the projects have in common is the linkage between school and agriculture. Curriculas and programmes are often prepared for urban schools, then transferred without adaptation to rural areas. In most cases, the links between school and agriculture are overlooked, as are the economic, social and cultural needs of rural areas.

As a response to parents requests for assistance in providing education, NGOs set-up a number of projects for their children, such as: agricultural education, literacy and numeracy.

Furthermore, according to ACRA, parents want their children to understand their cultural background, to feel a sense of belonging to their land, so that they will want to take care of it in the future. With this perspective in mind, school is not a 'waste of time', but an opportunity to learn how to read and write, and to apply theory to local agricultural and rural development needs. Several NGO projects support schools that link education to agriculture, where in addition to literacy and numeracy, students have lessons in agriculture, breeding and horticulture. For example, in the afternoon, students spend time working in the school's orchard and vegetable garden, putting theoretical lessons into practice.

In Brazil, OPAM and AECOFABA (Associações Escola Família Bahia) collaborate with a school called Agriculture Family School (part of the international movement of the "Maisons Rurales Familiares"), which has adopted a special approach: the 'rotation' of work and school. Students alternate 2 weeks of studying at school with 2 weeks of working at home, thereby ensuring that they are not totally separated from their natural habitat and family. They spend three years studying practical and theoretical subjects, learning techniques on how to sow, cultivate, harvest, breed animals and keep bees. Consequently, when they return to their rural communities, they have a better understanding of agriculture and a higher sense of social awareness.

School Gardens

The development of school gardens is a frequent characteristic of many NGO projects, and essential for the promotion of pedagogic, economic, social and nutritional aspects. Besides linking the curriculum to the local environment, the gardens provide the opportunity for introducing students to new varieties of fruit and vegetables, thus improving their quality of nutrition. Moreover, by selling surplus products, the gardens generate a small income, which helps the school maintain itself and, in some cases, to survive.

Intercultural and Bilingual Education

An additional common aspect addressed by Italian NGOs, is intercultural and bilingual education. Very often teachers do not know the local language; school programs are developed in the official language of the country, and often do not adequately reflect local history and customs.

Consequently, young people begin to reject their own language and culture. To address this

problem, PROSVIL, Nexus CGIL and the local partner “Gestion y Desarrollo Ltda Freire Town Council”, have developed literacy projects with intercultural and bilingual approaches in Mapuche, a rural area of Chile. The methodology used is based on Mapuche indigenous culture, on the actual socio-economic conditions, on the prospects of integration in the school system, and in the local labour market. ASIA has developed a cultural centre in rural China with a library of over 4000 volumes in Tibetan, Chinese and English. ACRA and the local partner Mission Catolique S. Ignace, in Chad (Africa), have collected, translated (into the local dialect or French) and printed several local stories, myths and tales from rural communities. In 1995, in Chiapas (Mexico), MANI TESE and the local partner ZNLA started a secondary school project in rural areas with the aim of training bilingual teachers for primary schools.

Exploitation of Child Labour

The fight against the exploitation of child labour in rural areas is an issue dealt with by several NGOs. According to MANI TESE, the exploitation of child labour is inversely proportional to the increase in illiteracy. In India, MANI TESE and the local partner MGRES (Maria Grace Rural Education Society) not only work to provide education to rural working children, but also to sensitise parents to the importance of education and the serious consequences of child exploitation. MANI TESE and MGRES train rural people in income-generating activities to develop financial independence; they also provide legal assistance to the victims of rights violations.

Children with Disabilities

The AIFO example is particularly interesting because it promotes primary school education in rural India for children with disabilities. The AIFO and ST. JOSPEH SERVICE SOCIETY (local partner) project consists of a school where disabled children study alongside non-disabled children. The project aims at a multiplication effect, namely to facilitate rural disabled children's access to formal education.

VII Non Formal Education: Women's Education

Different NGOs recognise the importance of addressing women's educational needs, especially for those living in rural areas.

There are two issues which NGOs consider most important in rural areas: firstly, to increase women's awareness of their rights; secondly, to ensure that women obtain the essential education needed to ensure and promote their financial independence and wellbeing.

Women's Rights

In many countries, and particularly in rural areas, women's rights are violated. Women suffer from abuse, brutality and marginalisation, which means that they are unable to fully participate in society. In Bangladesh, OPAM and Rural Vision (Social Voluntary Organization) have set up programs to address the needs of women and their husbands in 20 rural villages. The goal is to provide information on women's rights and on equality between the sexes. As such, the project organises a social education course, which uses the following methods: documentaries on torture and violence against women are shown, and seminars with village leaders are held on both strengthening women's rights and reducing violence against women.

Literacy Linked to Broader Educational Goals.

Literacy projects are numerous, and linked to the development of fundamental life skills. Often these are **basic agricultural skills**, which provide technical knowledge to support crop cultivation. These basic skills help to produce the types of food needed for a balanced diet, thus linking agricultural education to nutrition. Literacy projects are also connected to **health education** in the subsequent ways: the development of basic skills related to improving hygiene conditions, monitoring the growth of children, preventing HIV/AIDS and treating the most common illnesses. Further, many NGOs firmly believe in the concept of providing women with **basic income-generating skills**, which promote economic independence. Consequently, courses are provided in a variety of disciplines, such as: tailoring, dressmaking, sewing, the breeding of small animals, the cultivating of medicinal plants and spices, handicrafts and small and micro enterprises.

VIII Non Formal Education for the population in general (Youth, Adults, Children, Women)

Regarding projects related to non-formal education for the population in general, once again the most important goals were: **literacy and numeracy; agricultural education; nutrition and health education; small and micro enterprises.**

Some interesting specific aspects were analysed:

ADRA and the local partners Adventist Development Relief Agency Philippines and Mountain View College, have a school project in the Philippines, where parents and children are in the same class; they study the same subjects and they complement their studies with musical education. It was proved that children learn faster than their parents do, and that they participate more actively in social activities.

ISCOS uses a technical training method based on adult education; the method follows a circular path: theory-practice-verification-theory. By linking theory and practice, they were able to provide employment for people in areas that required their newly learned skills, allowing them to see the results of their education immediately.

In the early 1990s, CeLIM and the local partner Monze Diocese, launched a project in health education aimed at preventing HIV in Zambia. The project addressed young people of school age. It included sex education lessons for students, and training courses in sex education for local teachers. The project was deemed a success, and as Zambia is one of the countries most affected by the HIV virus, sex education lessons were extended to younger students, while training courses were expanded to street educators in order to reach those who have dropped out of school.

The “Para-teachers”

Several non-formal education projects are run by “Para-teachers” who produce excellent results. This fact confirms the hypothesis that a teacher’s motivation can, to a certain extent, compensate for a lack of formal teacher training and qualifications.

Environment Protection

An interesting common aspect is the safeguarding of the environment. Training and educational projects promote sustainable agriculture, soil control, water preservation, and careful energy use. Some NGOs develop the practise of IPM (Integrated Pest Management), as does FAO, discouraging the use of destructive pesticides and expensive fertilisers, while encouraging the use of organic products.

The Co-operative

An additional common aspect is the development of associations or farmers' co-operatives.

The aim is to take advantage of co-operatives in order to increase productivity.

Often, a co-operative has more purchasing power in the market or with suppliers, and can easily obtain credit from Banks or financial entities. In addition, a co-operative can provide its members with a technical assistance centre or practical professional training courses.

In Senegal, ISCOS and CNTS (Confederation Nationale des Travailleurs du Sénégal), have created self-sustaining bread-making co-operatives, capable of producing high quality mixed-grain bread at a fair price.

In Lebanon, ICU has developed an important project for a farmer's co-operative, which focuses on the following aspects:

- The quality control of olive oil (the program has established oil analysis equipment and facilities, and performs oil analysis services for farmers and oil mills).
- A distribution program of selected fruit trees to improve quality and quantity output of fruit farms.

INDEX :

The following NGO projects are sub-divided into "Level and Types of Education".

Where a project addresses more than one level of education (e.g. Primary, Secondary and Non-Formal Education), the project is classified in the category of its main activity.

Primary Education

1. TITLE: "Schools and agriculture in Guera' - Chad "
ACRA - Associazione di Cooperazione Rurale in Africa e America Latina
and Mission Catolique S. Ignace, B.P.8 Mongo - Chad
2. TITLE "Primary School in Tchrimina, Benin "
MANI TESE '76
and Atacora Public Education Department and the Tchirimina Parents Association
3. TITLE: "Support to the Mapuche school of Molko ñi Meli Rewe - Chile"
Nexus CGIL Emilia Romagna
and Gestion y Desarrollo Ltda Centro de Servicios Comunitario Molko ni Meli Rewe
4. TITLE: "Sanitary basic assistance and integral development of Mapuche communities in the area of Maquehue- Chile"
PROSVIL - Progetto Sviluppo CGIL
and PAESMI – Public Health Department Universidad de la Frontera
5. TITLE: Project for the development of education and cultural conditions in the Tibetan village of DONGCHE, Guide County, Hainan Prefecture, Qinghai Province, Asia.
A.S.I.A. - Associazione per la solidarietà internazionale in Asia
6. TITLE "Integrated program of rural development and prevention of child labor in India"
MANI TESE '76
and MGRES (Maria Grace Rural Education Society)
7. TITLE: "Greenhouses for cultivation of the land of Dzamthog school and clinic.
Jomda County, Chamdo Prefecture, T.A.R., P.R.C.- Asia"

A.S.I.A. - Associazione per la solidarietà internazionale in Asia

Secondary and Vocational Education

8. TITLE “Family schools in Bahia, Brazil rural area”
OPAM - Opera di Promozione dell'Alfabetizzazione nel Mondo
and AECOFABA (Associaciones Escuela Familia Bahia)
9. TITLE “Secondary and Vocational Education for girls in Africa”
GRUPPO MISSIONARIO MERANO
and Congregazione delle Figlie del Cuore di Maria
10. TITLE “Agricultural School for young students in Chikuni, Zambia ”
Ce.L.I.M. - Centro Laici Italiani per le Missioni
and Monze Diocese
11. TITLE: “Socio-economic development of tribal people in Assam, India”
AIFO – Associazione Italiana Amici di Raoul Follereau
and DIOCESE OF MANIKBOND
12. TITLE “Secondary School in Oventic, Chiapas, Mexico ”
MANI TESE '76 and ZNLA

Non Formal Education (Children, Youth, Women, Adult)

13. TITLE: “Promoting inclusive education for children with disabilities in Chandpur - India”
AIFO – Associazione Italiana Amici di Raoul Follereau
and ST. JOSEPH SERVICE SOCIETY
14. TITLE “ Pre-School Education for children 4-6 years old in Asia. ”
OPAM – Opera di Promozione dell'Alfabetizzazione nel Mondo
and Rural Vision (Social Voluntary Organization)
15. TITLE: “Sex Education in Siavonga, Africa ”
Ce.L.I.M. - Centro Laici Italiani per le Missioni and Monze Diocese
16. TITLE: Huilio program: local and sustainable development for native communities of the Municipality of Freire, Chile”
PROSVIL - Progetto Sviluppo CGIL - Nexus CGIL Emilia Romagna
Iscos CISL Emilia Romagna- Progetto Sud Emilia Romagna
and Gestion y Desarrollo Ltda. Freire Town Council
17. TITLE "Special Coaching and Skills Training for Outcast Dalit Girls, India"
OPAM - Opera di Promozione dell'Alfabetizzazione nel Mondo
and The Liberation Movement for Women (LMW)
18. TITLE: “Strengthening the repatriation and reinstallation of the returnees in Mozambique”
CIES - Centro di Informazione ed Educazione allo Sviluppo
19. TITLE: “Promotion of women’s tailoring groups, Tibet”
A.S.I.A. - Associazione per la solidarietà internazionale in Asia
20. TITLE: “Socio-economic development of oppressed population groups in Nepal”
AIFO – Associazione Italiana Amici di Raoul Follereau
and WOMEN ACTING TOGETHER FOR CHANGE (WATCH)
21. TITLE “Literacy of rural women in Asia”
OPAM - Opera di Promozione dell'Alfabetizzazione nel Mondo
and “Society for the promotion of human rights”,
“Association ÜZZIBNANY”, “Association Ratandia Unnayan Sangstha (RUS)”
22. TITLE: “Women and medicinal plants: sustainable cultivation and processing in India”
COSPE - Cooperazione per lo Sviluppo dei Paesi Emergenti

23. TITLE : “Agricultural Co-operative in Ethiopia ”
G.M.A. - Gruppo Missioni Asmara c/o Istituto Sacchieri
24. TITLE: “Setting-up of maize and millet bread-making Cooperatives, Senegal”
ISCOS - Istituto Sindacale per la Cooperazione con i Paesi in via di sviluppo
and "CNTS (Confederation Nationale des Travailleurs du Sénégal)"
25. TITLE “Health Education and Food Security in El Salvador”
AALMA - Associazione America Latina, Messico, Asia
26. TITLE “Rural Women’s Literacy in Africa”
OPAM - Opera di Promozione dell'Alfabetizzazione nel Mondo
and Father Metond Katunasa, “Galibwa Catholic Women’s Association”.
27. TITLE “Manobo Health, Agriculture and Literacy Project- Philippines”
ADRA Italia (già OSA)- Adventist Development and Relief Agency in the Philippines
and Mountain View College of Bukidnon, Mindanao
28. TITLE: "Multi-Sectoral Development Project in Support of Resettled and Indigenous
Populations Residing in the Beles Valley and in Bordering Areas in Ethiopia”
CISP - Comitato Internazionale per lo Sviluppo dei Popoli
and Benishangul Gumuz Regional State
29. TITLE: “Rural Small and Micro Enterprises Jomoro and Nzema East Districts in Ghana”
COSPE - Cooperazione per lo Sviluppo dei Paesi Emergenti
30. TITLE: “Salinas Grandes, Nicaragua”
MLAL - Movimento Laici America Latina
31. TITLE: “Development of food and agricultural sector, Kosovo”
AVSI - Associazione Volontari per il Servizio Internazionale
and AYA (Albanian Youth Action)
32. TITLE: “Rural Integrated Development in Xai-Xai, Mozambique”
ISCOS - Istituto Sindacale per la Cooperazione con i Paesi in via di sviluppo
and OTM (Organizaçao dos Trabalhadores Moçambicanos)
33. TITLE: “Education. Health and Social project for rural women in Burkina Faso”
CVCS - Centro Volontari Cooperazione allo Sviluppo
and “UNION DOGORI”
34. TITLE “Food Security Programme in the districts of Macossa and Tambara (Manica Province) and
Ile and Gilé (Zambezia Province) - Mozambique”
MOVIMONDO and Provincial and District Directorates of Ministry of Agriculture
35. TITLE: “Project for the economic recovery of displaced people in the agriculture and agro-
industrial sectors in South Mount Lebanon region”
ICU - Istituto per la Cooperazione Universitaria
36. TITLE: “Kamurugu Agricultural Development Initiatives (KADI) – Kenya”
ACCRI – Associazione di Cooperazione Cristiana Internazionale
and Embu Diocese
37. TITLE: “Project for a Complete Agricultural Development”
LTM Gruppo Laici Terzo Mondo and NGO ADECS

Primary Education

TITLE: “Schools and agriculture in Guera’ ”

COUNTRY: Chad, (Africa)

FOCUS: Literacy and Numeracy, Agriculture

NGO : ACRA - Associazione di Cooperazione Rurale in Africa e America Latina

Via E. Breda, 54 - 20125 MILANO - Tel. 02/27000291 (02/2552270 fax)

E-mail: acra@una.org Home Page: <http://www.acra.it>

LOCAL PARTNER: Mission Catolique S. Ignace, B.P. 8 MONGO - CHAD

In 1979, the outbreak of civil war in Chad (1979) led to the closure of many primary schools and a reduction in the number of trained teachers; this resulted in the overcrowding of the few village schools that remained open. With the school-age population increasing, the state has been unable to provide schooling for those who need it.

Schooling, the community and agriculture are primarily considered separate entities in Chad. Specifically, cultural prejudices counter the concept of education, as schooling is seen as merely a way of training civil servants.

The population in Guera' reacted to the lack of primary schools in Chad by setting-up an organization called “The Association of Parents of Students” (“*Association Parents d’Elevés*” - *APE*). The Association pays teachers’ salaries and builds schools through self-taxation. The aim of the association is to educate children by linking the school to agriculture.

Parents want their children to know about their roots, to feel a sense of belonging to their land, and to ensure the land is cared for in the future. With this perspective, school is no longer considered a “waste of time”, but an occasion to learn how to write and read, and to apply theory to local agricultural needs.

In October 2000, A.C.R.A. and A.P.E. set-up an agricultural school project to benefit 300 students, parents and teachers. Parents, members of A.P.E., built the schools with local materials such as: sand, water and stones. A.C.R.A. provided the schools with basic furniture, such as: benches, blackboards and chairs. Teachers on the other hand, provided the didactic material, collected and printed several local stories, myths, and tales, wrote them in the local dialect and translated them into French.

In order to connect literacy to agriculture, the students spend three hours in the afternoon on practical lessons in the school’s orchard and vegetable garden. They learn and put into practice improved horticulture and agriculture methods. Parents are also involved in showing students practical agricultural techniques and an expert teacher supervises all the agricultural activities. A.C.R.A., which has been involved in the educational sector in Guera’ since 1985, believes that education is the key to improving economic and social development, reducing poverty and creating a better life for the rural population.

TITLE “Primary School in Tchirimina, Benin ”

FOCUS: Literacy and Numeracy

COUNTRY: Benin, (Africa)

NGO: MANI TESE ‘76

P.le Gambara, 7/9 – 20146 MILANO – Tel. 02/4075165 (02/4046890 fax)

E-mail: manitese@manitese.it Home page: <http://www.manitese.it/>

LOCAL PARTNER: Atacora Public Education Department and the Tchirimina Parents Association

Tchirimina Village, in the Atacora’ region in Benin, is classified as a district of the urban area of Natitingou. The Tchirimina area was originally a forest situated at the base of a mountain, but the population has increased so quickly in recent years, that many ethnic groups such as the Wama, Otamari, Dindi, Bariba, Yoruba, Natimba, Fon e Peul now live there. The 6000 inhabitants in the village base their subsistence on handicrafts and small businesses, but the main activity is still agriculture.

Tchirimina Elementary School was built in 1982. In 1997, school attendance increased to 544 students and with US funding, the village was able to build three more classrooms. The school also uses three rented classrooms, but these are completely unsuitable for teaching.

Mani Tese’s project is aimed at enlarging the school to provide education for 120 children, and to create new job opportunities for teachers. The project works in cooperation with Atacora Public Education Department and the Tchirimina Parents’ Association. With the assistance of parents, it aims to build three more classrooms (using materials able to withstand heavy rains and termite attacks), provide an office for the school’s Director, a storeroom and all related furniture.

TITLE: “Support to the Mapuche school of Molko ñi Meli Rewe. Temuco”

COUNTRY: Chile, (South America)

FOCUS: Literacy and Numeracy (with the intercultural and bilingual approach)

NGO: Nexus CGIL Emilia Romagna

Via Marconi, 69 40122 BOLOGNA Tel. 051/294775 www.nexuscgil.org

LOCAL PARTNER: Gestion y Desarrollo Ltda – Centro de Servicios Comunitario Molko ni Meli Rewe

The projects aims were the following: to make qualitative improvements to elementary and secondary school education, and to make structural improvements to the Molko ñi Meli Rewel School, located in Maquehue (the home of an indigenous Mapuche community).

In general terms, the quality of school education is low in the indigenous rural areas of Chile. Schools are beset with a number of serious problems, for example: the few existing classrooms

are crumbling, there are few pedagogical and didactic tools available, there is often no heating or electricity, and school lunches are frequently prepared in unhygienic conditions.

The school also faces the problem of coping with the lack of a suitable bilingual teaching (Mapudungun - Spanish). The majority of the children go to school speaking their maternal language (Mapudungun), whilst their teachers only speak Spanish. From the language, to the contents of teaching, everything is based on the negation of Mapuche identity and culture. This creates a divide in the mind of the child who starts refusing his own language and culture.

In this situation, it is not unusual to see a decrease in the number of pupils attending school in the Maquehue territory. Pupils, who are expected to take an active part in agricultural and domestic tasks at home, cannot always attend school. Scarcer still is the percentage of young people who decide to continue their studies.

To cope with this situation, the project has worked with teachers to develop a study on the linguistic characteristics of the pupils. There is a strong reluctance however, to recognize the bilingual situation, and to adjust school programs to encompass Mapuche identity and culture – essential factors that must be recognized in order to improve the children's learning skills.

On January 15 1993 the Molko ñi Meli Rewe School was inaugurated. Since then, it has been managed directly by the communities and has been included as part of the Community Services Center of Molko ñi Meli Rewe.

TITLE: “Basic Health assistance and integral development of Mapuche communities in the area of Maquehue”

COUNTRY: Chile, (South America)

FOCUS: Literacy and Numeracy (with the intercultural and bilingual approach), Agriculture, Health

NGO: PROSVIL - Progetto Sviluppo CGIL - Via di S. Teresa, 23 00198 ROMA Tel. 06/8411741 www.cgil.it/prosvil/default.html

LOCAL PARTNER: PAESMI – Public Health Department Universidad de la Frontera

Maquehue means “the place where the maqui grows” (a local Chilean bush). Maquehue, an entire Mapuche community, has accepted to sustain a project with the objective of developing an integral and sustainable community - from the social, cultural and environmental point of view. The project includes involvement in decision-making, health, education, and the agricultural-commercial sectors.

This project takes the lead in native and directly managed community services (education, health assistance, marketing, and handicraft activities), and is most probably the first in Chile.

The training process is based on the methodology of "learning by doing", which contains a great deal of fieldwork, and little classroom training. The target group is low-educated adults, with the cultural characteristics of oral transmission in their own language (Mapudungun).

Community Service Agents

This is a program of methodological support and production of teaching materials for adult education courses (women, young people). Students are chosen by their communities and are coordinated by the executives of their respective community organizations, who also assume an active and dynamic role in finding work for them. Community Service Agents are also able to

respond to specific needs, such as: assistance with health emergencies, repairing equipment, checking the quality of seeds, administering funds, managing contacts with institutions, etc. This activity has resulted in the creation of new jobs.

Rural Sanitary Agents (RSAs)

The program foresees the development of continuous education programmes for social-health operators (physicians, professional nurses, midwives, social assistants, nutritionists and rural nurses) working in the institutions operating in Maquehue. The contents are built through contacts with the local reality and the development of the practical activities of the RSAs.

Education (Literacy and Numeracy)

This activity involves intercultural and bilingual education in pilot schools in Maquehue. The first part of the program is based on the preparation of teachers, which trains them to exchange ideas with the Mapuche families, and to study the educational conditions and the level of existing bilingualism. The second part of the program foresees the development of the school curriculum, teaching tools and teaching in the classroom directly. The methodology was based on Mapuche culture, on the present socio-economic conditions and on the perspectives of integration in the school and local working.

TITLE: “Project for the development of the education and cultural conditions of the Tibetan village of Dongche.”

COUNTRY: China, (Asia)

FOCUS: Literacy and Numeracy

NGO: A.S.I.A. - Associazione per la solidarietà internazionale in Asia

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The village of Dongche lies in Guide County, a rural area of Qinghai Province, Hainan Prefecture. The Administration (in Chinese *Shan*) covers an area of 60 sqKm. and is composed of eight so-called natural villages. Dongche is 20 Km. from Guide. ASIA has been working in this area since 1993 to improve the educational and cultural conditions of the local population.

Dongche Tibetan Primary School

In September 1997, a classes started up at a newly established Tibetan boarding school for 500 children. A cultural center with a library of over 4000 volumes in Tibetan, Chinese and English was also created.

The school has 12 classrooms, dormitories for 120 nomad children, 22 lodgings for teachers, kitchens, bathrooms and storerooms. It was created with the objective of guaranteeing basic quality education to all the Tibetan village children, thus supplying them with the necessary instruments with which to uphold and spread the Tibetan language and culture. The children of the Dongche Tibetan Primary School benefit from project activities together with the children of the surrounding nomadic families who find accommodation and living facilities at the school building. However the poorest families of this area, especially those who live too far away and would have to pay the expenses of board and lodging, are still unable to send their children to school. . For this reason, ASIA’s Adoption at Distance Project selected these children to be

adopted at distance, enabling them to attend school. The school is also used as a cultural, educational, and adult training centre to develop English and computer skills.

Petrol pump for Dongche School

A petrol pump for Dongche Tibetan Primary school was and is now operational. Income from the pump will be given to the school to help the poorest families send their children to school, to improve the school conditions, and to organize teacher-training courses in school during holiday periods. These courses will include English, computer skills and pedagogic subjects. Funds for the building of the petrol pump were advanced by the local bank, hence ASIA is looking for a sponsor to bear the expenses of this initiative.

English and computer training program

In 1998, a training program in English, computer science and the Tibetan language was set up. The training program was financed by IFAD from 1998 to 2000, and by ASIA for the year 2001. From 1998 to 2001, the project provided training for more than 200 teachers, and 250 children and adults. The necessary equipment for an information technology classroom and an English language laboratory (computers, scanners, photocopy machines, fax machines, tape recorders) was also provided. This project has enabled Tibetan teachers to become trainers for other teachers, and has provided them with skills and knowledge to pass on to their students. As well as supporting the economic and social development of the Tibetan minority in the Hainan Prefecture, the courses have proven to be effective tools for empowerment. Consequently, the Department of Education and local communities of the Hainan Prefecture have requested ASIA to expand these training programs, and a project proposal is already being prepared by ASIA for a five-year plan for English and computer teacher training in Dongche (for which ASIA is looking for sponsors).

TITLE “Integrated program of rural development and prevention of child labor”

COUNTRY: India (Asia)

FOCUS: Integrated

NGO: MANI TESE ‘76

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LOCAL PARTNER: MGRES (Maria Grace Rural Education Society)

Tamil Nadu, the state in which the Venkatapuram region is found, is situated in the south of India. It contains 55 million inhabitants - 20% are out-casts and 60% are under-privileged. Despite the fact that Tamil Nadu is one of the most industrialized states in India, it contends with a number of serious problems, such as: the scourge of child labor, the exploitation of woman, the dowry, and the still existing caste system.

MGRES (Maria Grace Rural Education Society), a local NGO, and Mani Tese set-up a project to address the needs of the Dalit - the outcast rural population. The Dalit, agricultural workers with no land, are dependent on superior castes, who take advantage of their poverty and ignorance.

Dry weather in the area limits agricultural activity to only three months of the year, leaving families with insufficient means to support themselves for the remainder of the year.

Consequently, people migrate to cities in the hope of finding better work opportunities.

However, this is often a bad choice, as they run into debt in order to survive, and are forced to become slaves to moneylenders. Their perceived “impurity” prevents them from leading a normal social life, and their inferiority is confirmed at every moment of their lives.

Poor living condition, malnutrition and meager immune defenses make them victims of contagious illnesses, and sick people are abandoned to the mercy of fate and to superstitious practices. Even nowadays, 60% of births take place at home, with a high risk of infections. The condition of women is desperate: society considers them inferior beings, and condemns them to a sub-human existence. Driven by these difficult living conditions, families are forced to send their children out to work in order to earn extra income. Many children work as farm-laborers for tobacco companies and in cattle breeding. This results in both the exploitation of children, and an increase in the illiteracy rate.

MGRES and Mani Tese launched a project aimed at informing the Dalit about their rights and improving their economic conditions. The project was set up in 22 villages and involved 1150 adults, 1089 children and 18 trainers. It has provided 50 training courses, 6 legal assistance campaigns and 6 health campaigns.

The training courses include health education, legal education, activities related to managing savings and to producing income, cultural activities and women’s groups.

SCHOOL: The school offers two different courses: a pre-school ‘first step towards education’ course for children from ages 3 to 5 during the morning, and a course for school-age children with the aim of providing remedial lessons and study groups during the afternoon.

The project includes guided tours for children to local firms. It has awarded 140 scholarships to the poorest and most deserving students. Its aim is to provide education and to reduce child exploitation.

LEGAL CAMPAIGN: The project provides three legal campaigns every year with the aim of providing legal assistance to the victims of rights violations. A group of lawyers, experts on out-cast issues, give legal assistance during judicial proceedings.

The campaign aims to sensitize people about agrarian reform, their right to own land, and the rights of women and children.

HEALTH CAMPAIGN: The project organizes three health campaigns every year with the aim of preventing and treating the most common illnesses, such as: malaria, tuberculosis, tetanus and meningitis. They provide neonatal assistance to new mothers, as well as give health check-ups and medicine to village people several times a year.

TITLE: Greenhouses for cultivation of the land of Dzamthog school and clinic.

Jomda County, Chamdo Prefecture, T.A.R., P.R.C.

COUNTRY: China, Asia

FOCUS: Integrated

NGO: A.S.I.A. - Associazione per la solidarietà internazionale in Asia

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Dzamthog village, located on the right bank of the Yangtse River, has traditionally been an agricultural area. Wheat, barley and potatoes are the main agricultural products grown by the local people, as the area has a good growing climate. The domestic economy of the villagers is completed by animal husbandry and forestry activities. Women dedicate their duties to agriculture. Dzamthog village is the center of an integrated development project implemented by ASIA, and financed by the Italian Government, with additional contributions from the Embassies of The Netherlands, Finland and France located in Beijing. The project has constructed and developed a district hospital (1.500 sqm, 20 beds), which utilizes both allopathic and traditional Tibetan medicine, and a Tibetan Primary School for 400 children. ASIA has also constructed a new building for the school, which provides accommodation for 120 students. In 1996, the Jomda County Government donated 4 hectares of land to the project, which was leveled into different terraces and then prepared for cultivation. An extension of the existing irrigation system was also constructed, making the land more irrigable and the crops (to be sold in the market) more plentiful and profitable. Four greenhouses have also been built, increasing the cultivation of vegetables and making it possible for teachers and doctors to transport vegetables from Dzamthog, without having to go to Dege, which is 25 km away. Part of the irrigable land was used for the creation of an apple tree orchard (Golden Stark apples). Apple trees grow with good results in almost all the gardens in Gamthog village. A small tractor was purchased to facilitate agricultural work, and to transport products to the market in Dege.

Vocational training courses in agriculture for the local people are being carried out on the land, providing agricultural skills for the students from the Dzamtog School. All of the activities were carried out with the co-operation of the people of Dzamtog village. This project has given the school and clinic the opportunity to generate income through land cultivation, with the aim of increasing and sustaining access to primary education for Tibetan children from the area. The use of vegetables and fruit is not included in the traditional daily diet of Tibetans, but this habit is changing. Nowadays fruit is greatly appreciated by Tibetan children.

Secondary and Vocational Education

TITLE “Family schools in Bahia, Brazil rural area”

COUNTRY: Brazil, (South America)

FOCUS: Literacy and Numeracy. Agriculture

NGO: OPAM - Opera di Promozione dell'Alfabetizzazione nel Mondo

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LOCAL PARTNER: AECOFABA (Associaciones Escuela Familia Bahia)

The State (region) of Bahia, in the north east of Brazil, is classified as a poor rural area. The economy is mainly based on agriculture, but also on chemical, petroleum and pharmacological industries.

In recent years, public authorities have planned development projects for cities, with little investment in rural areas. Despite the fact that the farmer is the “back-bone” of Brazil, he still feels left out of the country’s development programs. This results in the migration of rural people to the city in the hope of finding a better life.

AECOFABA (Associaciones Escuela Familia Bahia), assisted by O.P.A.M. and the Italian Ministry of Foreign Affairs, gives support to the “Family Schools” project in the State of Bahia.

AECOFABA is a civil association, founded in 1979, which takes the lead in supporting approximately 30 family schools. The project manages and co-ordinates school programs, enrolls teachers and guarantees didactic materials.

The Government in Brazil only makes provisions for the first four years of a child’s education.

The Family School gives farmers’ children the opportunity to study in an economically affordable situation and the Government legally recognizes the school.

The Family School represents a home, school and community. Its aim is to educate youngsters to follow the customs and culture of their family and community. The schools are always located in rural areas and accept young farmers from different parts of the country.

The Family School’s special approach is the “rotation” of work and school. Students alternatively spend 2 weeks studying at school and 2 weeks working in their home, thus ensuring that they are not totally separated from their natural habitat and family. The rotation of school and home benefits families, as youngsters can continue to help their families with household chores and daily duties. Schools also benefit, as the rotation of home and school ensures that a large number of students are able to be trained.

Students spend three years studying practical and theoretical subjects. When they return to their rural communities they have a good knowledge of agriculture and social issues.

The school curriculum includes humanist science, mathematics and agricultural matters. During the afternoon, students spend three hours on theoretical lessons in the school's orchard and vegetable garden. There, they learn various techniques, such as: how to sow, cultivate, harvest, breed small animals and bee keeping.

A priority of the school is to encourage sustainable agriculture and the conservation of the environment and natural resources. The students study soil control, water preservation and careful energy use.

The school also makes use of the goods they produce to feed students, buying only extra provisions required at the local market. At the end of each two-week school session, the cost of purchased goods is calculated and divided between the students. This sum is the only amount the students have to pay for their schooling.

TITLE “Secondary and Vocational Education for Girls”

COUNTRY: Benin, (Africa)

FOCUS: Integrated

NGO: GRUPPO MISSIONARIO MERANO

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LOCAL PARTNER: Congregazione delle Figlie del Cuore di Maria

The Merano Missionary Group has been active in western Africa for 30 years.

The Organization works on structural projects (e.g., boring wells, catchment basins) and professional training projects. One of its projects has undertaken the planning and implementing of four domestic management training centers for women in Benin (Bohicon, Paracou, Bembereke) and Burkina Faso (Koudougou).

The program aims to assist girls who have no possibility of following regular studies. It works with 500 young women between 14/15 and 18 years of age, who come from different rural areas in Benin and Burkina Faso.

The program develops methodologies to improve knowledge in the fields of nutrition and health (especially for children), nutrition self-sufficiency and the sale of agricultural products. It also provides courses in dressmaking, cooking, kitchen gardening and the breeding of small animals. The duration of the whole training period is four years, but a certificate of attendance is provided after three.

The training centers survive thanks to the agricultural production provided by the students.

A very important aspect of the program is the provision of clean water from wells, established by the Merano Missionary Group during the past 30 years. One of the main activities of the Group is the boring of wells in different pre-Saharan areas (more than 500 to date), and the establishment of teaching centers for the local population. The Group also provides training courses for girls on the use of clean water from wells. The aim is the dissemination of information to the population on the need to request the construction of wells and catchment basins.

At the end of the course, the girls go back to their villages and use their skills in hygiene, agriculture, small trade and handicrafts.

TITLE “Agricultural School for young students in Chikuni, Zambia ”

COUNTRY: Zambia, (Africa)

FOCUS: Agriculture, Literacy and Numeracy

NGO: Ce.L.I.M. - Centro Laici Italiani per le Missioni

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LOCAL PARTNER: Monze Diocese

The Monze district, in Zambia, is a region with no industrial development and poor agricultural conditions; therefore, agriculture cannot guarantee sufficient welfare and employment for the local population.

Ce.L.I.M. in co-operation with the Diocese of Monze, set-up an agricultural school for young people in order to provide them with the qualified and specialized skills needed to improve agricultural production in the area.

The project consists of two stages. The first is a theoretical course aimed at teaching young people new techniques on agriculture and breeding. The second is a concrete course, which puts the theoretical lessons into practice. The courses have resulted in the development of a production unit by the students. The unit is used as a sample to develop private units for students, and ensures economic support for the school's activity. Thirty students participate in the course every year.

The school teaching supports sustainable agriculture and includes: horticulture, the control of fungiform pathologies, and damage caused by insects; the breeding of bovines, hogs, goats and chickens, the anatomy and pathology of animals; the prevention and care of animal illness, techniques for soil care and erosion; the methodology of storage, bookkeeping and techniques for crop selling.

The project lasts three years, after which the population is expected to continue the activity started during the course under the supervision of the Diocese of Monze.

TITLE: “Socio-economic development of tribal people in Assam”

COUNTRY: India (Asia)

FOCUS: Integrated

NGO: AIFO – Associazione Italiana Amici di Raoul Follereau

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LOCAL PARTNER: DIOCESE OF MANIKBOND

The project is based in Assam State, in the Northeastern part of India. One of the major activities of the project is to give assistance to tribal people who are exploited by local money-lenders. When tribal people receive small loans for the lands mortgaged, money-lenders take the greater part of their crop. Once people fall into the trap, they are not able to redeem the mortgaged land. Poor education facilities and inaccessible schools create another serious problem in the area. School attendance is very low, with high rates of illiteracy and school dropouts. In the project area, the main health problems are linked to endemic diseases like malaria and tuberculosis, while the under-five mortality rate is very high due to diarrhoea and malnutrition.

The project works through the establishment of Self-Help Groups (SHGs) in the tribal villages. Educational coaching centers have been established in the tribal villages. These centers are managed by trained local personnel (coaching persons), selected by the villagers. Their function is to organize after-school support lessons, to monitor the regular presence of teachers and to support the teaching procedures in the villages' Government schools. The project also supports two schools (through the provision of books, clothes, learning material and fees), one in Manikbond with 255 students (at the St Joseph's Church), and the second one in a village (Pipla) with 40 students. 20 coaching centres are active in the villages, providing equal opportunities for education to more than 600 children.

The project's target area now covers 30 villages. Currently, there are 75 functioning SHGs. Since 1998, a total of 280 acres of mortgaged land has been redeemed from money-lenders (with a 50% contribution from SHGs members), and 429 persons have benefited.

With regards to health care, activities include awareness-raising about disease prevention activities (informal meetings and training courses on the basic principles of Primary Health Care and the role of traditional medicine) in order to reduce the mortality rates among children under five years of age. The project is also planning to start community-based rehabilitation activities for children and adults with disabilities living in the area.

TITLE “Secondary School in Oventic, Chiapas, ”

COUNTRY: Mexico (Central America)

FOCUS: Literacy and Numeracy

NGO: MANI TESE '76

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LOCAL PARTNER: ZNLA

In Chiapas few secondary schools exist, and those that do are all situated in the main city. Young people living in the country have great difficulties studying because of the high cost of

transportation, board and lodging, books and clothes. In addition, in some periods of the year, youngsters have to help their families with agricultural work. Teachers often do not know the local languages, therefore they teach and speak only Spanish, disregarding Mayan history and traditions. As a result, 30% of the population over 15 years of age is illiterate.

The Mexican constitution guarantees local people the right to fully develop their indigenous culture and to organize their lives freely. In 1995, MANI TESE started a secondary school project with the aim of training bilingual teachers for primary schools.

MANI TESE started building the school in 1996. It now contains 4 classrooms, two dormitories, a refectory and kitchen, and a large library with books donated from all over the world. The students, nearly 200 males and females, are chosen from among the best primary school pupils. Those who come from the country live at the school, while their families provide their food (beans and tortillas). The project provides not only theoretical studies but also practical experience in every day life and work. School activities commenced on the 10th of April 2000, the commemoration day of Emiliano Zapata.

The creation of an orchard has been planned, to teach students new agricultural techniques, to provide for their food supply and to sell their crops in local markets. In the near future, the project will include dressmaking, carpentry, shoemaking and tortilla production. This project aims to educate local people, while respecting their cultural, social, economic and religious identities.

Non Formal Education (Children, Youth, Women, Adult)

TITLE: “Promoting inclusive education for children with disabilities in Chandpur”

COUNTRY: India, (Asia)

FOCUS: Literacy and Numeracy

NGO: AIFO – Associazione Italiana Amici di Raoul Follereau

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LOCAL PARTNER: ST. JOSPEH SERVICE SOCIETY

Summary of activities: the main component of the project is based in Chandpur village in the Haryana state of India, about 20 km from the national capital, New Delhi. The project collaborates with a residential centre of San Joe Puram, managed by the Catholic Church, St. Joseph Service Society. The centre provides homes for children with different kinds of disabilities.

The project consists of a school situated in this centre, where disabled children study along with non-disabled children from neighbouring villages. The school, a residential teaching centre, trains teachers from different parts of the country on inclusive education and integration of disabled children in ordinary schools. The project aims in various ways to facilitate the access of

disabled children to formal education. The project also has a resource centre, which collects and shares experiences on inclusive education from South Asia (India, Bangladesh, Nepal, Bhutan, Pakistan, Sri Lanka and Maldives). The pioneering and innovative experiences from the region are collected at the resource centre and made accessible to the public, teachers, scholars, organizations and institutions. Part of the material collected is published in a regular newsletter. All of the reports, journals and experiences on inclusive education will be made available on the web page of the project: www.enablinginclusion.com.

TITLE “ Pre-School Education for children 4-6 years old in Asia. ”

COUNTRY: Bangladesh (Asia)

FOCUS: Literacy

NGP: OPAM – Opera di Promozione dell'Alfabetizzazione nel Mondo

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LOCAL PARTNER: Rural Vision (Social Voluntary Organization)

This project aims to increase primary school enrolment, parents' awareness about their children's future schooling and to achieve education for all.

"Rural Vision" is a Christian social voluntary organization for human development in Bangladesh. Its aim is to promote the socio-economic and cultural development and dignity of the rural underprivileged, especially the poorest people of Khulna and Satkira Districts. In these districts, education and literacy rates are low: male 33.2% and female 17.6%. There is a lack of awareness on the importance of education, which has thus contributed to the low literacy rate, increased polygamy, divorce, early marriage and physical humiliation.

O.P.A.M. in cooperation with Mr. Serafin J.Boiragi, the Director of Rural Vision, set-up five pre-schools in rural villages, in which 150 children are taught every year. After three years, the children are admitted to the local primary school. Five centers were set-up, one per village. The pre-education center of each village is located in a rented house with sufficient space for learners, facilities for play areas, safe drinking water and sanitation. Village people are directly involved in the development process to increase the success of the project.

Before starting work, qualified teachers who are chosen to work in the centers attend a 12-day training course on: child education, pedagogy, psychology, teaching learning/methods, monitoring and reporting. During the school program, teachers attend an additional 3-day intensive course to strengthen and improve their teaching methods. Each teacher is responsible for a class of 30 children.

Literacy and numeracy are taught along with family welfare. Classes are held for 3 hours on a daily basis, 5 days a week. The program lasts 12 months. A literacy test is taken every 4 months and a certificate is provided to the students after their final examination.

TITLE: “Sex Education in Siavonga, ”

COUNTRY: Zambia, (Africa)

FOCUS: Health and HIV

NGO: Ce.L.I.M. - Centro Laici Italiani per le Missioni

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LOCAL PARTNER: Monze Diocese

Zambia has one the highest rates of HIV infection in the world; the virus infects approximately 20% of the population. The illness primarily affects young people, and causes devastating social and economic conditions.

Due to the diffusion of HIV, expenses for health services are increasing and the labor supply is decreasing. After the first case of HIV, in the mid-1980s, the government launched a direct information and sensitization campaign, but the results were not successful.

Ce.L.I.M. launched a project aimed at preventing HIV, in the Siavonga district, at the beginning of the 1990s. The project started in collaboration with some local schools and addressed young people of school age. The program included sex education lessons for students and training courses in sex education for local teachers.

The project was so successful that the Education Ministry and Diocese of Monze asked Ce.L.I.M. to strengthen and extend the program. Ce.L.I.M.'s new project includes sex education lessons for even younger students, and training courses to street educators for school drop-outs.

The project foresees the education of a supervisor, eight courses in local schools; training courses for four school educators; and courses for 20 street educators.

TITLE: Huilio program: local and sustainable development for native communities of the Municipality of Freire”

COUNTRY: Chile, (South America)

FOCUS: Literacy and Numeracy (with the intercultural and bilingual approach), Agriculture

NGO: PROSVIL - Progetto Sviluppo CGIL - Via di S. Teresa, 23 00198 ROMA Tel. 06/8411741 www.cgil.it/prosvil/default.html

Nexus CGIL Emilia Romagna - Via Marconi, 69 40122 BOLOGNA Tel. 051/294775 www.nexuscgil.org - **Iscos CISL Emilia Romagna e Progetto Sud Emilia Romagna**

LOCAL PARTNER: Gestion y Desarrollo Ltda. Freire Town Council

The territory of Huilio in the IX region of Chile, is inhabited by the Mapuches, an indigenous community. The Mapuches represent approximately 10% of the population of Chile. They live in conditions of extreme poverty and suffer the consequences of political decisions, which repress small-scale agriculture and do nothing to actively sustain the cultural and social codes of ethnic minorities.

The project proposed the improvement of the social and economic conditions and the quality of life of the Mapuche communities, by giving importance to Mapuche culture as a resource for the process of modernization. The project's activities regarding basic rural education were aimed at farming families. The main activity gave priority to the involvement of youth; the sector that is most likely to emigrate to the city to compensate for the lack of local opportunities. Particular attention was given to women, whose productive role is valued within traditional culture. The training activities for production were aimed at the following sectors: administration, production, and activities for the transformation and marketing of agricultural products, management of credits and the design of productive micro-projects. From this process, two productive micro projects were developed: apiculture and biological agriculture. The Mapuche farmers recognized the existence of real possibilities for the development of this type of agriculture, which respects the natural environment, and maintains traditional Mapuche culture and food. The apiculture micro project was preceded by theoretical and practical training, which included the division of responsibility for the management of a collective educational beehive, the preparation of the substance for harvesting, and its transformation into honey.

Training in community health and traditional Mapuche medicine was developed in agreement with the "Servicio de Salud Regional", the Municipality and the university. Courses were designed for health workers located in rural areas to help overcome existing prejudices, and meetings were held with the health workers and Mapuche community members responsible for medical matters, thereby facilitating the integration of the different medical systems.

A literacy and numeracy activity was developed using Intercultural & Bilingual Education (IBE) methodology: education through schooling is the frontier between the process of education and integration into the national society. The IBE involves the elders, depositaries of traditional knowledge and the younger generations, who represent modernization. The language, practices and traditional concepts, considered useless by western society, were revalued in order to achieve better didactic results. The project developed a refresher program for teachers through "lesson types" developed in the classroom, contacts within the community through the organization of traditional cultural events and the elaboration of didactic materials.

TITLE "Special Coaching and Skills Training for Outcast Dalit Girls"

COUNTRY: India, (Asia)

FOCUS: Literacy and Numeracy

NGO: OPAM - Opera di Promozione dell'Alfabetizzazione nel Mondo

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LOCAL PARTNER: The Liberation Movement for Women (LMW)

The Liberation Movement for Women (LMW) was legally constituted 12 years ago and has been working for the social development, participation and empowerment of women at the grass roots level in 50 different Indian communities ever since.

In India, where women are exploited within the community, Dalit women suffer the most.

Due to insufficient rainfall, rural Dalit people are forced to migrate from place to place in order to survive, thus increasing illiteracy and child labor. Female education is not at all encouraged, and as a consequence many girls become prey to early marriage, unmarried motherhood and

prostitution. In order to improve the situation for these girls and to provide them with a better future, LMW decided to implement a special coaching program for young Dalit girls.

Due to the circumstances described above, many Dalit girls fail their secondary level public examination and become dropouts. LMW developed the following project to enable these girls to become masters of their own destinies through education. Every year, 60 girls (divided into two groups, starting at different timeperiods) are selected for a training and coaching program, which lasts 5 months and will prepare them for the secondary level government examination. These skills will provide the girls with better qualifications and increase their future opportunities.

Benefits of the project:

- Empowerment through education
- Every year 60 Dalit dropout-girls will be educated and guided to continue their education
- Child labor, dropouts, prostitution, forced marriage and unmarried motherhood will be considerably reduced
- Increased hope, objectives and independence will be achieved
- Inferiority complex and a fatalistic attitude will be reduced
- Self respect and better job opportunities will be achieved
- Educated girls will encourage young girls to continue their education
- Parents' views on education and their concepts of the future will improve

TITLE: “Strengthening the repatriation and reinstallation of the returnees in Mozambique”

COUNTRY: Mozambique, (Africa)

FOCUS: Literacy and Numeracy, Small and Micro Enterprise

NGO: CIES - Centro di Informazione ed Educazione allo Sviluppo

Via Merulana, 198 - 00185 ROMA - Tel. 06/77264611 (06/77264628 fax)

E-mail: cies@cies.it Home page: <http://www.cies.it/>

The CIES project was aimed at developing a literacy campaign linked to the introduction of income generating activities, for illiterate rural women in the District of Mossurize, Manica Province, Mozambique – a number of beneficiaries being former refugees.

The project's major activities included: a literacy campaign in mother tongue (Ndau) and later in Portuguese, the inception of a number of income-generating activities with the participants of the literacy groups, and follow-up during the literacy campaign.

The project duration was from 1 May 1996 to end of April 1998.

From 1998 to-date, CIES has continued to support and expand this adult literacy programme, which has been included as a component of the following projects, financed by the European Commission: “Programa de Desenvolvimento em Consolidação dos Projectos de Emergência e Reabilitação nos Distritos de Mossurize e Chibabava” (implemented in consortium with Molisv) (1997-1999), “Valorização cultural no Distrito de Mossurize, Provincia de Manica: Educação non-formal para adultos e ensino bilingue experimental para crianças” (2000-2002).

The following number of people were involved : 650 in the literacy campaign, 15 literacy and activity monitors trained, 2 to 3 general personnel, occasional consultants for literacy and activities, and a project director (a linguistic expert).

The government counterpart was Manica Province and Mossurize District Administration, and the funding Agency UNIFEM.

Since early 1990, CIES has assisted (in the Camps of Tongogara and Chambuta – near the border with Mossurize District) Mozambican Refugees in Zimbabwe by providing emergency relief and developing education, agriculture and income generating activities. The NGO was invited by the Nucleo de Apoio aos Refugiados and by the Provincial Government of Manica to assist in the resettlement and reintegration of returnees and displaced people in the District of Mossurize.

The District of Mossurize had remained completely isolated for over 15 years, war had disrupted all productive and commercial/marketing activities, apart from a few exchanges with Zimbabwe in the border zones. Most of the population had fled, most of the infrastructures were destroyed, and all the roads linking settlements to the District and Provincial Capitals were either mined, or had become inaccessible.

Mossurize was considered one of the five priority Districts of the Province of Manica, due to its excellent climate and soil – two favourable factors for agriculture. Apart from the areas closely surrounding the administrative posts of Espungabera and Dacata, most of the District was under the control of Renamo throughout the years of war. Facilitating the integration between previously separate government-controlled and Renamo-controlled areas, was therefore another critical issue.

With the repatriation of the population, two essential needs had to be taken into immediate consideration: the re-establishment of basic services and the development of economic activities.

Throughout the 1994/95 period, efforts were mainly concentrated on the re-establishment of basic services.

CIES worked in the District capital, Espungabera, and in the central District areas in close cooperation with the local authorities, International Agencies and National and International NGOs operating in the Province. It supported the setting up of the District Coordinating Committee; organized teams of builders made up of ex-refugees trained in the camps for the rehabilitation of a number of disrupted buildings; distributed seeds and agricultural tools; constituted brigades of local people who, with the help of a tractor and hand tools, opened a number of essential road tracks to join numerous settlements of isolated populations; created service areas and cleared diptanks for livestock; carried out training courses for a group of carpenters and metalworkers, and developed a pilot programme for functional adult literacy-numeracy by training tutors and opening 6 “Circuitos de Cultura” in different communities. Classes were then attended by 220 persons (75% women).

This Project was implemented to ensure continuity of the activities already underway, developing in two directions: functional literacy for adult women and economic activities managed by women. It was aimed at promoting self-autonomy and sustainable development, encouraging people to develop capacities to achieve greater personal responsibility and greater commitment in all activities of development within their environment.

The strategy adopted was:

- To focus on women, since they are the lead agents of the household and subsistence agriculture, have the highest rate of illiteracy, and the least opportunities in the development process.
- To give priority to groups that showed their willingness to start small scale economic activities (or had already started them), while assisting them in creating sustainability
- To guarantee the quality and functional character of literacy
- To guarantee post literacy training, with the objective of maintaining the already acquired knowledge, and promoting individual and community self help initiatives.

Activities concentrated mainly on linguistic research into the Ndao language, the elaboration of a manual, and of a small Portuguese-Ndao lexicon. Didactic materials available from the Sofala Education Department were also adapted. Training seminars were held to select and train literacy instructors, introducing the methodology of participative teaching in conducting mother-tongue literacy. Special sessions were devoted to the introduction of Portuguese.

An enquiry was pursued to identify the places where to set up new “Circulos de Cultura”, and to define strategies to consolidate those already in existence. Following the requests of groups of women, a feasibility study was conducted to define sustainable economic activities. Nine Centres were built with the help of the local communities, and previous centres were repaired (traditional huts were improved and equipped with benches, table, blackboards, etc. and nearby latrines).

Classes for groups of approximately 20 people took place twice a week, for three hours. Regular visits were conducted on the sites to check attendance, the quality of teaching and the level of assimilation. General meetings were held at the end of each month in Espungabera, to review the advancement of the programme and problems encountered.

A number of income-generating activities were also set up (sowing, knitting, wet and dry gardens, small animal husbandry, bread baking, maize grinding mills), and basic inputs and technical support were provided.

TITLE: Promotion of women’s tailoring groups. Qinghai Province- Hainan Tibetan Autonomous Prefecture- Tongde County-Garmuqi and Ba Guo villages

COUNTRY: China, (Asia)

FOCUS: Small and Micro Enterprise

A.S.I.A. - Associazione per la solidarietà internazionale in Asia

Via S.Martino della Battaglia, 31- int.15- sc.B - 00185 Roma - Tel. 06/44340034 - Fax

06/44702620 (Sede operativa) Merigar Podere Nuovo-58031 Arcidosso (GR) (Sede Legale)

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Garmuqi and Ba Guo villages are situated in a very mountainous area in Tongde County, where poverty is higher than the national average in the Hainan Autonomous Prefecture. Tongde County has a high proportion (88 percent) of people of ethnic minority, while in rural areas this proportion is 100 percent. The overall rural income per person is usually below the international poverty line of 1 USD per person per day.

Within such poor communities, the status of women is particularly precarious. They lack access to productive resources and their income-earning possibilities are minimal. In spite of this, women are active in handicrafts, sewing, food processing and small trade. One activity is the tailoring of traditional Tibetan dresses, which are used during weddings and other important ceremonies. Increasing demand from the expanding tourist sector has created an additional market stimulus. Traditional Tibetan dress-making requires a specific know-how, which at present is retained by elderly women. However, the safeguarding and further development of this type of manual art are threatened, as younger generations of women face a number of problems

when setting-up a tailoring business. . The project on the promotion of women tailoring groups has just started and aims at safeguarding and expanding this traditional knowledge through training and promoting investments in traditional and other dress-making activities for the market. The project supports two groups of women in setting up income generating activities in tailoring. While, the groups specialize in traditional Tibetan dress and garment making, they also produce modern dresses and carry out darning and mending work. As well as giving training, the project has provided electric sewing machines and electric irons. Group membership has been kept limited to avoid the risk of market glut. The project is being implemented by voluntarily constituted groups of women, the establishment of which was facilitated by the ASIA's formulation mission in Garmuqi. Criteria for the self-selection of members in the group from among the women in the village community were: some experience in traditional Tibetan dressmaking and sewing, and an awareness of the need for group cohesiveness and solidarity. As most of the women were illiterate, some literate daughters, interested in learning the tailoring of traditional garments, were co-opted to fulfill the functions of treasurer and secretary of the group. Additional women, meeting the criteria and interested in joining, were also selected to participate only in the training activities. The group in Ba Guo was set up according to the same criteria and approach. The overall number of beneficiaries will be twenty women, representing about 14 households. In total, some 64 persons will benefit. The women's groups have set up their own internal management structure. All members have elected a Co-ordinator, usually an elderly lady, a Deputy Co-ordinator, a Secretary and a Treasurer, the latter two from among the literate daughters in the groups. Each group is fully responsible for the implementation of the project, with the support and supervision of the Representative of the Women's Federation in Tongde County. After project completion, two groups of 10 women will be able to produce traditional Tibetan garments and modern dresses for the market, and carry-out sundry mending work. In approximately two years' time, each group member will have increased its income by RMB 1.163 or the equivalent of 144 USD. This pays, for instance, for the tuition and boarding fees of two children in a Central Boarding Primary School. These women will use the additional income generated to improve the education of their children, the health of all family members, and other welfare improving expenditures. Any savings will be invested in further economic activities.

TITLE: “Socio-economic development of oppressed population groups in Nepal”

COUNTRY: Nepal, (Asia)

FOCUS: Integrated

NGO: AIFO – Associazione Italiana Amici di Raoul Follereau

Via Borselli 4-6, 40135 Bologna, Italia, Tel: +39.051-43.34.02 Fax: +39.051-43.40.46

Email: info@aifo.it Homepage: www.aifo.it

LOCAL PARTNER: WOMEN ACTING TOGETHER FOR CHANGE (WATCH)

Summary of activities: the project is managed by a Nepalese non-governmental organization called Women Acting Together for CHange (WATCH), based in Kathmandu. WATCH is a Resource-support organization (RSO), which means that its main role is to train and strengthen other smaller non-governmental organizations and grass-root groups. The project activities are carried out in the following three rural areas: an area in the high mountains called Okhaldunga; an area near the national capital Katmandu, called Chaimalle; and finally an area in the low plains or the Terai region, called Rupendehi. In each project area, the activities include: the promotion of women groups through participatory methodologies and creating a federation of these groups, training village volunteers for community health services, promoting informal adult education classes, promoting social forestry groups, reclaiming forest lands, and promoting seed-funds and credit funds for income generation activities, etc.

All of the project’s activities are focused on women from lower castes and tribal groups, who are usually the poorest people in villages. Some activities, like creating groups for channeling and using common water, veterinary service groups etc. also involve men.

At present there are 70 women’s groups in the project areas, who have formed a national federation together. They act locally to deal with problems like AIDS, women-trafficking in neighbouring India, the sexual exploitation of women and children, etc. They also act nationally, pushing for changes to national policies and laws.

The project areas are used as training grounds for hosting other grass-root organizations and NGOs from Nepal for training and awareness building.

TITLE “ Literacy of rural women in ASIA”

COUNTRY: Bangladesh, (Asia)

FOCUS: Integrated

NGO: OPAM - Opera di Promozione dell'Alfabetizzazione nel Mondo

Via Pietro Cossa, 41 - 00193 ROMA - Tel. 06/3203317 – 3203318 – 3203320 (06/3203261 fax)

E-mail: opamsegr@tiscalinet.it Home page: <http://www.opam.it>

**LOCAL PARTNERS: “Society for the promotion of human rights”,
“Association ÜZZIBNANY”, “Association Ratandia Unnayan Sangstha (RUS)”**

“Whoever trains a child trains a man, whoever trains a woman trains people.”

In Bangladesh 12 percent of women are literate, whilst the percentage of literate men is 26 percent. Women are socially handicapped. Despite the fact that they have the same civil rights as men, in reality, society considers them inferior beings, the property of males, and condemns them to a sub-human level of life. This situation has existed for centuries and is not easy to change. Two of the most important factors required to bring about change in women’s lives are literacy and economic independence. O.P.A.M. is aware of the importance of educating women from childhood to empower them both socially and economically. The project supports literacy schools for women in several rural villages.

O.P.A.M. has launched three projects:

Women in development programs in the Meherpur District and Khulna District

In collaboration with Abu Abid, the Director of the “Society for the promotion of human rights”, O.P.A.M. started a project called “Women in development programs”, in Meherpur District. This is a school program for 750 women in 12 rural villages. In the Khulna District, O.P.A.M. launched a school program for 600 women of 12 rural villages with the association “ÜZZIBNANY”. In these schools, women are trained in literacy, health and hygiene and basic financial literacy. They receive technical support for homestead vegetable cultivation and lessons on nutrition. At the end of the course, the learners take a non-formal test. Women who complete the program will be expected to be able to read and write in their language (Bengali). The Numeracy course will give them the ability to do basic calculations and family bookkeeping. Improved literacy and numeracy will give them the skills and confidence to manage practical every day situations more effectively. After the course, to ensure that the neo-literates continue to read and do not return to illiteracy, a basic library is placed in the house of one of the families that participated in the course in each of the twelve villages. Every library contains didactic and cultural books in the Bengali language.

Consciousness raising program:

In Bangladesh, women are often victims of torture, violence and injustice. They are unaware of their rights and unable to protest when these rights are violated. If women are not educated about their rights, they cannot be expected to fully participate in society.

For these reasons, O.P.A.M, in co-operation with the Ratandia Unnayan Sangstha (RUS), launched an annual program for 1000 women and their husbands. The aim is to develop awareness on women’s rights, male-female differences, and the practice of torture and violence against women. This project will start in 20 rural villages and will be conducted by the village trainers. During the training period, participants will learn about the conceptual framework of gender relationships, gender gaps, women’s rights and male-female differences. The project shows films focused on violence against women, hands out posters on women’s torture and violence, holds seminars with village leaders and religious leaders on the abuse of power against women, and arranges for at least two protest processions against injustice.

When women are conscious of their rights, it will be easier for them to participate in the country's economic, social and cultural development.

TITLE: “Women and medicinal plants: sustainable cultivation and processing”

COUNTRY: India, (Asia)

FOCUS: Small and Micro Enterprise

NGO: COSPE - Cooperazione per lo Sviluppo dei Paesi Emergenti

- Via Slataper, 10 - 50134 FIRENZE - Tel. 055/473556 (055/472806 fax)

- Via F.lli Bordonì, 6 - 40133 BOLOGNA - Tel.051/3140087 (051/3140079)

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India grows 8.000 known medicinal plants and one third can be found in the Tamil Nadu and Kerala regions. More than 800 of them are in used in the Indian Medical System, while many others are used for homemade remedies or as food integrators. About 90 percent of the medicinal plant supplies are taken from the existing forests, causing a serious threat to conservation. Although no systematic estimates of the threat status of medicinal plants has been carried out, rapid appraisals have shown that at least 250 species are threatened in India, half of them in the mentioned regions. The increasing request for medicinal plant supplies, both from the local and external market, while being a matter of concern for the species survival, is being considered by local NGO's as an income-generating opportunity for villagers who are located in areas where such plants could be cultivated.

The present market situation of medicinal plants is unregulated and difficult to access. The traders of quality plants for the pharmaceutical industry are few, and the cultivators-collectors disorganized. At the village-level, middlemen favor low-costs against quality. Increasing requests from the international market are presently not stable, but it is becoming clear that the main focus for the medicinal plants industry will be quality, proper cultivation/processing techniques, in a clean environment by organic means.

COSPE believes that women are best placed to enter the market on a quality perspective: at the community level, medicinal plant knowledge, management, and use is primarily a tradition linked to women. However, women are not in a position to take the lead in the development processes in India; therefore, an additional effort must be made to involve them at all levels, from production to processing to marketing.

The group approach to women's involvement has, in the last few years, been the most efficient and effective way to support women's empowerment and their active role in development. Women are mobilized in Self-help Groups (SHG), which are then provided with credit and

technical inputs to undertake economic activities. The group provides a base for self-employment and empowerment through group dynamics.

COSPE's project pools together the experience of 7 South Indian NGOs in medicinal plant cultivation, women's empowerment and self-help group organisations. 300 women self-help groups - totaling 6000 women - who are interested in cultivating, collecting or processing medicinal plants and spices, have been identified. Their leaders will be trained in management, leadership and organization. The leaders and the members will be trained in ecologically sustainable production (cultivation and collection) and in simple, appropriate processing for the local market.

The project envisages that these training courses be held on various Indian NGOs sites and SHGs (Kanyakumari, Tirunelveli, Madurai, Bangalore, Kanjocode). Women from various locations will participate in each course, thus providing a space for women's exchange and reciprocal learning. The training will be repeated at self-help group locations and in fields/gardens/processing centres, with the assistance of women community organisers from the NGOs who will be trained in advance to follow the whole process through.

TITLE : “ Agricultural Co-operative in Ethiopia ”

COUNTRY: Ethiopia, (Africa)

FOCUS: Agriculture and Small and Micro Enterprise

NGO: G.M.A. - Gruppo Missioni Asmara c/o Istituto Sacchieri

Via Luppia Alberi, 3 - 35044 Montagnana (PD) - Tel. 0429/800830 (0429/804040 fax)

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Hembetcho Village is situated in the Boloso-Sore , in Southern Ethiopia. The village contains 8,000 inhabitants and is one of the most populated areas of Wolaita, with more than 300 people per sq. km. The village covers approximately 1,600/1,750 Mt. of land above sea level. In years of heavy rain, the harvest is very good; people grow maize, beans, potatoes, coffee, ginger and “tief”. Fruit and vegetables cultivation is also being developed. The population's sole income comes from agriculture.

The main problem in the village is that each family has only a narrow plot of farmland to cultivate. Land reform has become a national program, decreeing the expropriation of *latifundia* and assigning each family a small plot of land. A family rarely owns more than a quarter of a hectare and parents must subdivide it among several children.

Government policy tends to discourage emigration and because young people are unable to find work, they have no alternative but to cultivate their small pieces of land. Therefore, a specific priority of the project is to encourage a rational and appropriate use of agricultural techniques.

G.M.A., in co-operation with the Vicariate Apostolic of Soddo Hosanna, has created an agricultural co-operative, with 66 farmer members, which is legally recognized by the government.

The project aims to take advantage of the co-operative's power in order to increase land productivity. The co-operative has more purchasing power to buy seeds or land than a single farmer. It also helps farmers build storehouses for the storage of crops. An expert teacher from the co-operative trains the farmer members in different basic agricultural techniques. The co-operative has built an oil press with the objective of generating more income; part of this income will be used to build a new school for the village. With this project, G.M.A. aims to improve the villagers' living conditions by maximizing agricultural productivity, promoting the development of agricultural economic activities, and investing in basic agricultural skills training.

TITLE: "Setting up of maize and millet bread-making Cooperatives, Senegal"

COUNTRY: Senegal, (Africa)

FOCUS: Small and Micro Enterprise, Literacy and Numeracy

NGO: ISCOS - Istituto Sindacale per la Cooperazione con i Paesi in via di sviluppo

Via R. Lanciani, 30 - 00162 ROMA - Tel. 06/86200640 (06/86203950 fax)

E-mail: iscos@mcmlink.it Home page: <http://www.cisl.it/iscos/>

LOCAL PARTNER: "CNTS (Confederation Nationale des Travailleurs du Sénégal)"

The project aims to create bread-making cooperative firms, that are self-managed and able to produce a good quality product at a fair price. The co-operatives were set up in the most populated districts of the capital city, where market request is high, and in the poor region of Diourbel, Louga, Thies e Kaolak, where bread-making firms are few and inadequate.

The project set-up infrastructures related to modern and functional hygienic procedures.

Each cooperative building contains a kitchen area, a shop to sell products, a fermentation room, a bathroom and showers. Each has a mill able to produce maize, millet and wheat meal constantly, as the project's main aim is to produce a good quality of mixed grain bread. The composition of this kind of bread was first studied technically by ITA (the Institution of Alimentary Technology of Dakar), and then improved through experience. The result is a high quality of mixed grain bread, which is more nutritious than white bread.

The project has also created an Association for the Cooperatives. The aim of the Association is to help members solve problems, manage incomes, provide technical assistance, and develop cooperatives' activities.

The project has implemented cooperatives in the following districts: Marchè Zing-Renovation a Guediawaye (Dakar), Nietty Mbars a Pikine (Dakar), Parcelles assainies (Dakar), Rufisque; and in the Diourbel, Louga, Thies e Kaolak Districts.

This project aimed at addressing the following needs:

- reducing unemployment by creating new jobs
- creating a new kind of company: cooperative self managed companies.
- improving the use of local products, such as millet and maize, thus reducing the need to import
- improving the quality and the distribution of bread

- helping some of the poorest districts in Senegal, where there is both high unemployment and large demand for the product.

Training was considered a strategic resource for this project, and “Human Resources” were considered to be one of the most critical and relevant elements for its success.

Training includes:

- a course in managing cooperatives
- a course in technical specialization
- a seminar on information for cooperative members
- an accelerated literacy course for cooperative members

Six literacy courses were held in French for 60 cooperative members over four years.

The technical training uses a method based on adult education

The method follows a circular route: theory-practice-verification-theory. It was particularly interesting to link theory with practice, to facilitate the immediate employment of the trainees.

The tools used included: blackboards, recorders, slides and tests. Project duration is four years.

TITLE “Health Education and Food Security in El Salvador”

COUNTRY: El Salvador, (Central America)

FOCUS: Health and HIV

NGO: AALMA - Associazione America Latina, Messico, Asia

Via Dell’Abate, 12 (C.P. 287) - 42100 REGGIO EMILIA

Tel. 0522/287433 (0522/431819 fax);

E-mail: aalma@comune.re.it

The project was initiated in collaboration with the NGO “FUPROBESA”, our local partner in San Salvador. Its aim is to improve health and food security in Salvador.

In Salvador the health and hygiene conditions of children are appalling, Typhus, cholera, hepatitis and gastroenteritis are frequent illnesses, while malnutrition and hunger are serious problems.

The project addresses 40-50 children from the poorest districts, such as Santa Tecla and Santiago de Maria, and involves more than 150 families from these districts.

The aim of the project is to improve the population’s living conditions by targeting specific objectives:

- improving knowledge on hygiene and health
- linking population to public and private health institutions
- improving the quality of pediatric care
- improving the nutrition of children

The main activities of the project are:

- to arrange training courses for mothers about hygiene conditions and nutrition for children
- to undertake periodic medical and pediatric examinations for children.
- to establish a vaccination campaign
- to buy and distribute medicines
- to start a nutrition program that provides full meals with a portion of fruit in the afternoon, to 100 people per day
- to organize meetings with families to inform them about the hygiene, health and nutrition of children.
- to educate families to collaborate with the health institution in the country.

These courses provide health and hygiene awareness, and assist in improving the population's economic and social conditions.

TITLE “Rural Women’s Literacy in Africa”

COUNTRY: Democratic Republic of Congo, (Africa)

FOCUS: Integrated

NGO: OPAM - Opera di Promozione dell'Alfabetizzazione nel Mondo

Via Pietro Cossa, 41 - 00193 ROMA - Tel. 06/3203317 – 3203318 – 3203320 (06/3203261 fax)

E-mail: opamsegr@tiscalinet.it Home page: <http://www.opam.it>

LOCAL PARTNER: Father Metond Katunasa, “Galibwa Catholic Women’s Association”.

O.P.A.M. firmly believes and constantly repeats that “If we train a mother, a child will be healthier”. To train a woman is to train a family and nowadays, women are not only considered the heart of the family, but also members of the workforce.

All over Africa, the condition of women is desperate. Most young girls are illiterate because from an early age, they are expected to work for the family with tasks such as carrying water, gathering firewood and minding their siblings.

O.P.A.M. has launched two projects aimed at facilitating the situation of women in Africa:

Kamalondo project:

According to O.P.A.M., in the Kamalondo District, Democratic Republic of Congo, the only education system consists of private schools, which are too expensive for the majority of people. Father Metond Katunasa, helped by O.P.A.M., has created a school for 400 women with the aim of educating girls, and informing them of their role in society and in the family. The school course lasts 4 years, and consists of three years of intensive studies followed by an apprenticeship and a final evaluation. The curriculum is wide-ranging, both theoretical and practical, in order to ensure the girls receive a complete education.

The curriculum includes:

Literacy: this course teaches girls to read and write. O.P.A.M. states that many unscrupulous people use the written word to hide truth and facts from those who cannot read. Through literacy, women learn human rights and democracy practices.

Agriculture: with the aim of preventing malnutrition through correct nutrition. This course teaches how to keep a kitchen garden and promotes a variety of food and a well-balanced diet.

Family Education: this is not a specific course, but an exchange of experiences and advice for daily life.

Health Nutrition Education: this course seeks to give women basic health and medical knowledge specific to their environment, enabling them to prevent and treat illness.

Dressmaking: with the aim of giving girls a source of income, this course teaches them the art of knitting and dressmaking.

The school's aim is to help women find their roles and enables them to integrate into society.

Bulo project:

Bulo, in Uganda, is a rural village located 80 miles from Kampala. The civil war in the late 1980s, and the current HIV crisis have affected a large number of men in the village.

Consequently, women have had to assume the role of the heads of the family.

In 1996, Sister Carolina Kajubi created the "Galibwa Catholic Women's Association".

The aim of the Association was to give women hope and provide them with the necessary skills to lead a sustainable life. The Association is run entirely by women, and has 184 members. The majority of the staff is unpaid, only five of them are salary earners. The Association intends to promote education, productivity, development and health. The main objectives are to minimize dangers caused by HIV, to help women become literate, to encourage them to be more active and productive in society, to set up development projects and to offer employment to more women. Since the Association started, there has been a marked improvement in women's standard of living.

At present, the Association, with the contribution of O.P.A.M., is implementing a tailoring training project to give women the opportunity to attain economic independence. The project provides approximately 60 sewing machines and three hemming machines, and teaches women a variety of skills in the art of tailoring.

The project aspires to give women a broad education, which enables them to play an active role in the development of their society.

TITLE "Manobo Health, Agriculture and Literacy Project"

COUNTRY: Philippines, (Asia)

FOCUS: Literacy and Numeracy, Agriculture, Health.

LEVEL OF EDUCATION: Non Formal Education (Adult)

NGO: ADRA Italia (già OSA) – Adventist Development and Relief Agency

Lungotevere Michelangelo, 7 - 00192 ROMA - Tel. 06/3210757 (dir.) - (06/36095944 fax)

E-mail: adraitalia@tin.it Home page <http://www.adraitalia.org>

LOCAL PARTNER: Adventist Development and Relief Agency in the Philippines and Mountain View College of Bukidnon, Mindanao

In the last two decades, overpopulation and development in the Philippines have placed considerable pressure on the culture and the environment of the tribal population of Mindanao. One of the most affected tribes is the "Manobo", natives from central Mindanao.

The current situation of the tribal communities deprives them of the privileges offered to all Filipino citizens. They suffer from malnutrition and diseases resulting from poor hygiene and nutrition, and they do not speak the local language spoken in the nearby “civilized” towns. Consequently, the tribal people have expressed a desire to learn ways of improving their living conditions, to learn technologies in agriculture, to read, write and count.

The Manobo Health, Agriculture and Literacy Project started on January 1 1998 and lasted until March 31 2001. ADRA worked on this project in cooperation with the European Commission, the Adventist Development and Relief Agency in the Philippines and Mountain View College of Bukidnon, Mindanao. The program aimed to determine the needs of the Manobo tribes to improve their living conditions. The project includes:

Non-Formal Education:

Twenty-two literacy centers were set-up in Bukidnon. Under the leadership of teachers, the villagers built huts and schools in each literacy center. As a reward, rice was provided for those who participated in the construction. Teachers were trained by the Department of Education, Culture and Sport, and coordinated by a literacy specialist recruited by ADRA. Every two months, teachers attended additional intensive courses to strengthen their teaching capacity in relation to the experiences encountered.

Both adults and children attended the same classes. The education program involved many activities; for example, adults and children learned how to read and write in the tribal dialect, in the main local language as well as in English. They learned how to count and recognize peso bills or coins, in order to be able to trade with the people in the city. The idea of teaching both adults and children had positive results. It was proved that children learned faster than their parents did and participated more actively in demonstrating activities.

Children also learned to sing and to play instruments, as musical abilities were developed through the initiatives of the teachers. Children were invited to put on shows to demonstrate their talent at important community programs everywhere in the Province.

Primary Health Care:

The Primary Health Care Program operated in the 22 villages and 292 mothers attended the health classes. The program aimed at improving the health status of women, children and the whole community through the dissemination of information. The relationship between hygiene and health was taught, stressing the importance of improving hygienic conditions by bathing, washing clothes and using clean water. The importance of food nutrition and cooking was underlined, as well as cleanliness in cooking areas. Training included the study of common illnesses such as cough, fever, ear-infections, wounds, and scabies; it also included preventive health care in immunization, breastfeeding and growth monitoring.

Alternative medicine (the use of herbal medication) was introduced to all centers. The villagers were taught the proper use and dosage of herbal medicine. These herbal plants grow easily in any type of soil, therefore, they are readily available, and have fewer side effects than medicines sold in pharmacies.

Agricultural Program:

The aim was to promote sustainable agriculture techniques that discourage the use of destructive pesticides and expensive fertilizers, and encourage the use of organic products, soil control and appropriate farm management techniques. The villagers were introduced to IPM (Integrated Pest Management), a technique that taught farmers to reduce the use of pesticides and turn to organic cultivation.

The project included the establishment of nurseries with different kinds of plants in each village. The acceptance of establishing nurseries demonstrated that the villagers valued the importance of ecological balance. The Department of Environmental and Natural Resources provided seedlings and technical assistance on nursery management and reforestation techniques.

Erosion destroys all the macro and microelements needed by plants for photosynthesis. This is the farmer's primary enemy affecting the quantity and quality of production. The agricultural program aimed at maintaining good production by preventing soil erosion, thus solving the problem of decreasing soil fertility.

TITLE: "Multi-Sectoral Development Project in Support of Resettled and Indigenous Populations residing in the Beles Valley and in Bordering Areas"
COUNTRY: Ethiopia, (Africa)
FOCUS: Integrated
NGO: CISP - Comitato Internazionale per lo Sviluppo dei Popoli
Via Germanico, 198-00192 Roma. Tel.06/3215498 (06/3216163 fax)
E-mail: cisp.pro@cisp-ngo.org Home page <http://www.cisp-ngo.org>
LOCAL PARTNER : Benishangul Gumuz Regional State

The program area covered three Woredas (Districts), namely Pawe, Manbuk and Mandura, in the Metekel Zone of the Benishangul and Gumz National Regional State. The program's direct beneficiaries were approximately 52098 people, whilst a further 49,000 were expected to benefit indirectly. The implementation of the multi-sector program officially started in March 1997 and ended in December 1999. The overall objective of the program was to promote long-term self-reliance and sustainable development in the project area through the strengthening of rural livelihoods. In general terms, the purpose of the program was to contribute to the socio-economic structure of the area through the development of family-run businesses and/or small-enterprise consortias (agricultural and non-agricultural), in order to reduce the precariousness of the area's productive activities and provide it with sustainable services. To achieve the general objective, the program has been operating in order to:

- contribute to achieving food security and to increase the income of the population through the promotion of sustainable agricultural systems;
- promote the diversification of economic activities through the boosting of activities that generate non-agricultural income;
- contribute to the improvement of health and hygiene conditions;
- support local institutions in providing equal access to existing social services to the population, and promote a closer correlation between institutional policies and emerging needs.

The program's specific objective was the consolidation and sustainability of the socio-economic and institutional systems of the Woredas of Pawe, Mandura and Manbuk. Activities were planned for the entire population residing in the three districts, including the Gumz population (the people resettled by the Ethiopian government in 1985-86), those already residing in the project area, and those who had migrated there voluntarily.

More specifically, in order to achieve its objective, the program developed the following components:

A) Agricultural component:

- To provide a sustainable supply of agricultural inputs through a revolving fund;
- To provide a continuing and sustainable supply of appropriate seeds produced locally;
- To increase farmers' range of usable soils in Beles Valley through the consolidation of sustainable agricultural techniques centered on the use of animal traction;
- To help stabilize animal husbandry in the Beles Valley through increased forage production, establishment of veterinary services at the village level and control of main cattle diseases with particular emphasis on trypanosomiasis
- To improve the diet and food security of the beneficiary populations through the consolidation of crop diversification, especially leguminous crops;
- To offer further income opportunities to farmers through the promotion of irrigated vegetables, fruit and cash crop production;
- To reduce post-harvest losses by farmers through the development of adequate storage facilities;
- To help conserve the fertility of agricultural soil and prevent erosion through the dissemination of multi-use arboreal species;
- To support non-permanent agricultural activities through the enhancement and rationalization of technologies, in particular those employed by indigenous populations;

B) Micro-enterprise promotion component:

- To establish a revolving fund managed by local institutions at central and village levels, to foster the development of micro-entrepreneurial activities;
- To improve the entrepreneurial skills and techniques of certain segments of the population (craftsmen, small merchants, cooperatives, etc.,) through training;
- To foster access to financial resources for micro-entrepreneurs through revolving funds and through technical assistance in applying for loans;

C) Environmental sanitation component:

- To provide access to sources of drinking water for several Gumz villages in the area;
- To help reduce the incidence of malaria in the area, *inter alia* through the support of activities by responsible local agencies;

D) Institutional building component:

- To improve the technical skills of the staff in the various ministries at the zone and district level through seminars;
- To improve the ability of staff from various ministries to formulate appropriate interventions, by improving their analytical capacities through training courses in Participatory Rural Appraisal methods (rapid and participatory diagnosis in the rural context);
- To assist the Zone Department of Education in promoting teaching programs that enhance the cultural identity of the various ethnic groups in the area;
- To improve the ability of the Community Skill Training Centers in Manbuk and Mandura to provide vocational training for artisans in the Zone.

TITLE: “Rural Small and Micro Enterprises Jomoro and Nzema East Districts”

COUNTRY: Ghana, (Africa)

FOCUS: Literacy and Numeracy, Small and Micro Enterprise

NGO: COSPE - Cooperazione per lo Sviluppo dei Paesi Emergenti

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In the Jomoro and Nzema East Districts of Ghana, the economy is mainly based on agriculture. Agriculture includes the production of cocoa, bananas, millet, coconuts, palm oil, chicken and pig breeding. Fishing, using traditional methods is also an important occupation. The trade and production enterprises are very small and constitute 30 percent of the country's economy.

Besides the production of agricultural crops, there is employment in carpentry, brickwork, tailoring, simple eating places and hairdressing.

There are approximately 11000 employed people in the areas, 70 percent of whom are women – most of whom are illiterate. Women are often left to raise their children alone with no husband and no land to cultivate. Moreover, married women are not necessarily more fortunate than single women, as husbands seldom take care of their families.

Rural, small and micro enterprises are considered important for improving the country's rural economy. However, no support is received from the government to set up and run these enterprises, there are difficulties in obtaining easy access to credit and insufficient technical information and skills in accounting and business administration.

For these reasons, COSPE set up a project aimed at improving rural, small and micro enterprises. The project includes the creation of an association for small managers, with the target of training 10 000 small managers, 7 000 of whom are women, over the next three years. The project also aims to involve institutions and governments in its activities.

The Association provides 5 000 people, 4 000 of whom are women, with legal assistance, and training in business and administration.

During the first year, it provided basic education courses in literacy and numeracy, in order to: educate people to manage their enterprises, deal with banks and suppliers, know market conditions and prices, to calculate the exact prices of crops and to control costs.

TITLE: “Salinas Grandes”

COUNTRY: Nicaragua, (Central America)

FOCUS: Integrated

NGO: MLAL - Movimento Laici America Latina

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The “Salinas Grandes” project operates in a rural area, in the south-east of Leon and on the Island of Venado. The project, which was approved by the European Union, commenced its activities in January 2001.

The project addresses 12 poor and socio-economically diverse communities: fishing communities from the coast, farming communities from the central region, people with no land, and people with no job opportunities. It involves a total of 1 306 inhabitants, 478 of whom are children.

The project has four primary activities: education, health, environment, and bank credit.

The main effort is to undertake individual activities while linking them to others, and the key aim is to improve living conditions.

The project relies on Community Organization, which is an ideal network to link activities to people’s needs. Community Organization means working to involve people in every decision and activity of the community, encouraging them to solve problems and support the democratic organization of various communities.

During the past year, MLAL has supported the definition of a political framework for the Communities: each Community elects a Directive Council; each Council contains four Work Commissions to supervise the four different activities; and each community has a Coordination Council, comprised of 12 Community leaders, who have final decision-making power. The final aim is to involve people in the community’s needs and living conditions.

To-date, the results in education are the following:

The Education Commission, in cooperation with the Nicaraguan Education Ministry, created four pre-schools for children and teachers in villages.

The objectives of the schools were to create socialization and union opportunities for children up to six years old, to develop their natural abilities, and to help them better face the first year of elementary school. This learning and playing experience provides the only opportunity for community children to come together.

The Education Commission also organized five groups of literacy courses for adults, with the target of educating people who were still illiterate.

MLAL is presently helping to launch the first year of secondary schooling. This project is difficult to develop because the secondary school drop-out rate is high, and because very few young people have finished primary school. MLAL provides text and exercise books for the schools.

Health: the Health Commission works mainly in illnesses prevention. It includes training courses for families on treating local diseases, various health themes, hygiene and family planning. It assists and treats children and families suffering from malnutrition, provides funds for buying medicine, and works to build and repair sanitation.

Bank Credit: the Credit Commission has been educated in basic notions of bank credit and related procedures. The aim is to obtain bank credit for people with the development of small business project and those with financial problems.

TITLE: “Development of food and agricultural sector”

COUNTRY: Kosovo, (Europe)

FOCUS: Integrated

NGO: AVSI - Associazione Volontari per il Servizio Internazionale

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amministrativa)E-mail: cesena@avsi.org milano@avsi.org Home page: <http://www.avsi.org/>

LOCAL PARTNER: AYA (Albanian Youth Action)

One of the most important consequences of the recent war in Kosovo, was that 75 percent of the rural population migrated: 43 percent fled abroad and 32 percent was scattered all over the country. Nowadays, 85 percent of these families have returned to their own villages. As a consequence of the war, agricultural production decreased, the harvest in 1999 was approximately 45 percent that of the one in 1997, agricultural tools used by farmers were seriously damaged, while seed, fertilizer and gasoline supplies were poor. The AVSI project focused on a professional literacy campaign, as recommended by the European Union. Counseling and training activities addressed a group of young men and women living in an agricultural area (Glaviciça - Pec Municipality). These activities were aimed at training technical operators in developing new capacities and technologies, to benefit the rural population in Kosovo. The training activities were focussed on 12 participants, but had a positive effect on the whole agricultural population of Glaviciça. The 12 original participants transferred their knowledge to other farmers, resulting in a “multiplier effect”. Moreover, this training helped farmers set up micro-enterprises to revive agriculture and food production. The project included the participation of young people, to transfer new knowledge to the younger generation, with the hope that in the future they will be able to develop new technologies in the agricultural and food sectors with no external aid. At the end of the activity, the technical tools used during the program were left to the local population, to ensure continuity. The training was planned through the analysis of local needs and “job descriptions”. Through the daily observation of farmers’ activities, problems were understood and training activities focused on them. Field visits ascertained the cultural and technological backwardness of the area; thereby making it possible to plan training activities based on real conditions in the field. Simulations; technical and practical exercises and on-the-

job training were planned, with a special focus on the territorial geomorphology and on the local agricultural traditions related to vegetables, fruit, animal husbandry, cereal growth and the transformation of farming products.

TITLE: “Rural Integrated Development in Xai-Xai”

COUNTRY: Mozambique, (Africa)

FOCUS: Small and Micro Enterprise, Literacy and Numeracy

NGO: ISCOS - Istituto Sindacale per la Cooperazione con i Paesi in via di sviluppo

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LOCAL PARTNER: "OTM (Organização dos Trabalhadores Moçambicanos)"

Mozambique is a unique African country. Despite the fact that it was under Portuguese domination for years and underwent a painful civil war before becoming a democracy, it has always retained extraordinary vitality.

The country's independence resulted in a crisis in agriculture because of the change in economic conditions and the neglect of large plantations. With the end of “compulsory labor”, farmers preferred to work on their own land rather than on state agricultural plantations, causing a decrease in the labor force. Consequently, production collapsed and goods for export fell. ISCOS aimed to help people improve their agricultural conditions, and to create assistance for increased food subsistence by educating farmers in the use of tools and new techniques, and in buying and trading crops and goods.

The Rural Integrated Development project was set up in Xai-Xai, in the Gaza District. The project founded four “Agricultural Houses” in the Sotoene, Xai-Xai, Inhamissa and Chimangue Districts. It was involved in promoting the association between micro-enterprises, developing a sales network, recuperating handicraft production, starting new work activities such as fishing and animal breeding, and providing training courses in agriculture.

The training courses were held in the “Agricultural Houses”, and lasted from one to three months. To guarantee this activity, ISCOS set up a Training Center, coordinated by an Italian education director and a corresponding local teacher. The Center employed local teachers, Italian experts, several technicians, and foreign consultants. Training included literacy and numeracy, the teaching of basic techniques in agriculture and in sales of crops. The technical training used a method based on adult education. The method used was circular: theory-practice-verification-theory. It was particularly interesting to link theory with practice, because this permitted immediate employment for the trainees. Group techniques were taught to develop collaboration among people. The tools used included: blackboards, tape recorders, slides and tests. Project duration is six years: two three year periods.

TITLE: “SABABOU-MADOGO: “Education,Health and Social project for rural women”

COUNTRY: Burkina Faso, (Africa)

FOCUS: Integrated

NGO: CVCS - Centro Volontari Cooperazione allo Sviluppo

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LOCAL PARTNER: “UNION DOGORI”

Burkina Faso is one of the poorest countries in the world. The literacy rate of its population is 24.5 percent (male) and 12.7 percent (female); the percentage is lower in rural areas, especially for women.

The project operates in the Houet District, where the education system provided by local institutes penalizes women. Specifically, the courses are expensive, are often taught in French and are mainly attended by men.

There are also serious health problems in the country. Women from Burkina Faso have the highest rate of fertility in the world, but also the highest mortality-rate for mothers and newborn babies. Malnutrition and infectious diseases such as HIV, are rife.

The CVCS project was set-up in collaboration with a local partner, the “UNION DOGORI”, which is a union of cooperatives, founded in 1981. During the rainy season, the “UNION DOGORI” helps cooperative members to cultivate land and to sell crops; during the dry season it provides the community with activities, such as education and training courses. The project is aimed at helping rural women and includes two main activities: education/training and health/social services.

The education/training project offers courses in basic literacy, followed by secondary literacy courses. It also provides training in organizing and managing small and micro enterprises.

This project aims to develop women’s roles inside the community.

The health/social project provides health officers with courses on HIV treatment and prevention. The project also offers courses for the entire population on hygiene and nutrition. The aim of the project is to increase awareness regarding the most common infectious diseases (such as malaria), to teach food security, nutrition, family planning and HIV prevention (paying particular attention to the transmission of the illness from mother to child).

TITLE “Food Security Programme in the districts of Macossa and Tambara (Manica Province) and Ile and Gilé (Zambezia Province)”

COUNTRY: Mozambique, (Africa)

FOCUS: Integrated

NGO: MOVIMONDO

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LOCAL PARTNER: Provincial and District Directorates of Ministry of Agriculture

Introduction

The project came to an end in March 2002. Activities focused on monitoring oil seed harvests, helping to find outlets for excess production, supervising the cashew chemical spraying programme, and purchasing goats for the re-stocking component. The main objective for the agricultural season was to improve the extension services in order to obtain significant productivity increases. Extension was considered a basic non-formal education activity. The aim was to greatly enhance sustainability by strengthening producer associations, and by creating more robust linkages between producers and private commercial agents, both in terms of input delivery and the commercialisation of agricultural surpluses.

Technical seminar on Rural Extension Methodologies in Northern Mozambique

In November 2001, Movimondo organised a technical seminar on rural extension in co-ordination with the Provincial Directorate of the Ministry of Agriculture and Rural Development (MADER) and the European Commission (EC) Food Security Unit (FSU). The presentations made by several NGOs, DNER and private companies focused on describing the structures of existing extension systems, methodologies adopted, co-ordination with Government extension services, the training of community facilitators, association members and the monitoring and evaluation of systems used. The presentations were successful in generating substantial debate and information exchanges among participants. Likewise, they were further complemented by two working groups aiming at determining the quality of extension packages available, as well as discussing appropriate exit strategies and estimating the costs of extension services.

The seminar had a significant impact on facilitating dialogue among different kinds of organizations (state, NGOs, private companies). It took place during a crucial period, as MADER and the EU FSP in Northern Mozambique were expanding with outsourcing operations targeting cashew and agricultural diversification (which involves the implementation of private agro-industrial companies). The presence of DNER also helped to create dialogue about the future pilot outsourcing operations, currently in their evaluation phase, for privatising extension services in the Zambezia and Nampula provinces. The main conclusions achieved included the following:

- Although different projects use unrelated terminology, there is a similar basis in their implementation methodologies. For example, all participants agreed on the key role to be played by producers associations in reducing transaction costs for commercialising surpluses and inputs, and on facilitating the dissemination of extension messages among their members. Most projects devote a lot of effort to training community extension assistants. There is however, substantial diversity in the methods used to provide the necessary monetary incentives to these facilitators so as to render this activity sustainable.
- Extension messages are likely to have a much larger impact if the crops chosen by the extension services have a direct impact on the economic status of the producers. However, it is necessary to continue providing support for key food security crops (e.g. cassava, rice etc.,

- There is a wide scope for improving the quality of the technological packages currently available, in order to maximise the impact of extension services.
- Strengthening the monitoring capacity of the State is crucial if the current outsourcing operations are to have the desired effect. Therefore, it is crucial that NGO projects co-ordinate their activities more closely with their State counterparts.

Strengthening the Local Extension Net

The project worked on a clear definition of the responsibilities to be taken-on by community extension assistants (CEAs concerning the distribution of seeds, and the dissemination of extension messages. It was necessary to refocus them to ensure that activities would have the desired sustainability, and that there would be no duplication of efforts by extension workers and CEAs. This is especially important in the areas where the project has been operating for two agricultural seasons, and where CEAs are capable of delivering simple technical assistance to fellow farmers. Given that all CEAs collaborating with the FSPMZ need to be literate and numerate to be elected within their community, the following tasks were determined:

- Mobilisation of farmers to adhere to project activities and adopt new technologies
- Quantification of seed needs, total production, and agricultural surpluses in his community
- Seed distribution
- Training farmers on basic techniques for oil seed and cashew production (together with the extension worker)
- Organization of credit repayment for agricultural inputs within his/her community

The extension worker is responsible for overseeing these activities to ensure that they are properly accomplished, and for delivering extension messages among participating farmers. The main change in the CEAs responsibilities placed emphasis on credit recovery, making them directly responsible for asserting pressure on farmers to increase credit repayment rates for seeds (currently at 40 percent and 70 percent for sunflower and sesame seeds respectively). CEAs expect to be helped in this task by traditional and other local authorities within their communities. Increasing repayment rates is a pre-requisite to ensure future interest from the private sector in undertaking agricultural activities when the project finishes. The project expects to guarantee the sustainability of this network in two different ways. First, most CEAs have purchased machinery to process crops (e.g. manual oil presses), or provide agricultural services (e.g. atomiser); the project trains them in basic management of micro-enterprises, and have the personal incentives to continue providing extension services after the project's departure. Second, the project supports the emergence of producers' associations and links them and CEAs to economic agents, both for input delivery and for commercialising agricultural surpluses. The main form of training given to CEAs during the period under review was on-the-job training by extension workers and sector officials, since all 45 CEAs had already received formal training on oil seed and cashew production in previous periods.

Increased h/h crop production, with a focus on diversification and productivity

Data from the baseline survey undertaken in December 2000, shows that the average household produces seven crops throughout the agricultural cycle. The FSPMZ is already promoting increases in productivity in the traditional cash crop sector (cashew), and introducing sesame which has proved to be reasonably successful in raising agricultural incomes. After careful evaluation of market prospects and discussions with both farmers and traders, the FSPMZ chose to promote increases in the production and productivity of groundnuts and paprika in the two districts; it had already trained CEAs in paprika production techniques at the beginning of 2001 and held two demonstration plots. The FSPMZ identified 150 farmers in the Alto Ligonha region, with good access to main roads and the Nampula market, who are willing to start paprika production in the target districts.

Increased animal production

The quarantine fence, finalised at the end of July, has the capacity to accommodate 400 goats at any single time. Extension workers received a one-week training session by the Livestock Provincial Services (SPP). The training focused on the identification of the most common diseases and the application of appropriate treatments. A minimum level of assistance was considered necessary during the adaptation period, since most beneficiaries were not familiar with goat rearing techniques (essential skills needed to avoid higher than expected mortality rates).

Extension workers were supported by a livestock supervisor in this task, who helped beneficiaries to identify inexpensive local treatments to reduce the cost of treating sick animals. Primary and secondary beneficiaries were trained by extension workers and the livestock supervisor, on the construction of individual fences and basic goat rearing techniques. Beneficiaries were expected to construct an individual fence before receiving the animals to reduce mortality rates and expressed interest in the activity. All primary beneficiaries completed this task successfully.

TITLE: “Project for the economic recovery of displaced people in the agriculture and agro-industrial sectors in South Mount Lebanon region”

COUNTRY: Lebanon, (Asia)

FOCUS: Integrated

NGO: ICU - Istituto per la Cooperazione Universitaria

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Due to 17 years of civil war in Lebanon, approximately 900 000 people were displaced. Many economic activities were abandoned and poverty in the country was wide-spread. In order to address the problems caused by the massive displacement of the population, the Lebanese Government created a Ministry for Displaced People. This Ministry formulated a national program to favour the return, during a first phase, of approximately 28 000 families to their regions of origin.

In this context, the implementation of the “Project for the Economic Recovery of Displaced People in the Agriculture and Agro-industrial Sectors”, was granted to ICU by the European Commission. The project was designed to provide, within a short period, a valid scheme to sustain the return of displaced people to their communities, encouraging the recovery of economic activities in the abandoned areas. This project is based on three main components: a service and technical assistance centre for farmers, a training component and a credit scheme aimed at the creation and rehabilitation of small and medium agricultural enterprises.

The project was financed by the E.C. on budget line B/5076 “Rehabilitation”, and is composed of two phases. The first phase lasted for three years, from 1996 to 1999. For the second phase, the E.C. awarded ICU a new contract to complete certain activities which were not be accomplished within the framework of the first project.

The main objectives of the project are the following: to contribute to the return of displaced people to their regions of origin, to facilitate their permanence and integration with the resident population through the rehabilitation of productive activities, and to create a new medium for small-scale enterprises in the agriculture and agro-industrial sectors in the region of Southern Mount Lebanon.

The project's goal is the creation of a Service Centre for Agricultural Development.

The centre will provide the following activities:

- technical services to farmers: demonstrations of innovative technologies, soil and product analysis, the rental and maintenance of machinery; and commercial services such: as market studies, product stocking, feasibility studies, and marketing assistance.
- training: practical training for farmers and agricultural technicians through seminars, and short and medium-term courses.
- credit: the management of a revolving fund of 1.5M Euro to grant credit to single farmers, cooperatives and agro-industrial enterprises.

The project has undertaken the following activities:

- rehabilitation and construction of the infrastructure of the Service Centre in a farm in Deir El Qamar – Chouf.
- assessment of training needs in the agricultural sector in the project area, organization of a training department, development of training sessions for farmers at the Service Centre in Deir El Qamar and in the field in farmers' communities
- establishment of a credit management unit and of a partnership agreement with the Banca di Roma Beirut Branch. ICU developed feasibility studies and technical follow-up, whilst the Banca di Roma implemented the financial credit management of the 1.5 M Euro revolving fund, to grant credit to farmers and farmer cooperatives in the Southern Mount Lebanon area.

During the second phase, ICU aims to implement the development of the arboriculture sector through the following components:

- a program for the rehabilitation of olive oil extraction industries, through participation in investments, aimed at improving product quality. The program has undertaken research on the oil industry situation in the Southern Mount Lebanon area and has defined needs and priorities for modernisation. In the implementation phase, the participating industries present investment plans which are evaluated by a project management. If the evaluation is positive, they are awarded grants totalling up to 50 percent of the investment.
- a program for quality control of olive oil. The program has established oil analysis facilities, and equipment and performs oil analysis services, for farmers and oil mills
- a distribution program of selected fruit trees to improve the quality and quantity output of fruit farms, a leading sector in the project area.

TITLE: “Kamurugu Agricultural Development Initiatives (KADI) – Kenya”

COUNTRY: Kenya, (Africa)

FOCUS: Integrated

NGO: ACCRI – Associazione di Cooperazione Cristiana Internazionale

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LOCAL PARTNER: Embu Diocese

Project activities focused on a hilly area of approximately 900 sq km, situated on the lowest south-east slopes of Mt. Kenya, where approximately 70 000 people from the Mbeere ethnic group live.

The area is characterised by frequent droughts and the soil is very poor. Social transformations and drought have destroyed the traditional economy, based on sheep rearing and a semi-nomadic agriculture. This has resulted in devastating effects on the population, with a periodic lack of harvest, malnutrition and insufficient incomes to meet basic needs, soil erosion and lack of fertile land.

ACCRI together with Embu Diocese, the local people, and local technicians planned a project to improve the local food and income situation, by supporting small-scale agricultural enterprises and providing technical skills to local farmers and cattle breeders.

The project started in 1991 with the assistance of volunteers sent by ACCRI. Since 1995, activities have been undertaken by a local team of technicians, who have achieved impressive results in fruit farming and food self-sufficiency. The projects aims to achieve the following:

- facilitate the accessibility of improved fruit tree seedlings
- provide training in fruit tree production practices, processing and marketing,
- strengthen the community-based organisations’ access to agricultural and livestock services and technologies on sustainable basis,
- build the organizational capacity of the community-based organizations,
- increase knowledge on agro-forest technologies for improving food security and income, considering environmental sustainability,
- facilitate the establishment of production and marketing association
- facilitate the organization development of Community Based Organizations (CBOs) and other civil societies or other grassroots organisations

The project works in the following areas:

Community development: dialogue with farmers to facilitate the development of sustainable farming activities, development of fruit production, capacity building of CBO, facilitating the growth of marketing associations, identifying alternative production options, facilitating community empowerment for socio-economic development.

Kamurugu farm: training centre, fruit production and demonstration farm, collecting and packaging centre, experimentation centre.

Gitaru farm/nursery: established nursery, certified by the Horticultural Crops Development Authority. The nursery produces high quality fruit tree seedlings (mango varieties, Citrus, Papaw, Avocado, other seedlings).

Achievements: KADI is working with approximately seventy CBOs throughout the Mebeere district, Eastern Kenya. Many farmers are now producing good quality fruit (mangoes, papaws) suitable for both local and export markets. KADI has facilitated the training of farmers' Associations called 'Mbeere Production' and 'Marketing Association'. Seedlings produced at KADI nursery are among the best in Kenya. The Association has also revived The Kiambere Honey Refinery, a project which had been on hold for the last seventeen years.

Some of the topics in community development are: fruit tree establishment management and production practices, harvest handlings, grafting, top working and budding, dry land farming techniques, leadership training, CBO development dynamics, soil and water conservation, environment conservation, animal health and production.

TITLE: "Project for a Complete Agricultural Development"

COUNTRY: Benin Republic, (Africa)

FOCUS: Literacy and Numeracy, Small and Micro Enterprise,

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LOCAL PARTNER: NGO ADECS

The Department of the Hills, in the centre of Benin (West Africa) is classified as one of the poorest areas in the country, with an illiteracy rate which exceeds 70 percent of the population. The annual per capita income averages approximately US\$350, and 35 percent of families live below the poverty line. The economy is based on agriculture, which generates 90 percent of the total income. The distribution chain is organized exclusively for cotton, with purchase prices fixed by the international market. The main obstacles for economic development are: difficulties in accessing production means, and the lack of professional training courses for farmers. Many farmers are forced to use moneylenders, especially during periods of drought, which exacerbates poverty.

The Gruppo Laici Terzo Mondo, in collaboration with ADECS (a local NGO) and with a contribution of the Italian Ministry of Foreign Affairs and the Episcopalian Italian Conference, is developing a project for complete agricultural development based on the following: creation of micro-credit structures; functional literacy for adults; technical training for the increasing of cereal productivity; and start-up of income generating activities. In collaboration with the regional office for adult literacy, 17 literacy teachers were trained to undertake an intensive literacy campaign in 14 villages. The courses, which were divided into two separate units, lasted five months each. They focused on calculation, reading and writing in the national language. In addition to the courses offered, women attended training courses related to the domestic economy and the management of the income-generating activities (local product trade in regional markets, soap manufacturing, agricultural product transformation etc.). Farmers attended specific training courses related to cultivation techniques: the rational use of adequate means of production (manure, selected seeds, etc.) and the reduction of post-harvest losses. Nine Saving and Rural Loan Funds (CREP) were founded in nine different villages, while staff were trained in financial and accounting management.

CREP is funded with an NGO grant plus an amount given from each member (about 4 Euro each). CREP manages itself independently, ensuring a turnover and advantages for all beneficiaries. It also gives small credit with no warranty to the very poor; and to those who would not normally be granted credit from other financial institutions.

Results:

The project, started up in July 2000, has achieved the following results in less than two years:

- 680 adults attended literacy courses and the 85 percent passed the Literacy Inspector Examination. 82.5 percent of the 680 participants were women.
- the nine Savings and Loan Rural Fund (CREP) counted 1 809 members: 43 percent women and 4 percent cooperative groups
- 1 704 small loans were granted to 722 farmers for agricultural activities and 982 women for income generating activities.
- the 100 percent refund rate by December 2001, proves that members are sufficiently responsible
- from a sample survey of 173 women, the average monthly return from income generating activities for each woman was eight Euro
- from a sample survey of 180 farmers, the average increase in corn production was 105 percent (corn productivity increased from 800 kilos / hectare to 1.650 kilos / hectare
- cereal banks were created in eight villages. These banks bought corn from producers immediately after the harvesting, stored it and sold it four months later with a 44.4 percent return on investment

Mrs Monique WUNCEME, illiterate until 2000, now owns a notebook. She uses it to record, in her own language, all her income generating operations and activities. For example, she wrote: 'I bought 20 "caga" (bows, local measurement) of corn at 1 000 Francs each. I spent 20 000 Francs in total. I sold them at 1 500 francs each, earning 30 000 Francs. By subtracting 20 000 Francs (employed for the purchase) from the 30 000 Francs, my net profit was 10 000 Francs. Marvellous!'