

MANAGEMENT OF RURAL DEVELOPMENT PROJECTS: CASE OF PROJECT OF GREEN AREA IN MAHOTAS**José Manuel Elija Guamba (PhD.)**

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ABSTRACT

The countryside has always lived large transformations in the productive and social dynamics. To a greater or lesser extent, these changes have been due to more or less planned interventions by agents who were somehow linked to this universe named. Whereas this intervention process is dynamic and that its format change to the same extent that promotes changes in social reality, in this article we will analyze the elements that make up the path of rural development projects and set their different conceptions. We will emphasize that the intervention process in the countryside can be conducted in different ways, with different objectives and by a great diversity of social actors. The research-action proved to be the most appropriate method since the idea was participatory intervention in the social reality of the researched group. Is an appropriate method to understand and intervene in social reality, thanks to its ability to stay in touch with the real problems. In it, participants play an active role and, recognizing the complexity of social reality, all variables are considered in the research (THIOLLENT, 1988). This case study dealt with how the solidarity economy can be the path to the generation of work and income for the population of the informal market. It is important to note that without the partnership between academia, the public sector and civil society in this work would not be possible. Among other conclusions and recommendations the experience of the project in the neighborhood of green areas, domestic vegetable gardens in Mahotas and community has shown that the formation of popular cooperatives through partnership, encourages people to improve the quality of life, not only for the families involved, but also for the local community. These experiences can generate the greatest streams of income for the community and, consequently, create better living conditions for the population.

Key Words: rural development projects, Green Area in Mahotas

Introduction

The historical moment in which the projects have become important tool of transformation of social reality has as starting point the period following the Second World War. From that time, and until the present day, many procedures related to projects and their language was being improved. This is therefore processes which will gradually embracing. In this way, relevant experiences that are at the base of the format that is known today.

One of these experiences refers to a strategic development process that became known as community development. This process began shortly after the first world war and was thought by developed countries aimed at "developing" countries poor. It was, therefore, a strategy that was marked by a large weight of European and American ethnocentrism. The logic was to identify the locations of the delay and take up their populations the ideology of progress. Such a political perspective of social intervention was heavily criticized, especially by the fact that it is mainly exogenous and linear.

Other period during which they experienced a deep rural intervention process, associated with the development of the community-based strategy, was the one who came to be known as green revolution or as part of the modernization of agriculture, corresponding to the decades of 1960 and 1970. What basically has such a policy was a strong induction to an intense technological matrix transformation of rural areas. The incorporation of these new technologies was held vertically, that is, in addition to being influenced by an intense propaganda that classified farmers in late and modern, these farmers just got public resources if a constrain to acquire inputs and new technologies that were being produced and disseminated. This modality, that credit and technological inputs, casava benefited industries and the urban environment, but got a large contingent of farmers and promoted a strong impact on the rural environment, especially due to environmental degradation and social degradation, expressed especially by rural exodus.

In the "underground" in this remarkable transformation of rural areas, there are surely several programs designed and implemented by government agencies and private, based on a broader development policy. It should be noted that such a policy was to make agriculture from various parts of the world something akin to an industrial modernization.

They believed these agencies they could keep under control the many variables that are part of the dynamics of agriculture and the rural surroundings and thus produce food as in a "production line of cars". The impacts, way up today, confirm that activity or social space has natural and social conditions which are not controllable under any circumstances (natural events, social networks ...). It appears, therefore, that the green revolution brought conquests, but a fairly high cost.

Based on these experiences, which presupposed the need for mere technical knowledge and took the audience just as a target to be hit from outside, by a set of measures, to realize the need to take this public as active participant in the development process. From there, many

methodologies have been developed, as will be seen in another unit of this course to make the encounter between different people and between technical knowledge and traditional knowledge.

This time coincides with the resumption of democracy in the mid in 1980, when civil society went on to create numerous forms of intervention in the social reality in many underdeveloped countries. Numerous non-governmental organizations, associations, religious groups, etc., emerged as actors with significant roles in society and, in many cases, were present in the realities of which the State was missing. In both its practical dimension – the effects of their actions – as with respect to advances towards the development of citizenship-participation as social subjects –, it is fair to observe that it was the fundamental achievements of these new times.

Although the use of projects have their origin, as already mentioned, at the end of World War II, the actions based on projects were becoming more chains and spread from this recent process, mentioned above. Most of the actions of these organizations that have gained expression in recent decades was set on projects aimed at improving particular social situation and competing for resources with financing institutions, public or private.

In our case, we are dealing with rural development projects that fall within a project called social mode. Social projects are formulated to attack a variety of social problems. In the definition of Armani (2003, p. 18), it is a "social action planned, structured on objectives, results and activities based on a limited amount of resources (human, material and financial) and of time."

The rural development project has the particularity to be facing the rural universe. And the first characteristic to consider is this: rural as space and as a place of social and economic relations. It follows then that the type of action requires a specific country and with specific projects, distinct from actions and projects adopted in the urban environment. It is important to note also that is not synonymous with rural agriculture. The rural exergue a set of agricultural and non-agricultural economic possibilities, and its dynamics is driven by social relations and has its own nature of this medium.

The concept of development also requires a definition. Over time, this concept was turning. Until the 1960, develop was synonymous with grow. The measure of development were the rates of economic growth. From the decade of 1970, that sense was plus the social dimension; develop transcended, the notion of restricted growth. In this case, was the need to improve the quality of life of the people, and this is communicated with income distribution, improvements in social services, etc. In more recent times, development has been associated with sustainable quality, as a response to the need to incorporate economic and social dimensions of contemporary concerns with the environment.

Talking about rural development means, promote an action aimed at improving the quality of life of people living in the mean, incorporating the cultural concerns, the economic and social environment. Therefore, a rural development project refers to a set of coordinated actions among

themselves and consciously directed by various social actors to produce a positive intervention in a particular rural reality. In situations of scarcity of resources and time, a project should seek to optimize the use of such resources.

Social Technology – The Interaction Academy-Community

Educational prospects of Freire (2005) and Boff (1986), line up the social management approach proposed by Tam (1998). For the author, the social is the "privileged space of social relations where everyone has the right to speak, without any kind of coercion" (TAM, 1998, p. 151) and social management is a managerial Dialogic process "where the decision-making authority is shared among the participants of the action (action that can occur in any type of social system – public, private or non-governmental organizations)" (TAM, 1998, p. 151) for the purpose of construction of citizenship, from the point of view of society and of the optics.

Social technology is understood as the "set of techniques, manufacturing methodologies, developed and/or implemented in interaction with the population and suitable for them, that represent solutions to social inclusion and improvement of living conditions" (BANCO DO BRASIL FOUNDATION, 2004, p. 130).

According To Luiz Gushiken:

“...speaking of social technologies is addressing processes that, at the same time, in the most modern knowledge agenda and in the earliest of intentions – overcoming poverty. Is to speak of concrete and innovative results of the work of people who have solved problems inspired by conventional wisdom and with the aid of researchers. It is also about solidarity economy organizations products that fall in an increasingly significant economic circuit (BANCO DO BRASIL FOUNDATION, 2004, p. 13).”

Dagninoetal (2004, p. 48) features four views on social technology, divided into four quadrants with two axes (vertical and horizontal). The vertical axis (neutrality) presents in its upper end the perception that considers technology as neutral, free from economic, political, social values or morals; at the lower end, the prospect is conditioned by values. On the horizontal axis (of determinism) the far left shows the perception that considers technology as autonomous; the law, in turn, presents the perception of technology as controlled by man.

The combination of each of the extreme perceptions, grouped two at a time, cause the visions explained in the vertical and horizontal axes: instrumentalism, determinism, substantivism and critical theory.

Social technology developed in the teaching learning process would be very close vision of critical theory, since it is conditioned by values and controlled by the man, in the search for alternative purposes for the solution of the problems encountered in each community,

recognizing the substantivism of each of them and creating their own institutions for the development and control of the projects, with full freedom to construction of the solutions to the problems presented.

Therefore, the social needs of technology transfer actions similar to the pedagogy of autonomy dialoged preached by Freire and "cannot be thought of as something that is done in one place and used on another, but as a process developed in the place where this technology will be used by actors who will use it" (DAGNINO ET AL., 2004, p. 57).

A form of social technology can be developed and stimulated is the management of community projects by the actors themselves that experience a given reality. These projects, once produced by and for the community, taking into account the needs and specific demands of that context, identified by those who live with them, they become important tools for people who are usually assisted by public policies and seek to transform the conditions of your surroundings.

Research-Action

The research-action proved to be the most appropriate method since the idea was participatory intervention in the social reality of the researched group. Is an appropriate method to understand and intervene in social reality, thanks to its ability to stay in touch with the real problems. In it, participants play an active role and, recognizing the complexity of social reality, all variables are considered in the research (THIOLENT, 1988).

According to THIOLENT, the research/action can be defined as:

(...) a type of social research with empirical basis that is conceived and developed in close association with an action or with the resolution of a collective problem and in which the researchers and participants are representative of the situation or problem are involved in cooperative mode or participatory (THIOLENT, 1988, p. 14).

It is necessary to emphasize the adequacy of research/action to the growing concern about the social and ethical aspects, in addition to traditional organizational and technical approaches. In this sense, THIOLENT (2005) highlights, among others, the possibility of employment of research/action in solidarity projects, in which stand out the dimensions of cultural, social, and religious, even warning about this hypothesis:

(...) so perhaps more pronounced than in other areas, the research/action in solidarity projects requires a clear ethical definition as to the relationship between the participants. The autonomy and empowerment of the beneficiaries of the projects should be pursued (THIOLENT, 2005, p. 184).

According to THIOLENT (1988) and VERGARA (2005), action research is a methodological strategy of social research, whose characteristics are:

1. extensive interaction between researchers and people involved in the situation investigated;
2. resolve or at least clarify the problems of the situation observed;
3. increase the knowledge of researchers and knowledge or the "level of consciousness" of people and groups considered, not limited, therefore, a form of action (under the risk of incurring activism);
4. grounded theory in action and vice versa;
5. analyze the theory during the change process, caused by the action of the subject;
6. is recommended for investigations with small groups, it is not suitable for use in macro level.

One of the main limitations of the research/action is based epistémica. Due to the fact that, at the same time, the researcher to investigate and intervene in social reality, namely, that there the detachment necessary to research object, there is a risk of research does not meet the scientific criteria. However, a research/action can be well conducted, reaching scientific rigor to portray the social reality and equating their problems without partiality. You can also say that, because dealing with personal experiences, their results are not generalize to other groups and other social realities.

Management of Rural Development Projects

Before specifying the parts that make up a project to develop rural, it should expose some definitions. Initially, it should be pointed out that, in the process of building a project, and essential to the fulfillment of the three phases, intrinsically connected with each other: the planning, implementation, and evaluation (CURY, 2001). The processes of implementation (monitoring) and evaluation will be covered in other unit; Here, we will work from the perspective of planning.

Plan is to break with the logic of improvisation or, at least, restrict the improvisation to the minimum possible. When we plan, we are exercising our ability to think the future analyses of this reality. Therefore, it is essential to assess past experiences, interpret this reality and know where to go.

In general, organizations that promote interventions in the social environment they do from general principles and fundamental. What does it mean to say that no acts without first understanding and define what shall justify such actions. This fundamental principle we call politics. It is common for organizations, State or not, are no longer clear what is their policy. To make such a policy, are giving to know the parameters from which they wish to be recognized

and the place from where they are formulating their actions. In this sense, the policy concept refers to a general orientation that will be informing certain actions.

These actions constitute the means for achieving a particular purpose. Therefore, in a planning process, "are the means that will justify the ends", and not the otherwise. To define the appropriate means to the ends that we project, some basic questions are: how? With what? What? For what? For whom? The answers to such questions point to the prospect of planning, that is more operational, as for the political perspective that is more strategic.

Drawing up of Community Projects

Community project can be defined as a set of activities into concrete actions, with the aim of meeting the needs identified by a community. The elaboration of projects is divided into four stages: identification, feasibility, design and analysis (TENÓRIO, 1995).

1. Identification

From the finding of the existence of problems in a community, are identified, needs that may be met through the implementation of projects. The project should have a strategy for action in which the community is no longer the taxable person to be the subject of determining the process of transformation of its socio-economic and political condition. The project will achieve positive results if the population to be benefited if involved in all stages of its elaboration (TENÓRIO 1995, p. 18).

Yet as the author, the activities to be developed in this stage are:

1. Raise preliminary data and information, in order to characterize the problem to be studied;
2. Specify the area in which the project will be carried out;
3. Identify the importance of the needs to be met within the specified area;
4. Define the objectives to be achieved;
5. Identify the beneficiaries of the project;
6. Identify the necessary resources: human, financial and technological materials.

2. Viability

In this step, you must identify which of the alternatives listed above will be more feasible under the technical aspects, economic, financial, social and ecological management, according to table 1.

Table 1: Types of Feasibility

VIABILITY	DESCRIPTION
Technique	Verify that the chosen technologies will be appropriate in relation to the funds invested and results to be achieved
Economic	Verify that the human and natural resources, existing materials will meet the needs of the project
Financial	Check the feasibility of expenditure incurred during the implementation of the project
Managerial	Check the adequacy of the legal and technical aspects of project management
Social	Check the social consequences resulting from the implementation of the project
Ecological	Check the consequences of the project for the protection of the environment

3. Project

This step consists of the description of the content that should be included in the document that will be presented in the form of project. In it are explained:

1. diagnosis – analysis of the area that will be deployed to the project, with information on socio-economic aspects and other relevant information;
2. beneficiaries – the target audience of the project;
3. General and specific objectives;
4. justification-relevance of the project in relation to problems identified;
5. programming of activities;
6. description of the methodology of action;
7. identification of donor agencies and funders or institutions;
8. budget programming of financial, human resources, materials and technology;
9. Administration of the project;
10. monitoring methodology;
11. annexes, where necessary.

4. Analysis

Is the last milestone of development and aims to examine whether the proposal will be able to meet the idea or issue originally identified.

Management of community projects

The community project management involves three basic functions: administration of human, material and financial resources (TENÓRIO, 1995), being defined as a set of activities to manage in an integrated manner these three functions present in any project, aimed at the public interest.

Human resources management and important in any project, human resources has a vital role in community projects and decisive, "because they are the people, through their work and effort, which enable the community activities" (TENÓRIO, 1995, p. 76).

These activities represent the set of procedures and techniques related to the planning, recruitment, selection, descriptions, training, remuneration and performance analysis of human resource management:

1. to identify and select the most appropriate profile participants with the work to be developed;
2. set the function that each performs in the draft;
3. train them, encourage them, pay them and administer their performances.

The management of material resources aims to ensure the permanent availability of the resources required for the project is the main objective of the administration of material. To this end, it is necessary to control the consumption, the need, the acquisition, storage, and distribution of the various types of objects, machinery, equipment, furniture, food etc, indispensable to the operation of the enterprise. Control maps of expendable materials, schedule of entrance and exit control, annual inventory, stock control, purchase orders and registration of suppliers are some of the instruments and activities necessary to meet the demands that occur over the life of the project.

Administration of financial resources; "Hire people, buy materials, sell products or services, receive transfers of funders or institutions still receive a contribution from the community, all this involves money and as a result should be administered" (TENÓRIO, 1995, p. 65) to be achieved the objectives of the project. Anticipate and accompany the credits received and disbursements made to make possible the continuation of the project are activities that should be supported by financial management instruments, such as: budget, cash journal, cash flow and accountability that facilitate and give transparency to the financial results of the project to the community.

Evaluation of Community Projects

Before the project, discusses the future; for the present; and then, actions – the past. Are moments that correspond, respectively, to the stages of the evaluation process: analysis, monitoring and final evaluation. We see evaluation as a process of social interaction in which the different actors (beneficiary population, community workers, funders etc.) trade knowledge, that is, places them ' on the table ' for the common good of the Community (TENÓRIO, 2003, p. 17).

The analysis and evaluation stage and held at the end of the process of elaboration of the project analyzing what will happen in the future. Step usually performed by those who will support or finance the project. The monitoring and evaluation and step performed during the execution of the project, managing the present actions in order to ensure that the planned activities are being implemented as planned.

Final evaluation and the last step in the process of evaluating projects, promoting a revision of activities performed (passed) to check if the planned objectives have been achieved and the problems identified have been solved.

Application of Social Management

Case of Study

Project of Green Area in Mahotas Neighborhood of Maputo Municipality

The intention of this case study is to demonstrate that projects domestic gardens and community gardens in a per-urban district from a methodology based on interactive learning process and participation among all involved. The team aims to make these experiences generate new projects for the low-income population.

The draft green areas in Ka-Mavota Municipal District in the municipality of Maputo; the result of a partnership between the municipality of Maputo and the University St. Tomas of Mozambique (High School of Agriculture), for the formation of an increasing number of joint ventures anchored in democracy, freedom, social justice and equality.

On food and nutritional security program of the municipality of Maputo, through the urban agriculture, are provided for actions aimed at the production and access to food safe through the implementation of domestic vegetable gardens, community vegetable and school vegetable gardens.

In the Community Garden Project (PHC), what occurs is a partnership between the municipality of Maputo, the University São Tomas and the participants (residents of neighborhoods), being the first provides technical assistance with meetings and field visits. The Municipality provide: bamboo fortnightly to surround, compost, manure, inputs, seeds and seedlings of vegetables; the

University offers knowledge and production technology. In contrast to the end, which can be anyone in the community who want to cultivate a vegetable garden in your backyard, responsible for the cultivation of vegetables and the use of water.

In this case study of the project green zone of Mahotas was considered, the draft of the community gardens that counts with the participation of 21 families who have joined the project, and were already have in their backyards domestic vegetable garden. The Municipality provide 2 hectares of land for community garden, which is being prepared by the community, with the aid of the municipality and of the technology incubator of the General Union of Cooperatives of Maputo, the latter linked to the University S. Tomas of Mozambique and the Professional Institute of employment and Vocational Training.

The neighborhood of Mahotas, which is located in the northern region of the municipality of Maputo, Ka-Mpfumo Municipal District began to exist in 2000 to house families who have been affected by floods or living in hazardous areas and in other neighborhoods and who had an income between zero and three minimum wages. It was planned and built through a partnership between the municipality, the National Institute of Disaster Management and International Cooperation partners; within the program of resettlement of families affected by the floods.

In 2002, it was found that, due to the low purchasing power of families that received food from the health surveillance system of the municipality, had low consumption of vegetables and this was the cause of malnutrition in those families. He, then, in a project of green areas, where families were encouraged to cultivate vegetable gardens in their backyards with the aim of improving the quality of food and also to generate some income from the sale of surplus production.

The objectives of domestic vegetable gardens and community garden projects in Mahotas are:

1. Promotion of the health of the population as a whole, through educational actions (environmental, behavioral and food);
2. Decent work in order to safeguard environmental and social aspects;
3. Creation of affective ties and solidarity among the group involved and the community;
4. Promote the food security of the target audience and the local community;
5. Employment and income generation through the production of healthy food (no pesticides) and with a low cost, since the cost of shipping the product was eliminated from the production system;
6. Making participants able to make management of the enterprise (community garden);
7. Elevation of self-esteem, because with the daily work dedicated to produce their own food helps to create awareness of the everyday activities and sense of identification with

the process of building their identities, rescuing the joy to live and feel included in society as a whole.

The methodology adopted in the preparation and implementation of the project of green areas, and the participatory planning process which takes place in three stages (Vieira, 1995):

1. The formation of the critical conscience, that contemplates the self-diagnostic phase, with knowledge of academic and popular content. So this first step can be interpreted as the time to work on the popular education, environmental education, and the exchange of knowledge in General from critical theories that allow, through dynamic, meetings, lectures, exercises, practical-theoretical, the recognition of historical objective degree social exclusion. As well as, develop occupation, transformation and generation of production, through the proposed activities for implementation of vegetable gardens. This time includes the popular as holder of knowledge indispensable for the development of the work;
2. Step of proposing solutions to address problems detected in self-diagnosis, which materializes by the ability to create a project of their own, being the subject to perform the praxis, that is, an action which makes it possible to target the social, personal and community transformation. This step corresponds to perception of the need for autonomy for the sustainability of community gardens;
3. Step of the discovery of the need to organize, which translates by citizenship as a means and an end.

In this sense it is put that some civil society organizations, municipal health services, University S. Tomas and research institutes; with the interest of enhancing the people's work, developed methods of participatory planning to work in groups (community, managers, social movements and organs etc.), we present the following principles: participation of all; shared decision; insight (awareness); decentralized action.

The intervention aimed to direct and guide the course of history, where the subjects participants are concrete beings in potential movements of transformations of their own social relations. Participatory projects on food and nutritional security are most effective and sustainable when the audience participates fully, both in its planning and implementation as in their monitoring and evaluation.

The draft green areas began with the participatory planning where, through regular meetings with the participants, have been identified the main problems of the target group of low-income households. The organization of families who are participating in the project came from individuals who identified themselves with the production of vegetables in their backyards or that lacked adequate in their backyards for growing a vegetable garden or to have a vegetable garden and who had the desire to work in a group, in a larger area.

The process occurred this way because since its formation, the district has integrated action coordinated by Municipal Health and Social Development Department with partnerships the University and civil society, aimed at the development of the community as a whole. In this process many meetings were held with the aim of structuring the Group and organize the actions.

In the process of implementation of the project – the stakeholders were aware that for the full range of objectives, was only possible if the intended audience is involved from the beginning of the project, because only in this way will be made aware that the space being created belongs to them actually. The links created in this way between the participants and the location were very strong. In a joint scheme are carried out the activities necessary for the implementation of the Community Garden Project.

These meetings were planned activities: a) cleaning the ground; b) installation of the fence and gates; c) hydraulic network installation; d) masonry constructions (machine and ranch for sale). The Flatwork terrain, construction of curbs and openings of pits for fence installation, operational activities are and will be carried out by the machinery and agricultural implements of Municipality

Training for production-training of the target group was held in the meetings where the following topics were discussed: a) the importance of vegetable to improve diets in the community; (b)) how to generate surplus and increase the family income; c) production methods; d) production techniques, among others.

These meetings were coordinated by the professionals responsible for the project, a Social worker in the neighborhood and members of the General Union of Cooperatives, an agency specializing in education and training of peasants tied to the research center of the University are Tomas and the Institute of employment and vocational training and has the presence of a Social worker in the neighborhood.

The production planning group was held so that the participants were able to make the management of the enterprise without the tutelage of social programs. Among the vegetables that were produced, we can mention the following: squash, lettuce, beets, carrots, chicory, cabbage, cucumber, bell pepper, okra, radishes, cabbage, Arugula, scallions, parsley, coriander among others. The choice of species to be cultivated was held together with the group, and there is concern about the diversification of cultures of greater nutritional value, to diversify the food and the greater market demand because of overly produced.

The families of green areas, increased consumption of fruits and vegetables in the diet, with production at a low cost and access to good quality food made easy. This food is fundamental to human health part of their food. The backyards, which before had debris, Mandal etc., today have become useful and pleasant spaces by keeping them free of poisonous animals and undesirable. With this the project has provided an improvement in quality of life and self-esteem building, still, for some families income by selling surplus production. Another plus point that

needs to be remembered here is that some people have identified with both the production of vegetables that have been given the desire to organize a community garden, with economic goals.

The availability of an area for the installation of community garden and the works that are being carried out, the Flatwork and land preparation are also goals that were met. The project presents some positive results including: a) formation of the Working Group; b) awareness of community work, where the results will be distributed according to the hours of dedication, which implies the need of organizing the control of hours worked; c) definition that decisions will be taken in the Group and in consensus. Another important result was the joint effort undertaken to clean the ground; the target audience's involvement with the space created will allow the awareness that the project belongs to them actually.

Actually the project of green area may be transfer the social management project experience and technology for many neighborhoods in municipality, through developed numerous projects, which have been disseminated to other neighborhoods where were identified poverty, malnutrition problems, employment, etc.

Conclusions and Recommendations

This case study dealt with how the solidarity economy can be the path to the generation of work and income for the population of the informal market. It is important to note that without the partnership between academia, the public sector and civil society in this work would not be possible.

The experience of the project in the neighborhood of green areas, domestic vegetable gardens in Mahotas and community has shown that the formation of popular cooperatives through partnership, encourages people to improve the quality of life, not only for the families involved, but also for the local community. These experiences can generate the greatest streams of income for the community and, consequently, create better living conditions for the population.

The application of social technology was possible in those experiments, as an effective alternative to the solution of social problems of every community, by exchanging the Academy-community. The solutions were built through the research-action: while social technologies moved into the community as a knowledge about the reality of these areas of the city was transferred to the Academy.

Work with communities is a stimulating experience and full of challenges, it provides to the Academy the opportunity to rethink not only their practices, how the nature of social management. The case study presented here and an example of the expansion of community capacity to intervene in their social reality and generate benefits that can be shared and replicated to other communities.

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