



TOCANTINS, ENERGY, EDUCATION, PARTICIPATION - TEEP



Final Report

Qualitative Evaluation of the Results of the TEEP Program

Invitation to Tender & Terms of Reference n° 1/2002
“TOCANTINS, ENERGY, EDUCATION, PARTICIPATION”
Instituto Ecológica.

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Contents

1. INTRODUCTION	1
2. OBJECTIVES	3
2.1 General Objective	3
2.2 Specific Objectives	3
3. PROCEDURE.....	4
4. EVALUATION METHODOLOGY	6
4.1 Evaluation Indicators	7
4.2 The Metric Used in the Questionnaire.....	9
5. RESULTS	11
5.1 Questionnaire evaluation – Non-Indigenous Communities.....	11
5.2 Questionnaire Evaluation – Indigenous Communities	28
5.3 Questionnaire Evaluation – Collaborators vs Communities.....	33
5.4 The Evaluation Team’s Perceptions & Suggestions.....	35
5.5 Examples of Success.....	36
6. QUALITATIVE EVALUATION OF DIDACTIC MATERIAL.....	38
6.1 Facilitator’s Manual.....	38
6.2 Handbooks	39
7. CONCLUSIONS & RECOMMENDATIONS.....	41
7.1 Program Implementation	41
7.2 Recommendations for Future Program Phases.....	42
7.3 Program Themes, Timing and Methodology.....	42
8. BIBLIOGRAPHY & REFERENCES	44
9. Appendices	45

1. INTRODUCTION

This document presents the “Qualitative Evaluation of the Results of the TEEP Program” in relation to the Program Partners, the municipalities and the public targeted by the program in Tocantins state. This evaluation was conducted by Vibhava Consultoria Empresarial (VCE) at the request of the IIE – Institute of International Education.

The TEEP Program (Tocantins, Energy, Education, Participation) is an environmental training program implemented by the Instituto Ecológica in Tocantins state beginning in 2001. In its implementation of the TEEP Program, the Instituto Ecológica is subcontracted by the Institute of International Education (IIE) which, in turn, is contracted by USAID – the United States Agency for International Development (Washington, Bureau EGAT) for the implementation of a number of its international cooperation programs worldwide.

The TEEP Program was conceived during the First Seminar on Environmental Education for Hydroelectric Projects, which was held in September 2000 in Palmas, the capital of Tocantins state. The Program’s creation was driven by the perceived need for adequate training for the staff of the government agencies and private companies, and for groups of people from communities which are, or will be, involved in the process of discussion and development of new hydroelectric projects (HEPs).

The main objective of the Program is to increase the skills of the communities involved (the staff of government agencies, NGOs, small-holders, women and indigenous groups) so as to enhance their participation in the decision-making processes associated with the planning and construction of large-scale HEPs, by increasing their knowledge and understanding and by facilitating the establishment of relationships and support networks. Program Collaborators include public and private institutions, civil society and Non-Governmental Organisations (NGOs).

The Program envisages the formation of ‘multipliers’ who will be active in municipalities where new HEPs are to be built and in the indigenous communities that will be directly or indirectly affected by these projects, as well as the training of leaders of local and indigenous groups and of Environmental Education officers in the participating agencies.

In the first phase of the TEEP Program, which lasted for one year, a total of four groups were trained. The participants in these groups consisted of residents from six municipalities likely to be impacted by HEPs (Palmas, Ipueiras, São Salvador, Peixe, Gurupi and Paranã) and indigenous representatives from two ethnic groups (Karajás and Xerentes). A total of 106 non-indigenous and 54 indigenous people participated in the training process. It is expected that, by disseminating Program material and by replicating the training course, these ‘multipliers’ will pass on information to at least 530 non-indigenous people (assuming a ‘multiplier’ factor of 5) and 811 indigenous people (assuming a ‘multiplier’ factor of 15).

The methodology adopted for the TEEP Program has two important characteristics. First, it enables the participation of all of the actors involved in or affected by hydroelectric projects (the project developer, the government, the municipal councils, small-holders, etc.). Secondly, it is flexible enough to enable people with very different knowledge levels and educational backgrounds to take part in the same training course.

The training courses were modular in structure and had an average duration of 16 hours. At the end of the training process, it was expected that each trainee would become a 'multiplier' and, having received didactic material to assist with this role, would pass on the information acquired during the course to other members of his or her community.

2. OBJECTIVES

2.1 *General Objective*

“Qualitative evaluation of the results of the first phase of the TEEP Program following its implementation in municipalities in southeast Tocantins and in communities of the Xerente and Karajá indigenous peoples.”

The descriptions of the evaluation procedure, analyses and conclusions which provide a complete assessment of the activities of the first phase of the TEEP Program, and the overview of the results, impacts and reproducibility of this Program presented in this document are referred to as TEEP-A.

This framework should be of assistance to Ecológica and its Partners in two distinct but equally important ways. First, it should provide practical conclusions so that the lessons learned in Phase 1 of the TEEP Program may be incorporated into Phase 2, thereby improving Program performance.

In addition, external independent evaluation conducted by a group of professionals who are in no way connected with the implementation of the Program should provide consistent and strategic information about the results of the Program and the impact it is having.

It follows, therefore, that strategic evaluation is necessary and reinforces the case for the adoption of the TEEP Program methodology in other target institutions. The qualitative evaluation of the TEEP Program is considered essential in assisting the replication of the Program as a mechanism for dialogue between civil society and the promoters of infrastructure development under the aegis of sustainable development.

“Qualitative evaluation of the involvement and participation of the partners in the process of Program development.”

In view of the fact that sustainable development and the empowerment of civil society are central elements in the strategic vision of Ecológica, its Partners and Collaborators, the TEEP-A is invested with considerable responsibility and its results should contribute to the improvement of the process of the implementation of the TEEP Program in subsequent phases.

2.2 *Specific Objectives*

“To monitor and assess the coordination of the Program so that, if necessary, the Program’s development may be adjusted to ensure fulfilment of its proposed objectives.”

“To assess and define evaluation indicators which are measurable and flexible for each type of target audience or community involved in the Program.”

3. PROCEDURE

We believe that a fundamental characteristic of the TEEP Program is its *direct* approach which empowers and enables democratic participation in infrastructure projects, and which is founded on the concepts of sustainable development and social participation. To ensure that the TEEP-A was consistent with these characteristics, Vibhava Consultoria Empresarial (VCE) proposed a Procedure which emphasised simplicity and objectivity.

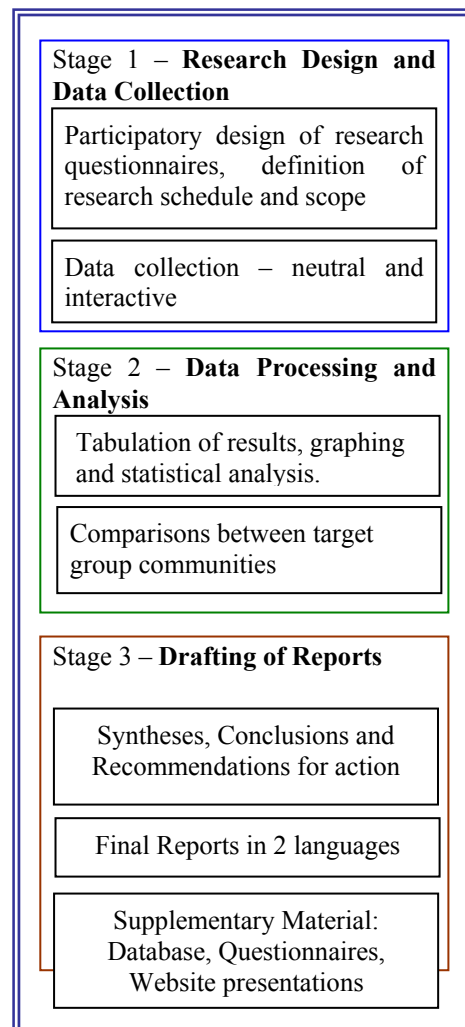
Given the indicators required for the TEEP-A (as stipulated in the Terms of Reference) and the general concepts of evaluation of both process and quality, VCE allocated a brief preliminary period for questionnaire design which, was, we believe, essential.

In keeping with the participatory spirit of the TEEP Program, but maintaining the independence required for the validity of its evaluation, VCE consulted with Program Partners about the design of the questionnaires to be used in the TEEP-A, and about the most efficient method of gathering answers to these, balancing the need for accuracy against the constraints of time and cost.

This consultation with the Program Partners in no way exempts VCE from responsibility for the success of the evaluation activities.

The table below shows the various stages of the Procedure adopted, specifying the maximum time scheduled for each one and the time taken for completion in each case.

It is inevitable that, because of the interactive and dynamic nature of the evaluation work, the stages described may not be exhaustive or even sufficient despite all the methodological and logistical care that has been taken.



The Procedure adopted consists of three stages, as follows:

1. Research Design and Data Collection;
2. Data Processing and Analysis; and
3. Drafting of Reports.

Evaluation Stages and Scheduled Conclusion Dates

<i>Stage 1 – Research Design & Data Collection</i>		<i>Date Completed</i>	<i>Date Scheduled</i>
1.1	Define the set of evaluation indicators to be used for each institution/focal point of the Target Public (communities, collaborators);	10/02/2003	10/02/2003
1.2	Draw up the research questionnaire based on the defined indicators.	12/02/2003	12/02/2003
1.3	Organise and hold meetings with each institution/focal point of the Target Public so as to enhance the quality of responses to the research questionnaires.	02/03/2003	07/03/2003
1.4	Hold at least two “assisted meetings.” These meetings were held in Ipeiras and Paranã and more than four people were interviewed on each occasion.	25/02/2003	07/03/2003
<i>Stage 2 – Data Processing & Analysis</i>		<i>Date Completed</i>	<i>Date Scheduled</i>
2.1	Critical examination and consistency check on the data collected in the questionnaires and from other sources.	10/03/2003	14/03/2003
2.2	Organization of the qualitative information contained in the questionnaires and transferral to an internally linked database.	16/03/2003	21/03/2003
2.3	Use the information compiled in the database to analyse and form views on the results of the TEEP Program.	26/03/2003	28/03/2003
<i>Stage 3 – Drafting of Reports</i>		<i>Date Completed</i>	<i>Date Scheduled</i>
3.1	Solicit suggestions for the structure of the Final Report;	27/03/2003	28/03/2003
3.2	Elaboration of the Draft Report;	10/04/2003	02/04/2003
3.3	Collect comments on the Draft Report from coordinators within the Program Partner organisations;	15/04/2003	07/04/2003
3.4	Compilation, ordering and distillation of these comments;	17/04/2003	10/04/2003
3.5	Elaboration/finalisation of the Final Report	25/04/2003	15/04/2003
3.6	Presentation of the Final Report in seminar/meeting.	14/05/2003	30/04/2003

4. EVALUATION METHODOLOGY

To clarify the organisational structure underlying the evaluation of the results obtained, it is helpful to classify the various components which participated in the execution of the TEEP Program. VCE has chosen to refer to the institutions and groups involved in the TEEP Program as “Partners”, “Collaborators” and “Communities” as shown in Figure 1 below.

Figure 1 – Institutions and Groups Participating in the TEEP Program

PARTNERS	TARGET GROUPS			
<ul style="list-style-type: none"> ❖ USAID ❖ IIE ❖ Ecológica 	Collaborators	Communities		
	<ul style="list-style-type: none"> • The Public Ministry of Tocantins • IBAMA – Brazil’s federal environment agency • FUNAI – the National Indian Foundation • Naturatins – the Tocantins state environment agency • SEDUC – the Education Secretariat of Tocantins • OAB-TO – the Tocantins branch of the Order of Brazilian Attorneys • Grupo Rede/CELTINS • Investco • The Tocantins Forum of Environmental NGOs 	Non-indigenous	Indigenous	
		<ul style="list-style-type: none"> ✓ Palmas ✓ Peixe ✓ São Salvador ✓ Paranã ✓ Gurupi ✓ Ipueiras ✓ Araguaín 	<ul style="list-style-type: none"> → Xerente → Karajá 	

The evaluation proposed for the TEEP Program is a structured undertaking which seeks answers to specific questions arising from management representatives within the Program Partners (USAID, IIE and Ecológica). An evaluation is an occasional exercise, and can thus be distinguished from “performance monitoring” which aims to provide a constant flow of information.

An evaluation should focus on the reasons why results are, or are not, being achieved, on outcomes which were not foreseen, or on questions relating to the interpretation of the program/activity’s results, relevance, efficacy and efficiency, impact, sustainability and potential for replication.

An evaluation exercise can take various forms and adopt different methodologies, ranging from ‘participatory workshops’ to highly specific evaluations conducted by specialist personnel.

The process of data collection necessarily involves aspects of a census, seeking to reach the largest possible number of people within the Target Group. Because of the size of the TEEP Program’s Target Group, to maximise efficiency, and to complement the one-on-one questionnaire-based interviews which were used to populate the database and the ‘assisted evaluation meetings,’ VCE also conducted some telephone interviews.

Alternatively, in a few instances, respondents completed questionnaires by themselves and returned them by post or via e-mail.

To maximise the effectiveness of the chosen method of information gathering, draft questionnaires were prepared containing questions designed to evaluate the indicators discussed below. These questionnaires were thoroughly discussed by the members of the evaluation team and distributed to Program Partners for their comments. Once the final drafts had been approved by the group, the questionnaires were then formatted so as to facilitate their completion in hard copy or as electronic versions distributed by e-mail.

Over the period from February 26 to March 16, 2003 personal interviews were conducted with all trainees whose addresses could be confirmed. In all, a total of 86 interviews were completed with respondents in Brasília, São Paulo, Rio de Janeiro, Palmas, Gurupi, Ipueiras, Palmeirópolis, São Salvador, Araguaína, the settlements of Retiro, Paranã and Porto Espírito, and indigenous representatives from the Xambioá, Karajá and Xerente tribes.

In order to enhance the ability to evaluate and comprehend the TEEP Program's training courses, the consultant, Eveline Medeiros, attended one of the training courses held in Palmas.

4.1 Evaluation Indicators

The design and wording of the research questionnaire takes into account the proposed survey method and sets out the various indicators used to meet the requirements of this evaluation.

Questions addressing the different aspects under investigation in the evaluation process are structured according to five parameters, within which are contained the basic indicators outlined below:

i. The Intrinsic Quality of the Program

Seven questions evaluating the Program's intrinsic quality were posed to Program Collaborators and to non-indigenous communities. For the indigenous communities, these were reduced to five questions.

The first aspect evaluated was the didactic material used in the training courses, in particular the quality of its presentation, its content and the ease with which it could be followed and understood.

Next, the techniques used to convey this material to the course participants and the duration of the course were evaluated, in order to find out how these had contributed to participants' understanding and comprehension of the themes addressed.

Finally, respondents were asked whether they had consulted the material they were given during the course, in order to check the relevance of its contents to the trainee.

Indigenous respondents were also questioned about their understanding of the handbooks which were translated into their languages (Question 3).

ii. Effectiveness of the Implementation Process

The Effectiveness of the Implementation Process was evaluated by trying to identify actions taken by the participants as a result of the commitment or knowledge acquired on the course.

Participants' commitment to passing on the knowledge acquired in the training courses, previously evaluated in a quantitative manner by the Instituto Ecológica, was checked by examining the degree of interaction between trainees from the same region, and the commitment of the group towards this interactive process.

Another indicator that was investigated was the degree of clarification and improved understanding of citizens' rights and whether there had been behavioural changes in this respect as a result of the information obtained in the training courses, with questions probing respondents' perceptions regarding individual and collective motivation.

Five questions were asked in relation to this aspect. For the indigenous communities, these were reduced to four questions which were adapted to the reality of their communities.

iii. Impact on Target Groups

The Program's impact on its target groups is evaluated by identifying alterations in a community's readiness to deal, in a collective manner, with the problems and challenges facing its preservation and development. Each questionnaire contained four questions on this issue.

People trained under the TEEP Program were asked about their perception of their community's readiness to participate in the planning and decision-making processes associated with the establishment of infrastructure projects in their municipality, acting in association with government agencies and local authorities.

On the same subject, they were asked about their community's readiness to engage in the negotiation process with project proponents or other organisations involved in the construction of hydroelectric schemes and to participate in campaigns to defend the community's interests in face of proposals for new infrastructure projects.

The potential for the content offered under the TEEP Program to solve other problems faced by the community was evaluated directly, with practical examples and contexts being elicited, and the associated events and their results being discussed.

iv. The Degree of Multiplication/Dissemination

The effectiveness of the dissemination achieved was evaluated by asking the trainees about the community's response to their efforts in this regard. Having evaluated the relevance of the material given to trainees to assist in their role as multipliers, the difficulties in dealing with illiterate community members, the communities' comprehension of the concepts addressed in the handbooks and the respondents' perceptions of how prepared their communities are to discuss the topics addressed in the dissemination of the course content, such as: environmental legislation, energy policy and citizenship etc.

Five questions were asked on this topic. For indigenous respondents, these were reduced to just two questions as these participants had committed to pass on a much smaller amount of course content than the non-indigenous participants.

v. Recognition/Perception of Program Sponsors

The last parameter evaluated was the degree of awareness of and knowledge about the Program sponsors (USAID and IIE), taking as a reference increased understanding of the motivation and competencies of these organisations.

Questions evaluate the awareness of sponsor organisations prior to the course, the effectiveness of the provision of information about these organisations during the training course, people's reactions to this information and the degree of interest in the sponsor organisations after the course.

Four questions were asked on this topic, being reduced to three for indigenous respondents in recognition of the fact that, within their communities, they would not have access to other means of seeking out more information on the Program sponsors.

In drafting the research questionnaires for Program Collaborators and indigenous and non-indigenous communities, we have taken into account the simplifications required to match the questionnaire content to the contexts in which it was to be applied and the differentiations in terms of respondents' Portuguese vocabulary.

In order to get a better understanding of the results presented in the following chapter, the reader is advised to analyse in some detail the questions contained in the research questionnaires which are included as Appendices.

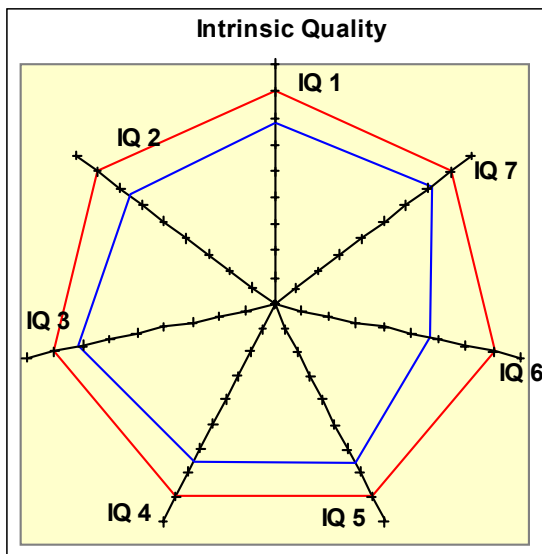
4.2 The Metric Used in the Questionnaire

Questionnaires were completed on the basis that, although individual respondents did not have to disclose their identity, it was important to identify clearly the Target Group to which he or she belonged.

For each of the five parameters covered in the questionnaire, up to seven questions were posed depending on the intensity with which each parameter was investigated. Each question could be answered with one of four degrees of evaluative response (e.g. bad, average, good, very good). Space was given for comments after each question and for suggestions at the end. Copies of the questionnaires are given in the Appendices.

The responses obtained were tabulated and illustrated by means of 'spider graphs' (n-dimensional plane charts) for each Target Group and, where applicable, for the Target Groups as a whole. Within the various parameters evaluated, axes corresponding to each question were plotted and on these the scores registered for the group or community in question were recorded (shown as a blue line in the graph).

Example Graph



For each question a multiple-choice option was given, consisting of four elements, arranged in ascending order in terms of the positivity of response. Each of these choices was ascribed a numerical score reflecting this, ranging from 1 (lowest) to 4 (highest).

Example:

Answer	Score
() Never	1
() A few times	2
() Several times	3
() Frequently	4

The red lines on the graphs express the maximum possible score, which would be achieved if all respondents gave the highest score to the item in question. Thus, the more favourable the evaluation, the closer the blue line (representing the views of the group or community in question) comes to this maximum red line.

In other words, the greater the area inside the blue line, the better the performance.

Comments, remarks, quotations and other information derived from the direct contact with the interviewees have been synthesized in the diagnoses and suggestions.

5. RESULTS

This chapter presents the results of the evaluation interviews conducted with people trained under the first phase of the TEEP Program.

The Instituto Ecológica supplied a list of 142 people who had been trained under the TEEP Program. Of these, a total of 107 people (75%) were interviewed. It proved impossible to contact 35 people for various reasons, including a lack of contact address, incorrect addresses and changes of address.

Overview of Respondents

	Respondents	Refusals	No contact	Total
GURUPI	7	6	0	13
IPUEIRAS	11	0	0	11
PARANÃ	9	0	0	9
PEIXE	5	0	1	6
SÃO SALVADOR	10	1	0	11
PALMAS	20	5	12	37
SANTA FÉ	18	3	1	22
TOCANTÍNEA	4	0	2	6
Other Locations	2	6	9	17
Not Locatable	0	0	10	10
Total	86	21	35	142

Of the 107 people contacted, 86 agreed to take part in the survey. The other 21 preferred not to answer the questionnaire. The number of trainees who did not reply, or who failed to return completed questionnaires is quite high, corresponding to 20% of the number contacted.

The large number of people who could not be contacted is explained by the high mobility of people in Palmas and the difficulties in locating some trainees by means other than those based on personal acquaintance.

Among the identifiable factors which hindered our ability to conduct interviews, we believe that those which most contributed to the number of refusals recorded were: a) the fact that this qualitative evaluation was conducted after a quantitative evaluation of the Program's multiplication effect, which meant that people were reluctant to answer another questionnaire; b) people who supposed that they would not be affected by hydroelectric projects did not want to contribute.

The responses obtained are evaluated below, with two broadly coherent groupings being taken into account, namely: Communities and Collaborators. The evaluation of the Communities is presented on an individual basis and as a whole, with indigenous and non-indigenous communities being dealt with separately.

The Collaborators grouping is also examined separately, in order to try and identify feedback from people who have had more advanced professional training.

5.1 Questionnaire evaluation – Non-Indigenous Communities

The responses received from residents of the communities of Gurupi, Ipueiras, Paranã, Peixe, São Salvador and Palmas, are evaluated below. Those from respondents in the

Karajá and Xerente indigenous communities located in Santa Fé and Tocantínea respectively, are evaluated in the subsequent section.

The communities visited are shown in red on the map below, which gives an idea of the effort required to conduct this evaluation.



In order to conduct the interviews, two teams of interviewers travelled more than 3,500 km by road, with more than 40% of this distance being on dirt roads.

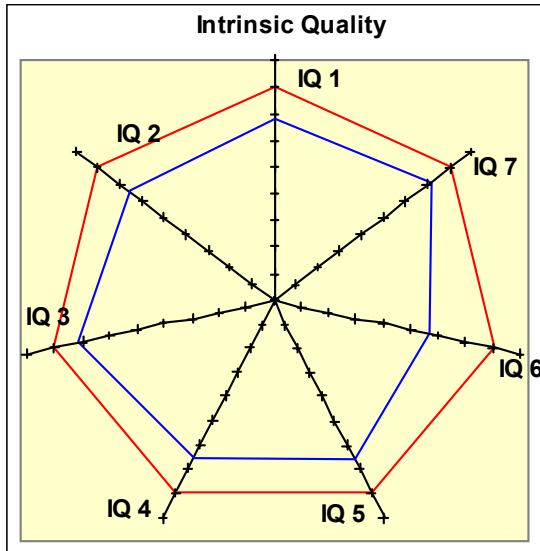
Gurupi

Gurupi is the third largest town in Tocantins state, with a population of more than 70,000. Founded in 1958 beside what would later become the Belém-Brasília highway, the town is a major commercial centre and, although its importance was somewhat reduced as a result of the establishment of Palmas (the capital of the newly-formed state of Tocantins), a number of federal government agencies still maintain a representative presence there.

Although the town is not directly affected by any current or future hydroelectric projects in Tocantins, indirect impacts are manifest in the economic and demographic flows which these projects cause.

Evaluation Parameters

1. Intrinsic Quality of the Program



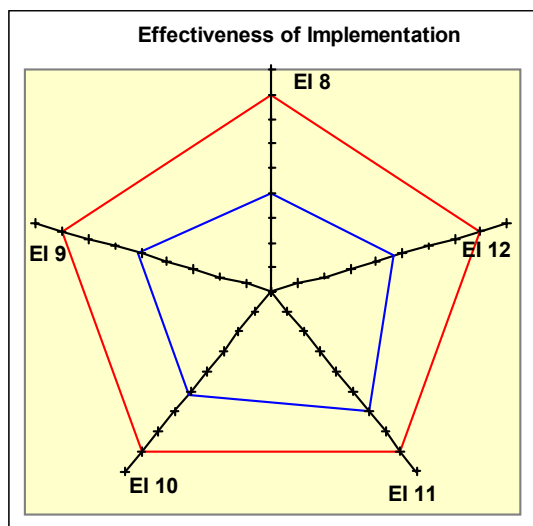
According to the interviewees, the Program's didactic material, its presentation and the scope of its content are of good quality, easy to apply, and have been much used as complementary information sources.

The techniques and the resources used in the delivery of this material facilitate comprehension and understanding of its contents. The debates and role plays in particular led a lot of people to participate actively in the themes being addressed.

A fair proportion of the interviewees asked for duration of the course to be

longer, so as to ensure they get a deeper understanding of the themes.

2. Effectiveness of the Implementation Process



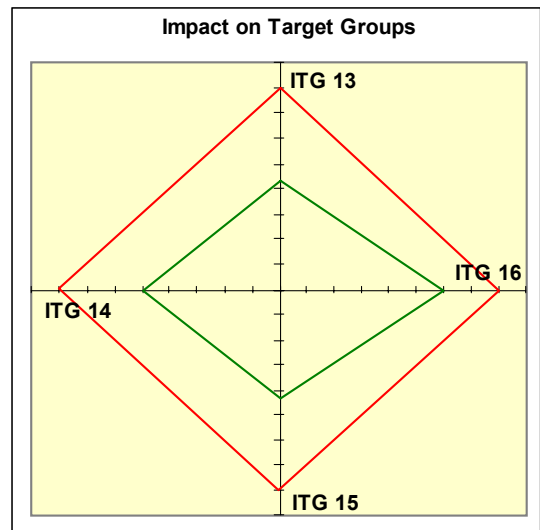
The interviewees stated that they are aware of the different competencies of government agencies to provide information on forthcoming hydroelectric projects, but few had made use of these information channels because they had not felt the need to.

There was a consensus that the course had made the community aware of its ability to play a part in environmental issues, and conscious that it had rights and obligations to fulfil. However, the questionnaires indicate that there has been little practical action in this respect after the training course.

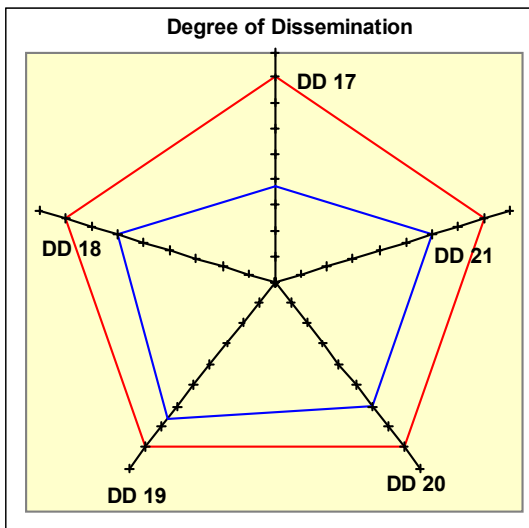
3. Impact on Target Groups

Respondents felt that the community needed to be more engaged before people would participate in collective decision-making and negotiations with project proponents.

There has been little interaction between trainees, and little evidence of social mobilisation, as evidenced by the 50% score for questions ITG 13 and 15.



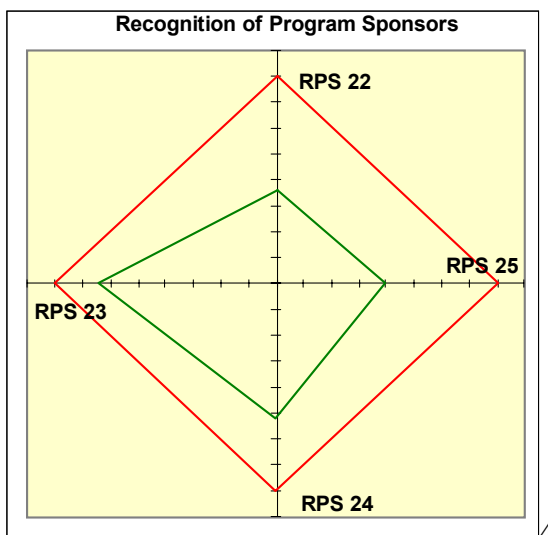
4. Degree of Multiplication/Dissemination



A significant proportion of respondents had not managed to pass on what they had learned during the course, saying that they had not had time. This finding implies a low degree of dissemination.

This finding is particularly associated with trainees from the Program Collaborators grouping, who appear to be more reluctant to disseminate information than other community members (DD 17 < 50%). These affirm that, for the most part, the targeted community has a clearer understanding of environmental legislation, energy policy and citizenship.

5. Recognition/Perception of Program Sponsors

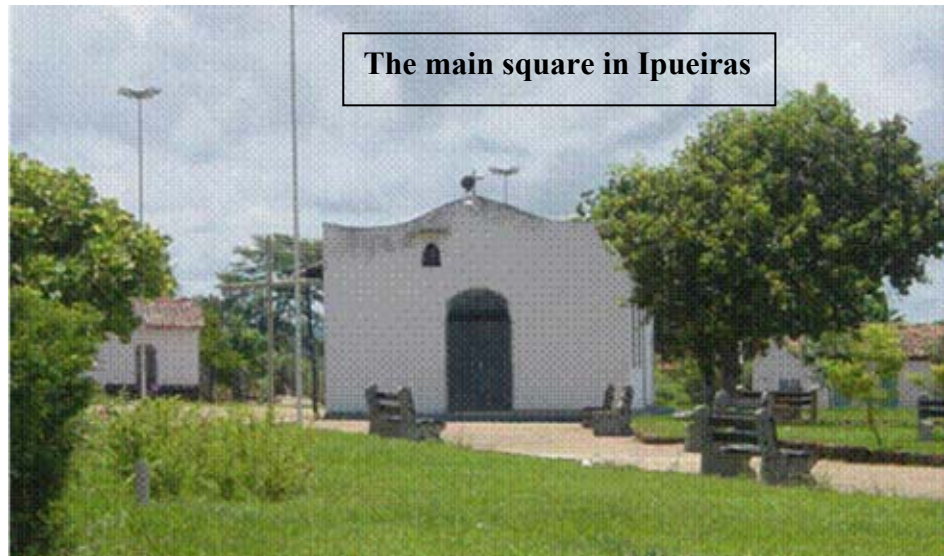


The respondents knew very little about the organisations sponsoring the TEEP Program (USAID and IIE) though they recalled being given information on them during the course.

Some were pleased and others questioned the interest of these organisations in Brazil.

Although they have access to various information sources, few respondents had sought out more information about USAID and IIE after the course.

Ipueiras



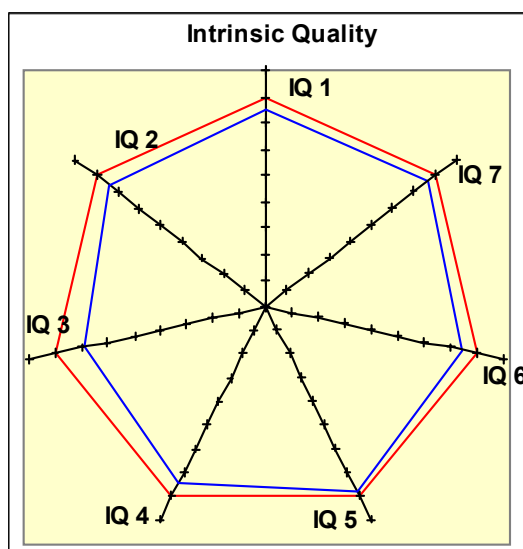
Ipueiras is a small town in the middle of Tocantins state which recently (1997) acquired municipal status. It has some 1,700 inhabitants and is centred around a small urban nucleus with asphalt roads and street lighting. The town council, the health centre, the school and some limited local commerce are sited around a centrally located main square. The inhabitants live in small houses made of brick and masonry.

The community, which derives its income primarily from cattle ranching and subsistence farming, was affected by the construction of the Lajeado dam, whose reservoir extends to within half a kilometre of town.

The town will experience significant impact as a result of the construction of the Ipueiras hydroelectric power station. Viability studies for this project have already been approved and construction is expected to start in seven years' time.

Evaluation Parameters

1. The Intrinsic Quality of the Program



According to Program trainees from the community of Ipueiras, the excellent quality of the Program's didactic material made comprehension and understanding of its contents easy.

With regard to the didactic techniques and resources utilised, the role plays and debates received praise on the grounds that they made the participants enact and experience situations which could well come to pass in their community, and they took advantage of the fact that the group of trainees included staff from government agencies, entrepreneurs, technical specialists and community members, thus reflecting on a small scale the reality of the

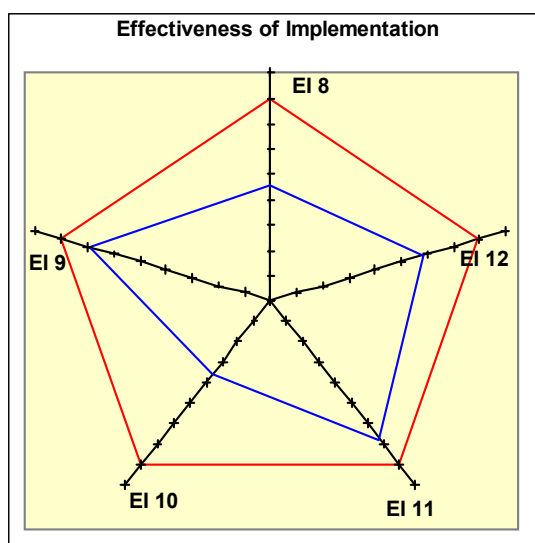
process which occurs when a large-scale hydroelectric power project is proposed and implemented.

***“The role plays were fantastic. The course was really worthwhile.”
Shopkeeper, Ipueiras***

Generally speaking, interviewees agreed that the length of the course was sufficient, and that the material provided for their use was of great value as it has been much used for the purposes of clarification.

2. Effectiveness of the Implementation Process

Respondents reported little interaction between the trainees to discuss appropriate ways of using the techniques and materials they were given so as to pass on what they had learned to the rest of the community.



Their perception is that, if large-scale infrastructure projects do come to be implemented in the municipality, the community is ready and willing to participate in meetings to discuss ways of acting collectively. Although they know which government agencies to go to for information, the majority of the trainees have not done so as they do not yet feel threatened by the proposed construction of the Ipueiras hydroelectric power station.

Generally speaking, course participants feel better informed about the environment and the consequences of the impacts on local communities resulting from the

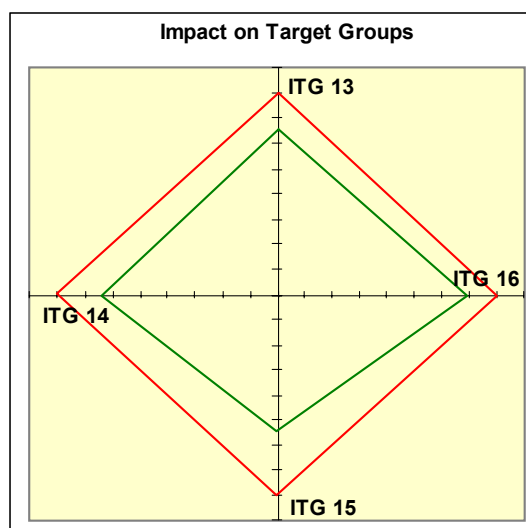
construction of a hydroelectric power stations. However they are still not confident about negotiating with the proponents of such projects, feeling that they need more information about this. The low score for question EI 10 can be explained by the geographical isolation of the municipality.

***“On the subject of negotiation, there is still a fear that we will not be able to assert and secure our rights”
Municipal Secretary of Education, Ipueiras***

3. Impact on Target Groups

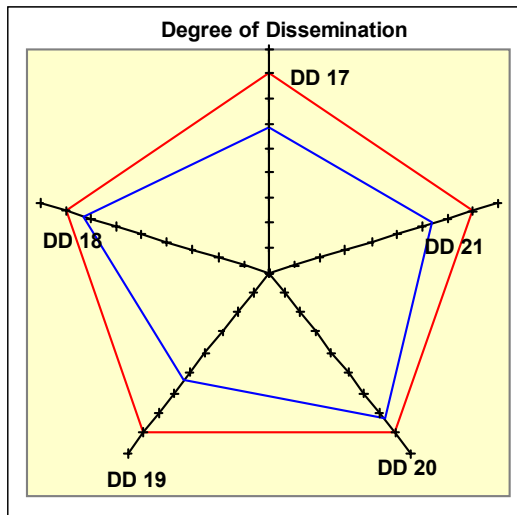
Participants on the course are prepared and committed to make the local community aware of the need to get involved in decisions about the municipality. They make use of existing channels to do this as no specific organisation or association has been formed for environmental conservation or citizens' rights.

With regard to the applicability of the course, they see that they will have to



negotiate for their rights as a group, making use of collective bargaining.

4. The Degree of Multiplication/Dissemination



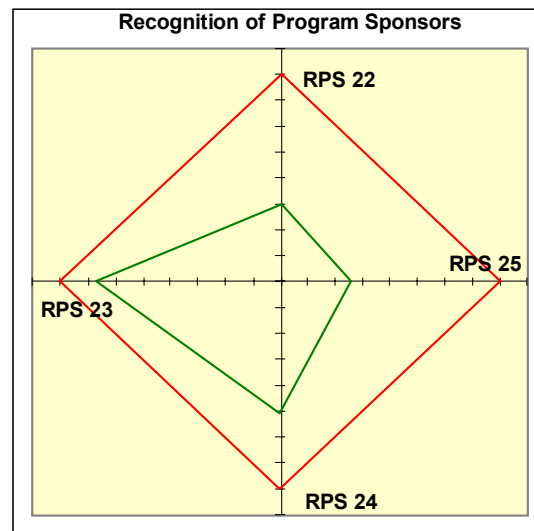
Almost all of the respondents have been successful in passing on what they learned on the course to their community. They have found that some people, especially those who cannot read or write, are mistrustful of the information, and that some doubts remain which will be cleared up once the actual hydroelectric project starts to move ahead.

Respondents feel the need to learn more about themes such as environmental legislation and energy policy in order to safeguard the collective and individual rights of the community.

5. Recognition/Perception of Program Sponsors

With reference to the sponsors of the TEEP Program, respondents knew little about USAID and IIE. However, during the course, they were told about the participation of both of these organisations as supporters of the Program, which made some trainees question the interests of such entities in Brazil.

The town's isolation results in a low score for question RPS 25 due to the limited access to different information sources.



***"It's very good to know that international organisations are concerned about small communities."
Municipal Secretary of Education, Ipueiras***



Peixe

Peixe is one of the oldest towns in Tocantins state. It has around 7,500 inhabitants who make their living from agriculture and cattle ranching. The town did not become a municipal centre until 1989 when, with the creation of the new state, it experienced a surge of growth.

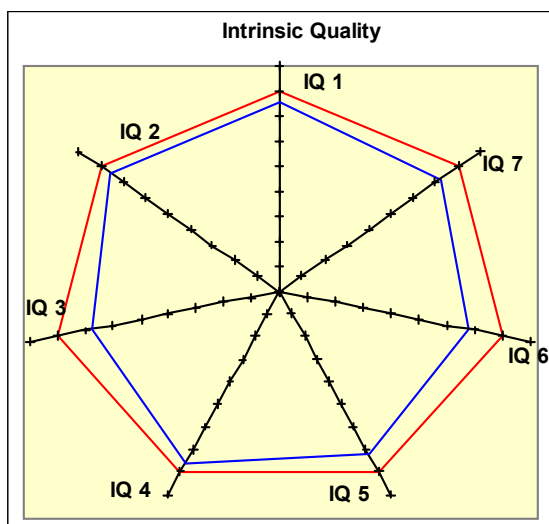
A large part of the town's population are descendants of *mestiços* (people of mixed ethnic origin) who migrated from the state of Bahia, and who preserve their culture and behaviour.

The town will be impacted by the Peixe Angical hydroelectric project, currently being implemented by the Enerpeixe group, during the phase of the diversion of the main channel of the river, which is slated to begin in 2006.

Parameters Evaluated

1. The Intrinsic Quality of the Program

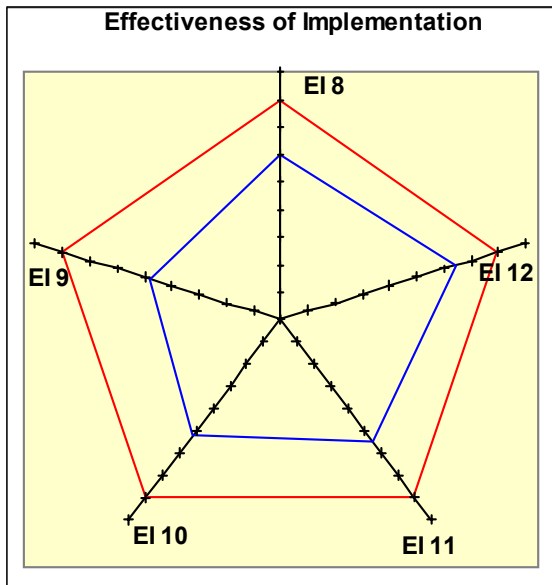
A large proportion of the respondents reckoned that the didactic material used on the



course was of excellent quality and easy to understand, matching their expectations, and being much consulted subsequently for the information it contains.

With regard to the course content and the techniques used to present it, they were very emphatic in their praise, saying that their understanding was greatly facilitated as a result. They stressed, however, that more time was needed, especially for the debates which were easy to comprehend and very rich in terms of information.

2. Effectiveness of the Implementation Process



There have been few informal contacts between participants to share experiences and comment on ways of passing on what they have learned on the course.

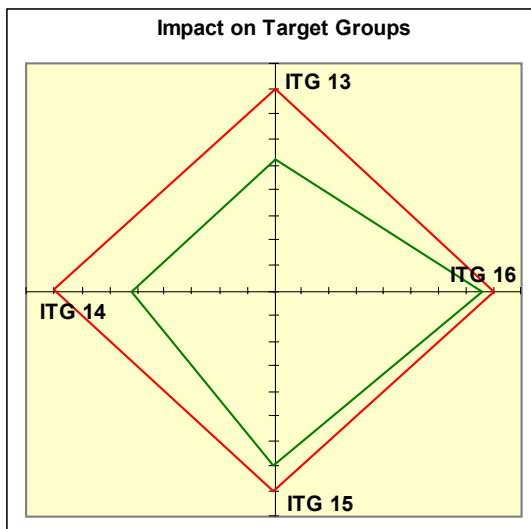
Although the course made clear and emphasized the fact that government agencies are information sources which can be used to clarify doubts about large-scale infrastructure projects, there is very little demand for this type of information in the community.

According to the interviewees, the community is participating in discussions about the implementation

of projects in the municipality and is getting a bit more involved in cooperative movements and associations, learning about citizens' rights and obligations.

3. Impact on Target Groups

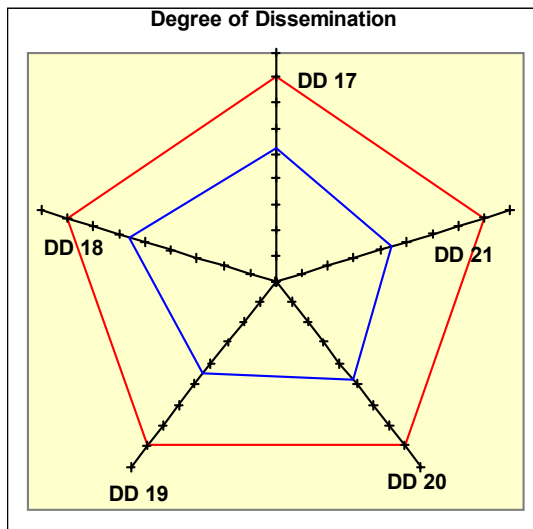
Respondents feel more able to participate in the planning of major infrastructure projects in the municipality, and ready to get involved in movements in defence of the community's interests.



It was clear that the community which will be affected by the construction of the hydroelectric plant is aware of this, and that it needs more clarification about the process of negotiating with the project proponents.

With regard to the relevance and applicability of the course, responses indicate that it will be used in future to resolve other issues that arise in the municipality.

4. The Degree of Multiplication/Dissemination

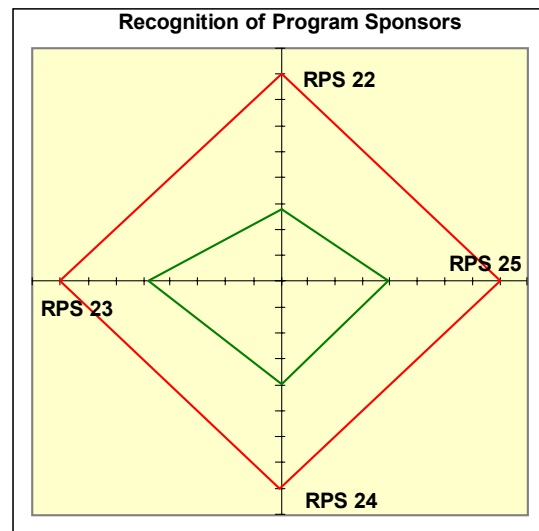


Interviewees reported a difficulty in passing on what they had learned on the course because of the delay in the delivery of the didactic material, which led to a certain ‘demobilisation’ effect among participants.

Those who did manage to pass on what they had learned affirmed that the community is more aware of the concepts of sustainable development, environmental legislation, energy policy, etc. but that there is a need for a deeper understanding of these issues.

5. Recognition/Perception of Program Sponsors

Respondents were unanimous in saying that they had not heard of the sponsors of the TEEP Program – USAID and IIE – before the course and they felt indifferent towards these organisations, although others asked a few questions about them.



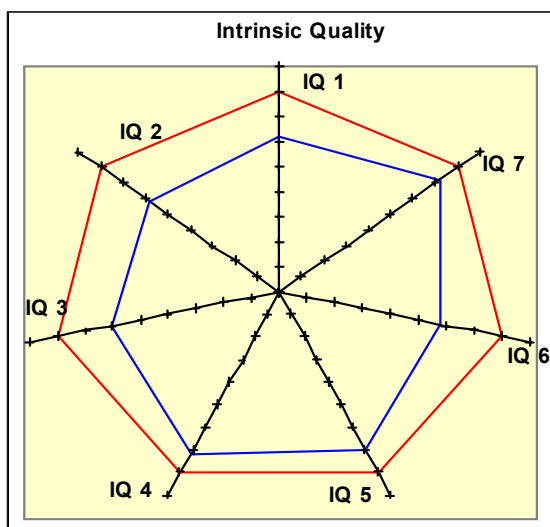
São Salvador do Tocantins

São Salvador is a small village lying between the Tocantins and Palma rivers. It was founded in 1993 and is spread out along the main road. The municipal population comprises some 2,000 inhabitants, the majority of whom live in rural areas.

The residents who participated in the training course came from the nearby district of Retiro, where the community’s leadership has already mobilised and formed an association – headed by Sra. Maria de Lourdes who attended the TEEP course – to stand up for the interests of its inhabitants.

Evaluation Parameters

1. The Intrinsic Quality of the Program



Respondents gave positive reports on the quality of the presentation and contents of the didactic material provided during the course and on its ease of understanding. The material has been and continues to be much utilised in consultations by community members.

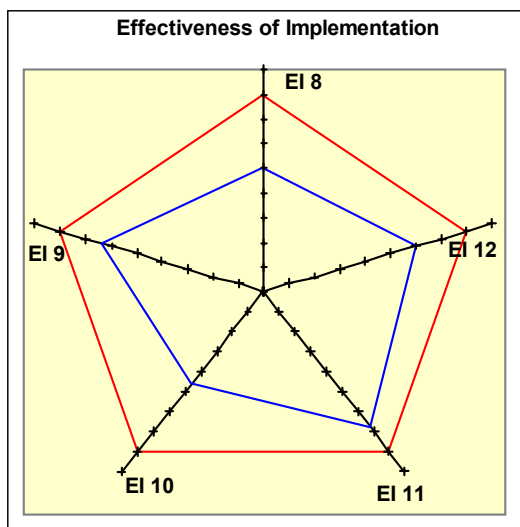
The responses indicate that the presentation techniques and the resources used during the TEEP course were very good, because they greatly assisted the understanding of the themes which were addressed, they were entertaining and they facilitated the sharing of experiences.

Almost all respondents suggested that the course should be longer because some themes were addressed very quickly, leaving some doubts.

"The timing was OK for some parts, but for others it was too short to go into details."

Teacher, São Salvador

2. Effectiveness of the Implementation Process



The interviewees report that there have been a few informal meetings for them to comment on ways of passing on information from the course to their community.

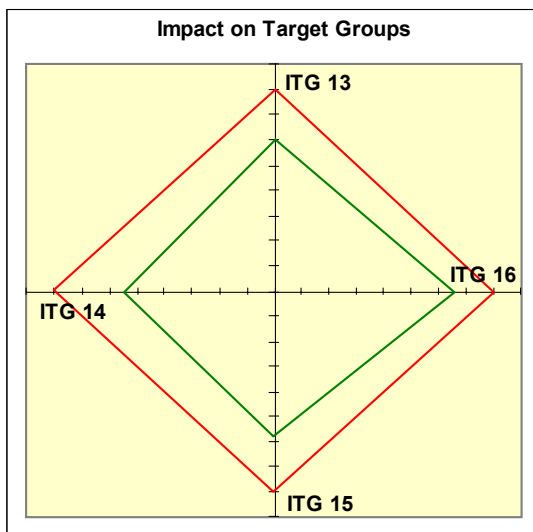
With regard to the community, the respondents assert that it is now aware that government agencies can provide the information they need on hydroelectric projects, on how to form community associations, etc.

This community is interested in discussing and participating in projects affecting the municipality.

3. Impact on Target Groups

"This course has opened up new horizons; it gave me a new perspective."

Teacher, São Salvador



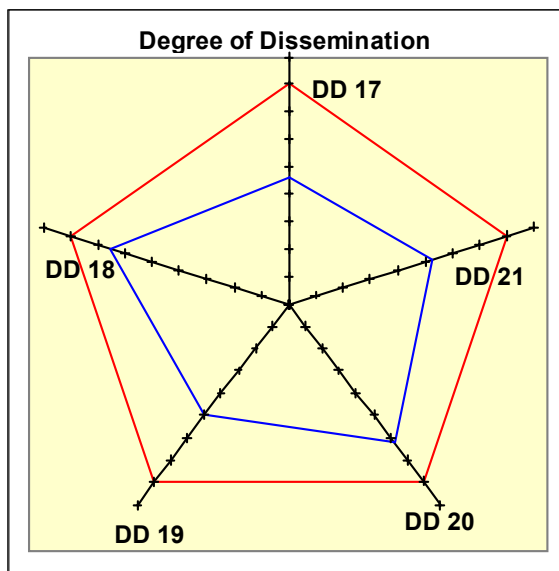
With regard to the training course, the people who attended are prepared to participate in the planning processes associated with hydroelectric projects which may emerge in the municipality, and in movements in defence of the community's interests.

The community is more involved, participating in meetings and feeling more confident to discuss the impacts that a hydroelectric power project could cause on the environment.

“In the community group that we come from, you can see many people actively participating, and the trust which some people have in us trainees.”

Local Councillor, São Salvador

4. The Degree of Multiplication/Dissemination



The responses indicate that the trainees from São Salvador have taken care to pass on the information acquired on the course to their community, combining to form an “Association of People Affected by Dams,” and making very good use of the materials supplied as part of the TEEP course in their dissemination activities.

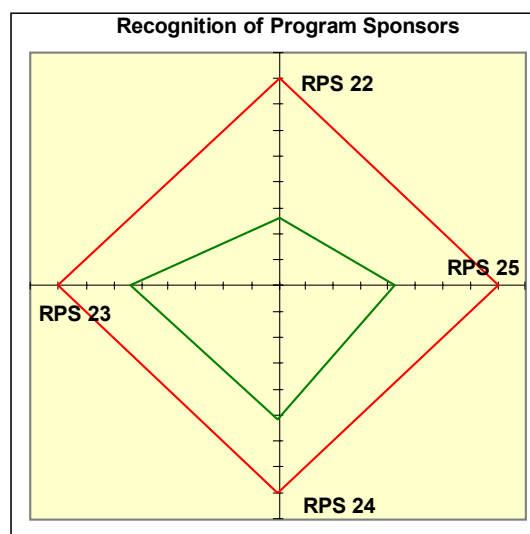
Respondents indicated a certain difficulty during this dissemination with regard to illiterate community members and also pointed out that other community members also found it hard to understand some topics such as environmental legislation and energy policy. Such topics were totally unheard of until now,

whereas nowadays they crop up in day-to-day meetings and discussions.

5. Recognition/Perception of Program Sponsors

When they were invited to take part in the TEEP course, respondents did not know who was sponsoring it and had almost no knowledge at all of USAID and IIE, but during the training they were told about the sponsorship of both these organisations.

What aroused the curiosity of the group was the nature of the interest that these international organisations had in sponsoring the training course. Having been satisfied with the explanations given, some respondents had tried to find out more information about the organisations after the course.



Paraná

Located on the banks of the Paranã river, near some very beautiful waterfalls, this long-established town grew up on a route much used by cattle ranchers because of the ford which their herds could use to cross the river. It was declared a municipality in 1989, at the time of the creation of Tocantins state.

When a road bridge was built over the river near the town, the ferry service was no longer needed and scores of people who had found informal employment associated with the ferry trade lost their jobs. The Porto Espírito district on the right bank of the river was abandoned while the town on the left bank experienced rapid growth.

The municipality has a population of around 8,500 inhabitants and will be impacted by the Peixe Angical, São Salvador and Paranã hydroelectric power projects.

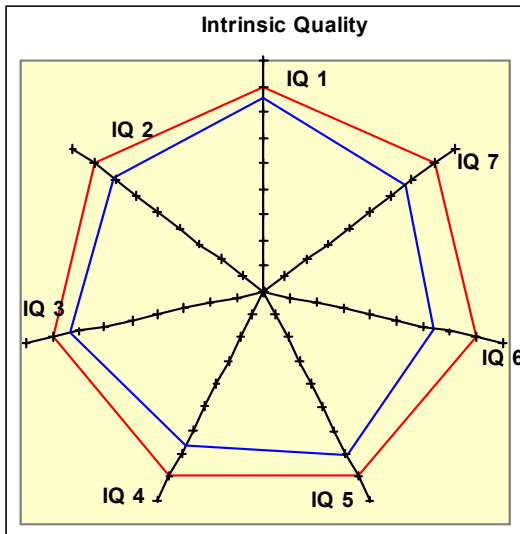
A survey of the hydroelectric potential of the stretch of river for which the Paranã hydroelectric project is proposed has been approved by the National Electricity Agency (ANEEL), however construction is not expected in the current ten-year period.

Trainees from the Porto Espírito community - Paranã



Evaluation Parameters

1. The Intrinsic Quality of the Program



Respondents stated that the quality of the presentation, contents and comprehension of the didactic material used during the training course were very good and very useful to clarify doubts which came up after the course.

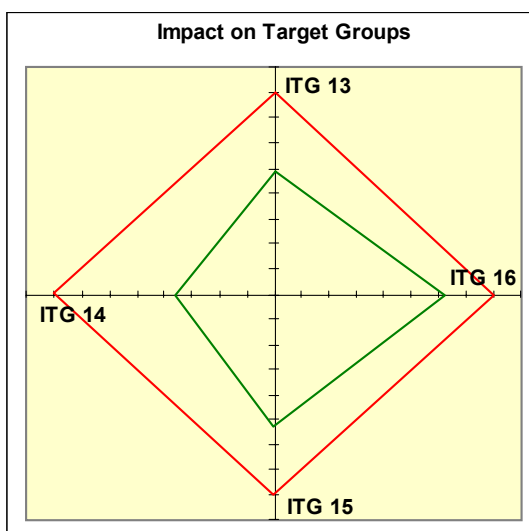
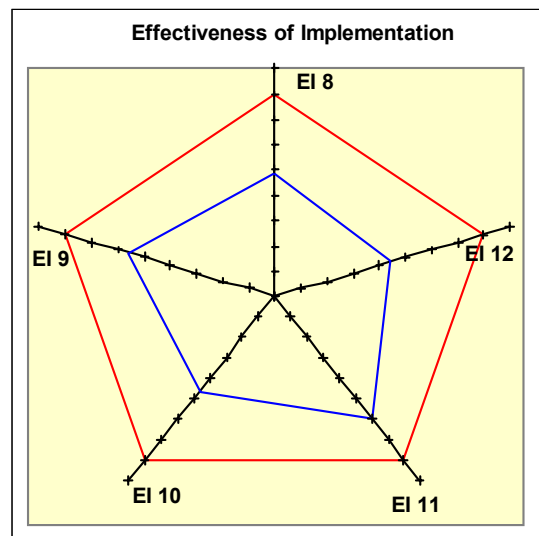
The presentation techniques and the resources utilised in the course were rated very highly because they facilitated understanding of themes – such as environmental legislation and energy policy – which were unfamiliar to the majority of the participants in the course. They felt that the course needed to be longer so that they could focus more closely on the issues raised.

"The course needs to be longer and it should be held here in town so that more community members can take part." ***School teacher, Paranã***

2. Effectiveness of the Implementation Process

From the comments made by the interviewees, it can be noted that there has been little interaction between trainees to discuss the course and ways to pass on its contents to the rest of the community.

Course participants found it hard to pass on the information they acquired. First because of the delayed arrival of the didactic material, and secondly because there was some resistance on the part of the municipal council when information or collaboration was requested by the trainees.



3. Impact on Target Groups

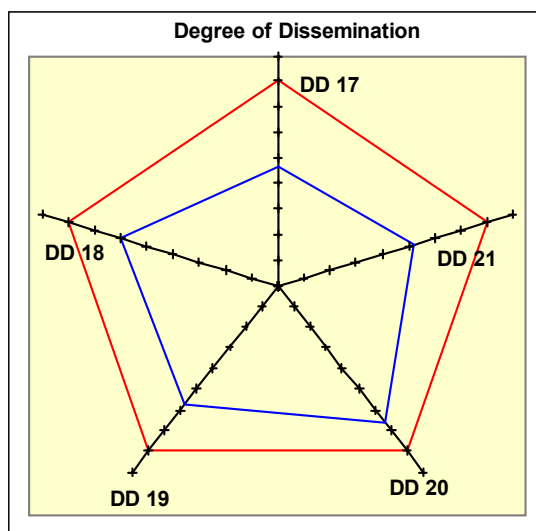
It appears that the people who took part in the TEEP course do not feel sufficiently motivated to plan, take decisions and involve the community in movements in defence of its rights in relation to hydroelectric projects that may arise in the municipality.

However, the community and the trainees can see the need to organize into associations to strengthen their position as a group and also to prevent unscrupulous people interfering in the negotiations with project proponents – something which is already happening in the community.

"There is a group in the municipality who have appointed an intermediary to negotiate with the project developers on their behalf."

School teacher, Paranã

4. The Degree of Multiplication/Dissemination



With regard to the dissemination of knowledge from the training course, the difficulties felt by the trainees have been mentioned above. However, those who have managed to pass on something of what they learned believe that, when the implementation of the hydroelectric power project gets underway in the municipality, the community will feel the need to have more contact with them.

The community needs a lot of information about the themes addressed on the course, such as environmental legislation, energy policy and citizenship. Some isolated initiatives in defence of

community interests were identified but these have not been able to achieve sufficient mobilisation to be truly effective.

"All people are concerned about is negotiating the price for areas that will be affected by the project."

Health worker, Paranã

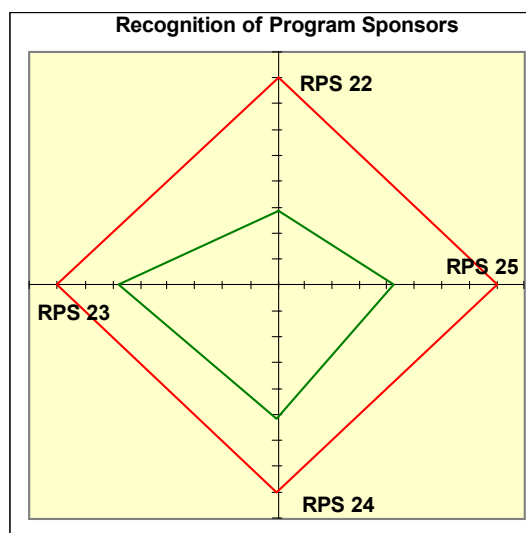
One way which the teachers who took part in the course have found to pass on the material addressed in the course is to work with their pupils in the classroom, making use of the fact that they have a captive audience and awaking in their students an interest in debating themes relating to the environment.

5. Recognition/Perception of Program Sponsors

Before the course, most respondents knew nothing about the Program sponsors, USAID and IIE, but during the course they were given clear information about them.

Some participants questioned the interests of these organisations in Brazil.

Not all of them were satisfied with what they heard, so some looked for more information about the sponsors from other sources such as the internet, newspapers, etc.



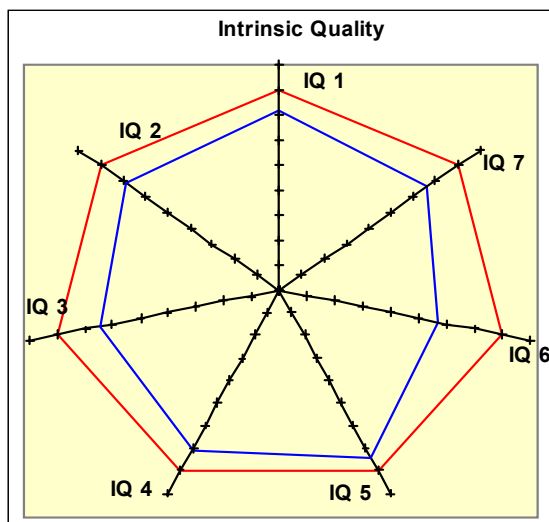
Palmas

Palmas, capital of the state of Tocantins, is probably the newest planned city in the country. With wide streets and avenues, the city was founded in 1993 near the Tocantins river. It lies within the zone of influence of the reservoir of the Lajeado hydroelectric power station. The city currently has a population of around 125,000, and prides itself on the quality of life enjoyed by its inhabitants.

The Governor's Palace – Palmas – Tocantins



Parameters Evaluated

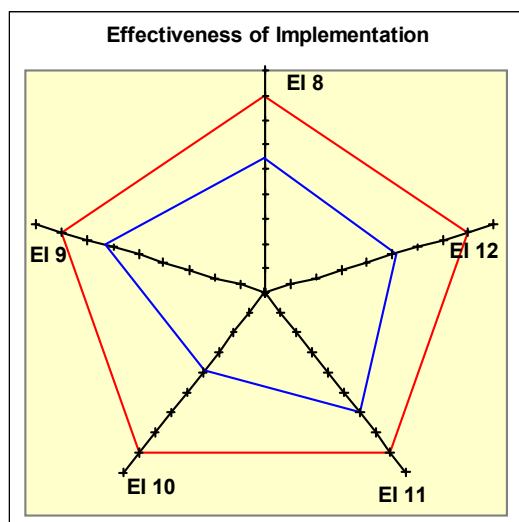


1. The Intrinsic Quality of the Program

Trainees from Palmas adjudged the course material and its presentation to be of excellent quality. The techniques and resources used to transmit the material helped their understanding, especially for some trainees who had had little formal schooling.

The course leader was reckoned to be very good, dealing with the course themes with clarity. Generally speaking, the role plays, debates and case studies were seen to be very useful, helping those who couldn't read or write to

understand things better. With regard to course duration, answers were mixed, but most respondents thought a longer time should be allocated for the training.



2. Effectiveness of the Implementation Process

With regard to the sharing of experience after the course, the responses varied but, by all accounts, some passing on of information has occurred.

With regard to the question about information sources, the group affirmed that it was aware of these, especially since many of the trainees are civil servants of

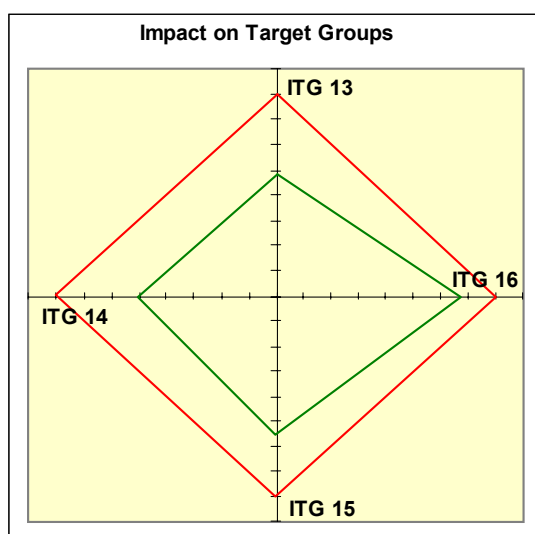
one sort or another. There were some indications of requests for information from government agencies from the community in order to help safeguard its rights and interests. The information acquired on the course was considered by some trainees as a new process.

The low score for question EI 10 shows that more discussion and training is required. It also reflects the fact that people in Palmas have already experienced of the impact of a dam project, in contrast to people in other as yet unaffected communities.

"As I see it, the TEEP program is facilitating the process of public participation in discussions."

Trainee, Palmas

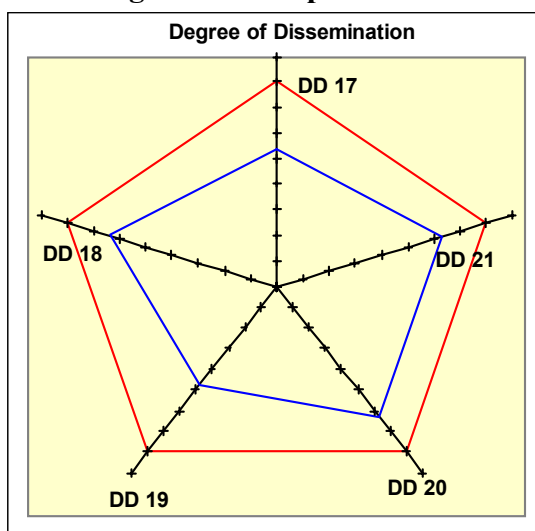
3. Impact on Target Groups



Respondents were unanimous that the community was now prepared to take part in planning processes and decision making associated with proposals to establish large-scale projects in the municipality, though they did not cite any effective actions as evidence of this.

Respondents stated that the TEEP course had made it clear that the process of preparation to stand up for community rights is participatory but takes a long time. However, almost all of them concluded that the training course could be applied to resolve other problems that are currently facing their community.

4. The Degree of Multiplication/Dissemination



Generally speaking, a fair proportion of the trainees have managed to pass on to the community the information acquired on the course. They noted that it was harder for illiterate people to participate in this dissemination.

Respondents were of the opinion that the concepts of sustainable development and social participation, though well-defined, require more analysis for their understanding and application in daily life.

80% of the interviewees reckon that their

community is now better prepared to discuss the topics addressed on the course, with comments such as the following being made:

Environmental legislation, energy policy and citizenship are very important for citizens at this time. One can see that, for this reason, more time is needed better to assimilate subjects as complex as these.

Trainee, Palmas

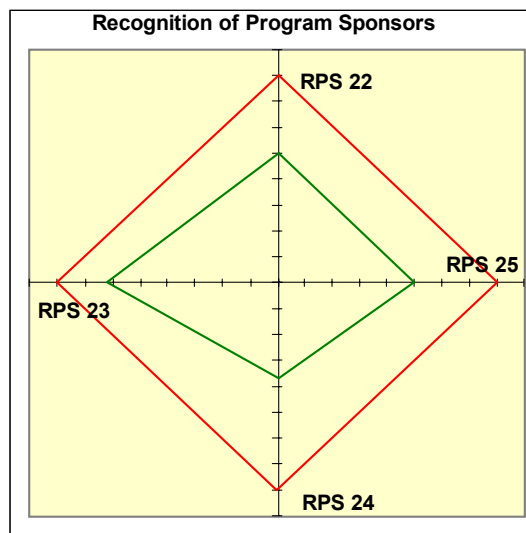
5. Recognition/Perception of Program Sponsors

Respondents stated that prior to the course they had not heard of the Program's two sponsors – USAID and IIE – but that now they knew of their activities because they were told about them during the training course.

Most of them were indifferent to the fact that the Program sponsors were international organisations.

In general, trainees are looking out for more information about USAID and IIE, but there are few means of accessing additional information.

Comparatively speaking, Palmas was the place which scored highest in regard to the recognition or Program sponsors.



5.2 Questionnaire Evaluation – Indigenous Communities

The results obtained from interview-based evaluations with the Karajá and Xerente indigenous communities are set out below. It should be noted that these are very simple people who find it hard to communicate though they showed a lot of interest and receptiveness towards the evaluation team.



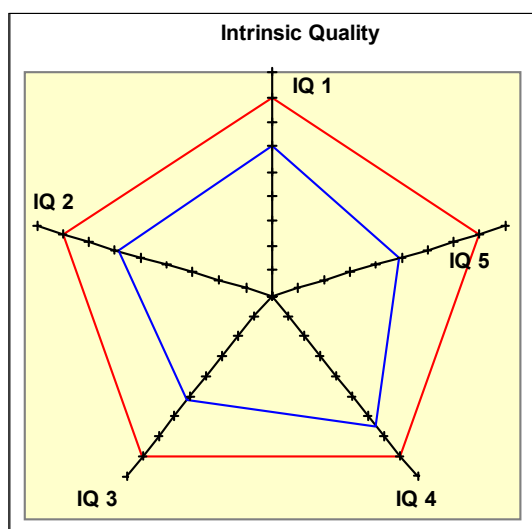
The Karajá Community in Santa Fé

The Cuêre-cure and Xambioá villages, which are home to 280 indians of the Karajá tribe, are located on the banks of the Araguaia river near Santa Fé in northwest

Tocantins. This indigenous reservation is sited in a region which will be indirectly impacted by the Santa Isabel and Estreito hydroelectric power projects whose construction lies outside the current ten-year period. The reservation occupies an area of great natural beauty, rich in flora and fauna, with many native fruit-bearing species. The indians do not practice cultivation, their diet is derived from the river, with fishing being a daily activity.

The Karajá use the natural beauty of the flora and fauna to make various handicraft items and domestic utensils which are sold at the branch office of the National Indian Foundation (FUNAI) in Araguaína and other commercial and tourist outlets. The income from these sales helps to buy provisions for their households.

Parameters Evaluated.



1. The Intrinsic Quality of the Program

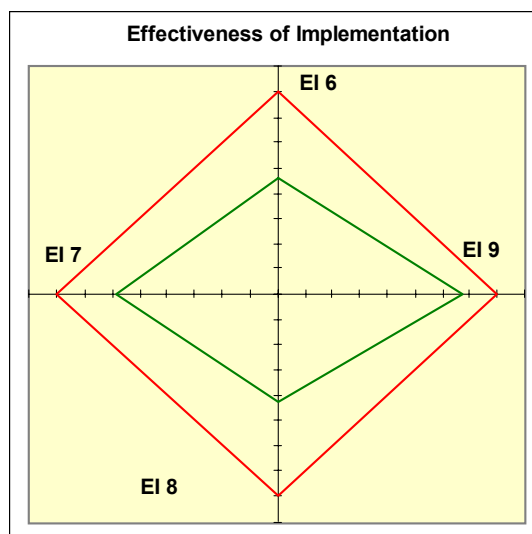
For the Karajá indians who took part in the TEEP training course, the quality of the course was good, they liked the handbook and the texts.

“Reading the handbook, we learned a lot about hydroelectric power stations.”

In their opinion, the techniques and resources utilised to facilitate understanding of the course contents were good and they spoke highly of the role plays and debates in which they participated.

Respondents reckoned that, the time (two days) was insufficient to discuss a lot of subjects. They think the course should last at least a week.

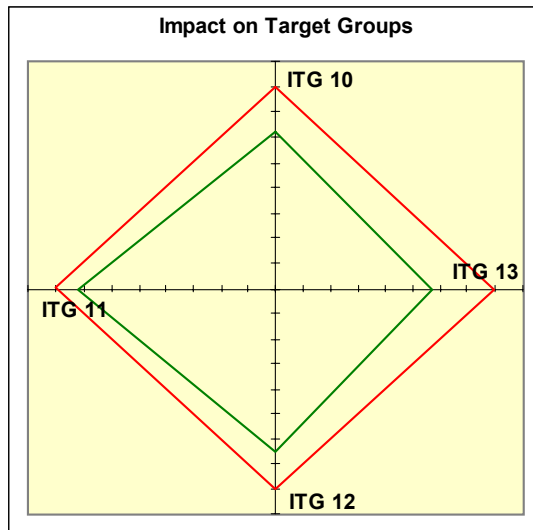
2. Effectiveness of the Implementation Process



A large proportion of respondents reported that they now know which places they can go to get the information they need about the themes raised on the course.

They are in frequent contact with the National Indian Foundation (FUNAI) and this involves all sorts of topics and requests.

3. Impact on Target Groups



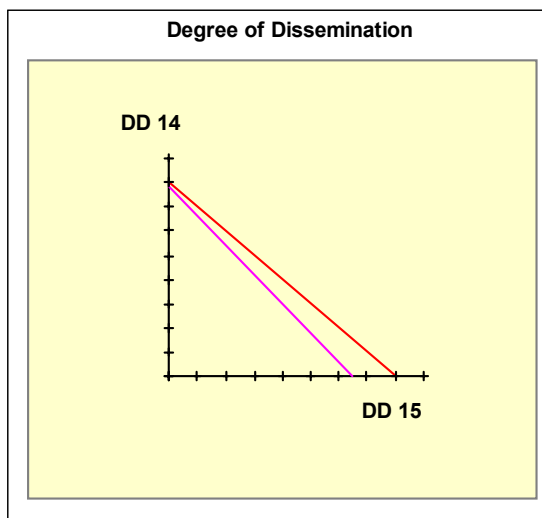
It is important to note that, in the interviews, most trainees said they were aware of proposals to build hydroelectric dams in their region, however the interviewers were not able to detect in the respondents any knowledge of actual facts which would give evidence of this awareness.

It should also be noted that concern about the impact on their communities has generated a feeling of mistrust. Despite this, the respondents affirmed that the course provided by Instituto Ecológica under the TEEP program has helped in the

resolution of other community problems.

“It helps us indians to know what interest the white men have.”

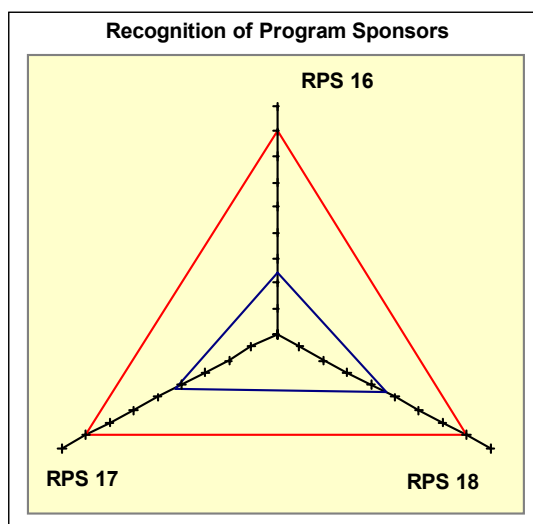
4. The Degree of Multiplication/Dissemination



With regard to the dissemination of material from the course, some of the trainees said that they had spoken with a few indians in the village but that they do not feel confident in passing on information.

Regarding interaction to exchange ideas, they are mobilising to defend their common interests. In general, they are committed to standing up for their rights, in view of the fact that any changes in their living habits could cause disturbances at both social and cultural levels.

5. Recognition/Perception of Program Sponsors



Almost none of the respondents had heard of USAID or IIE prior to the course, and they were also unaware that these organisations were the course sponsors although during the course they came to learn a bit more about them.

The indians' mistrust about everything that is happening, including the involvement of international organisations, is shown in the following quotation:

“The white man always cons the indian in some way or another.”

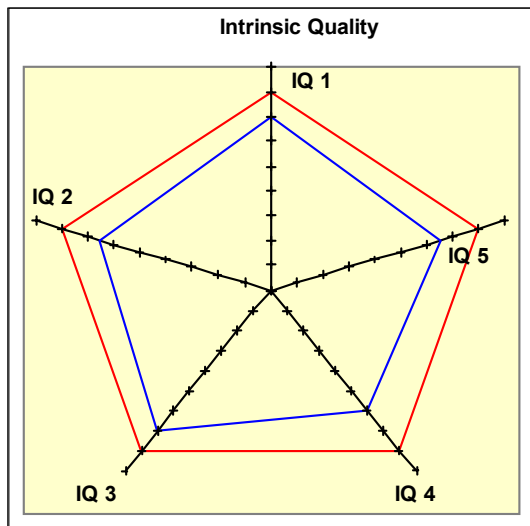
The Xerente Community in Tocantínea

The Xerente community in Tocantínea amounts to more than 1,700 inhabitants. They have been in contact with white civilisation for many years. They have recently experienced the impacts arising from the construction of the Lajeado hydroelectric dam so they have their own perspective from which to evaluate such matters, which was of benefit to the group of trainees in which they participated.

Their livelihood has always been derived from the land and from the river, from fishing, hunting and especially from subsistence farming with crops of maize, rice and manioc. They produce handicrafts made from the straw of the babaçú palm, using black and red colours. They make baskets, hampers, creels, mats, hammocks and bags. They also use the seeds of various regional trees to make necklaces and other adornments.

Parameters Evaluated.

1. The Intrinsic Quality of the Program



A total of six Xerente indians took part in the course, and four of these responded to the questionnaire for the qualitative evaluation of the TEEP Program. They said that the quality of the Program was good but expressed the desire for a more complete manual, which addressed in a clear and more detailed way the topics raised on the course.

Regarding the translation from Portuguese into the Xerente language, all were unanimous in saying that it was excellent.

They made it clear that they needed more detail regarding infrastructure projects inside indian reservations, especially with regard to the aspects of negotiation and the projects'

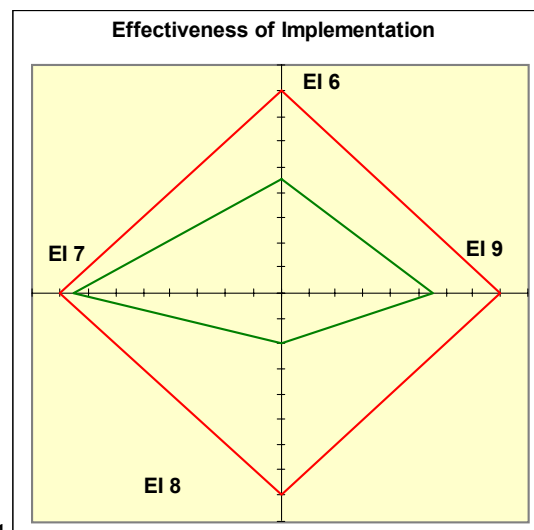
negative and positive impacts on the environment.

Although the course was short in duration, and they thought the contents of the manual they received were not detailed enough, the respondents considered the course to be very good and very important in understanding indigenous rights and the opportunities and advantages which hydroelectric projects within their reservation could bring to the indigenous community as a whole.

2. Effectiveness of the Implementation Process

Another point raised was that they thought the course should be held again due to the small number of participants in the first phase.

Few of them had sought out information from the National Indian Foundation (FUNAI) about forthcoming hydroelectric projects in the region.

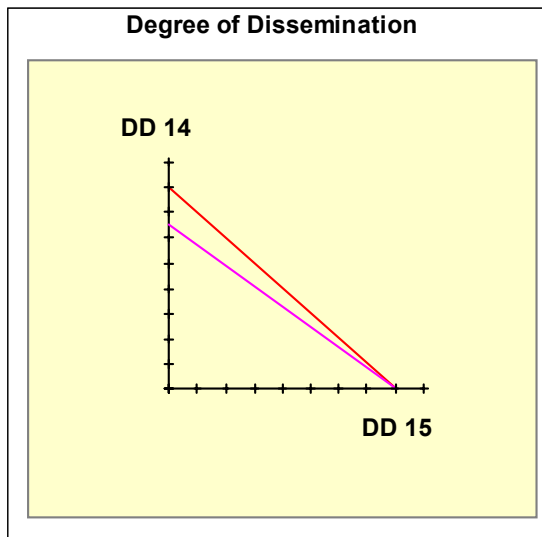
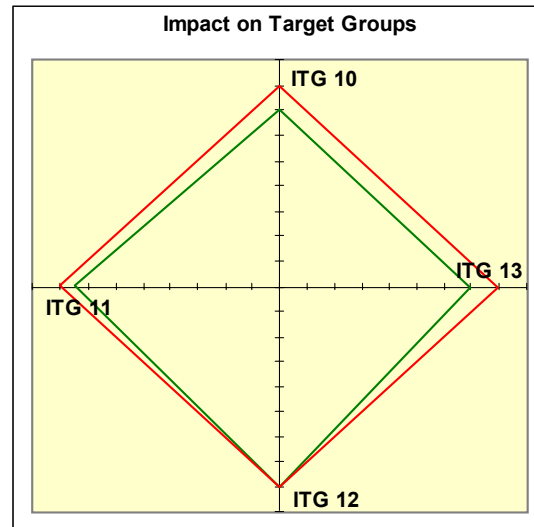


3. Impact on Target Groups

The Xerente indians have already been through two situations which required negotiation, namely: the construction of a hydroelectric dam and of a road which both impinged on their reservation.

After the course they are even better prepared to conduct the necessary negotiations with project proponents, and they are more conscious of the positive and negative impacts which infrastructure projects can bring to their community.

They are aware of the need for unity between members of the indigenous community in standing up for their common interests. They are more ready to participate and to take action.



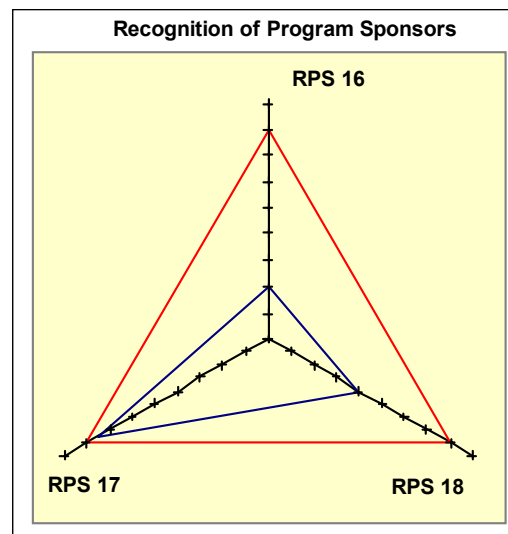
4. Degree of Multiplication/Dissemination

Respondents report that the dissemination of course material was hindered by the number of doubts they had that could not be cleared up during the course. They were unsure as to how to pass on information properly and they did not know how to make use of the didactic material provided for this purpose.

5. Recognition/Perception of Program Sponsors

Prior to the course, respondents did not know who the Program sponsors – USAID and IIE – were but when they learned that these organisations were paying for the TEEP Program, they became interested in knowing more about these international partners who were funding a project to safeguard indigenous rights and the environment.

The fact that the course was given outside of the municipality of Tocantinea a long way from their homes disturbed those who took



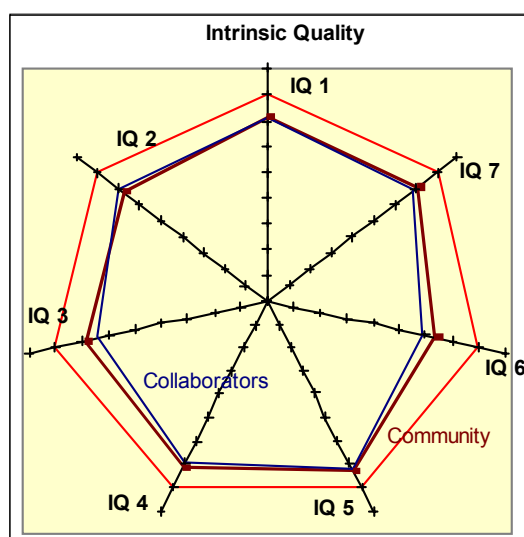
part, as they are not accustomed to being far away from their village and this upsets them. They suggested that the next training course should be held in a hotel in the town of Tocantína, where they always stay when they are outside the reservation.

5.3 Questionnaire Evaluation – Collaborators vs Communities

This section focuses on the views expressed by trainees from organisations which were Program Collaborators, namely those working for, or connected with, the Public Ministry of Tocantins, the federal environment agency (IBAMA), the National Indian Foundation (FUNAI), the state environment agency (Naturatins), the Tocantins Education Secretariat (SEDUC), the Tocantins branch of the Order of Brazilian Attorneys (OAB-Tocantins), representatives from the electric utilities (the Rede Group/Celtins and Investco), and the Tocantins Forum of Environmental NGOs.

Parameters Evaluated.

1. The Intrinsic Quality of the Program



Respondents found that the quality, content and accessibility of the didactic material were good, with the exception of the indigenous handbook.

The techniques and resources, and particularly the role plays and simulations which made trainees get involved, were found to facilitate comprehension which is very important especially for people who have had little formal education.

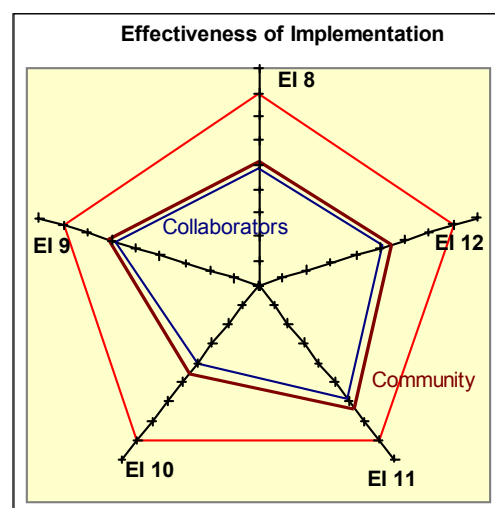
Regarding course duration, respondents reckoned that it could be longer, so that the themes addressed, which are very wide-ranging and complex, could be clarified better.

Asked whether they had made use of the material they received during the course, some said they had, some had not felt the need, while others who worked in the environmental field had consulted other information sources.

Compared to the aggregate results for the communities, the collaborators scored slightly lower in terms of their evaluation of the material given to trainees and the course duration.

2. Effectiveness of the Implementation Process

The majority of collaborators interviewed affirmed that they had found it hard to have meetings with other trainees to discuss strategies for passing on the knowledge acquired on the course because they worked in agencies which are already active in these matters.

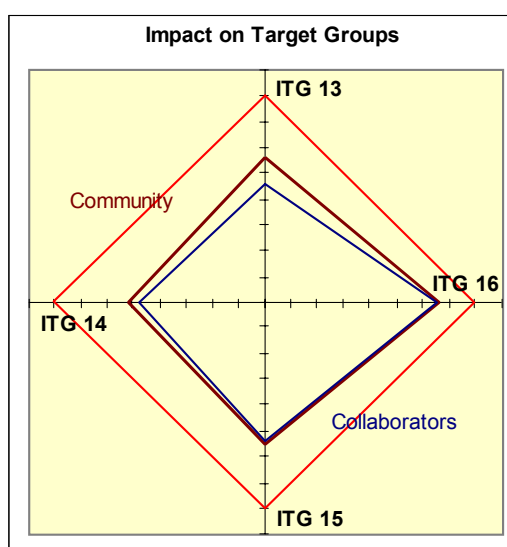


Respondents recognized that the course informed communities about where they could find the information they required about infrastructure projects. However, their understanding is that, because this is a new process for the state of Tocantins, the tendency will be for the public gradually to become more aware of its right to seek out information from government agencies.

“I understand that the TEEP Program is facilitating the process of participatory discussion.”
(Staff member, Naturatins)

With regard to the effectiveness of the implementation process, the community gave a higher evaluation to the TEEP Program in all questions.

3. Impact on Target Groups



The representatives from Program collaborators who were interviewed are aware that they have a commitment to society, and are able to take part in projects and influence movements in defence of community interests.

It is evident that people from the community are less at ease with the process of negotiation than the collaborators are. This is because the reality which community members face shows that the process of safeguarding the rights of those affected by major infrastructure projects is long and complicated for reasons that range from bureaucracy to bad faith. It was only by

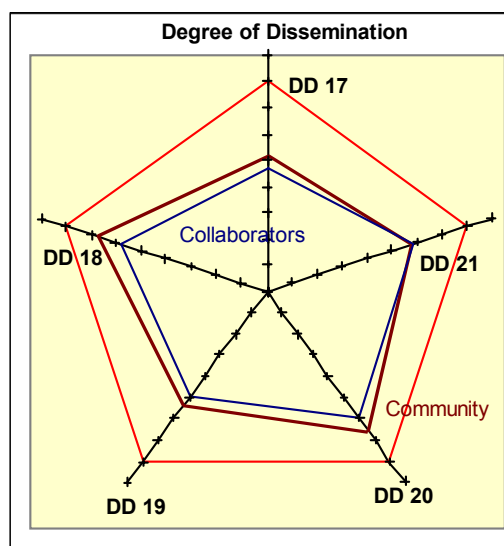
attending the TEEP training course that this perception of the difference between community members and representatives from collaborating organisations could be made.

Representatives from collaborating organisations appeared to be less convinced of the population’s ability to act in defence of its rights (ITG 13).

4. Degree of Multiplication/Dissemination

The group of collaborators interviewed had passed on information from the course on few occasions. Those who had done so used the material provided during the course along with their own personal material.

Other said that they had made use of meetings held by other groups, associations and support movements to pass on the course information.

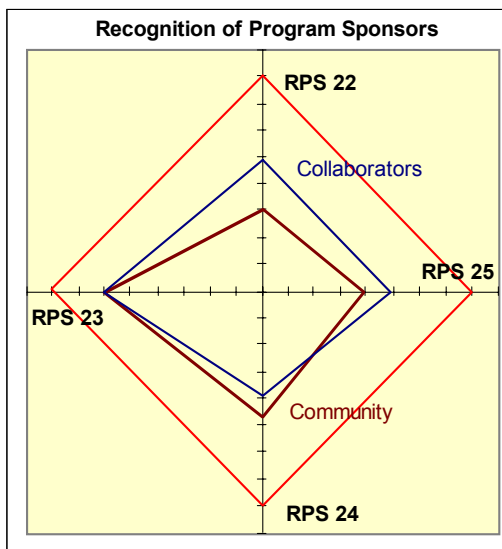


Some participants reported difficulties in disseminating course material to illiterate people; others had used role plays to facilitate understanding.

With regard to the concepts of sustainable development and social participation, the feeling was that even when these are explained clearly, it takes a lot of time for them to be understood as they are new ideas for the community. The same holds true for environmental legislation, energy policy, citizenship, etc. – topics for which the multipliers will be responsible and will have to explain many times to the community because these concepts will be put into practice whenever major infrastructure projects occur in their municipalities.

*“We are still planning the dissemination of material in conjunction with the other staff from Naturatins.”
(Technician, Naturatins)*

In general, the dissemination results achieved by the community exceeded those achieved by the Program collaborators.



5. Recognition/Perception of Program Sponsors

The vast majority of representatives from collaborating organisations already knew about the work of the course sponsors, USAID and IIE. For this reason, they were not surprised that these organisations were sponsoring the TEEP Program, although some did look for more information about both these entities from other sources.

Taken on aggregate, the results show a greater degree of information on the part of the collaborators than in the communities.

5.4 The Evaluation Team’s Perceptions & Suggestions

The result of the Program has varied in intensity between the different communities and, to a certain extent, the delay in the construction schedules of hydroelectric projects has resulted in less impetus for the mobilisation and organisation of communities in defence of their rights.

The TEEP Program’s training course has undoubtedly increased the skills of individuals and of community leaderships, sowing seeds which, in time, will germinate for the benefit of all. The knowledge offered by the course to these communities, which do not always have the purchasing power and educational background to be able to attend or follow other courses and events that are available to the wider society, has proved a significant experience in their development, permanently influencing their way of life and their positioning in society.

More copies of the dissemination material should be provided and these should be given to the trainees at the end of the training course. The delays which occurred in distributing this material and the fact that not enough copies were made available hindered the dissemination process, holding back the more enthusiastic trainees.

In all of the communities surveyed, there were requests for an extension of the Program so as to include new trainees, and preferably for future courses to be held on location in the communities themselves. Some form of matching support provided by local authorities could be one way to achieve this, as these authorities have expressed a certain willingness to collaborate with the process.

The timeliness of the course is closely linked to the certainty of a hydroelectric project's execution, where the local population see themselves as marginalized, ill-informed and incapable of adequate mobilisation. In light of this, the Program's extension to the various places affected by the innumerable hydroelectric schemes which have already been approved and awarded by the National Electricity Agency (ANEEL), in addition to those proposed for the state of Tocantins, would represent the best allocation of resources for the eventual continuation of the TEEP Program or any follow-up initiative which emerges.

5.5 Examples of Success

Few concrete examples of success have been registered in the community, partly because of the short time available for responses but also due to the fact that the virtual paralysis which has gripped the Brazilian electricity sector has diminished the impetus for the emergence of significant community-based movements. However, we have registered people's delight when the subject of the TEEP Program is raised and their expressions of happiness and self-assurance, which we have tried to capture in the quotations given below:

- *“Even in my work as Secretary for Education in our municipality, the TEEP Program is serving as a reference for research.”*
(Municipal Secretary for Education – Ipueiras)
- *“As I see it, the TEEP Program is facilitating the process of public participation.”*
(Palmas)
- *“The trainees, in their work as multipliers, will be responsible for getting the community prepared.”*
(Palmas)
- *The course information was passed to one teacher and she then passed it on to her whole class.”*
(Ipueiras)
- *“The federal environment agency, IBAMA, has replicated the methodology of the TEEP Program in Araguaína and Babaçulândia.”*
(Palmas - Naturatins)

- *“I am adapting the Program material into classroom exercises for my pupils.”*
(School teacher – Paranã)
- *“We have formed an association to discuss and resolve these issues; the association is formerly registered and officially recognised.”*
(Local councillor – Paranã)
- *“We are taking advantage of occasional meetings held by certain groups to pass on information from the TEEP course.”*
(NGO – Palmas)

6. QUALITATIVE EVALUATION OF DIDACTIC MATERIAL

The didactic material prepared for the TEEP Program is found to be excellent, addressing subjects to a level and in a language that is simple and readily comprehensible by all. The exercises and dynamics proposed at the beginning of each module are very creative, enabling a rapid integration of the group and generating motivation for subsequent stages that present the module's theoretical content and require concentration and discernment.

Comments are made below about the volumes produced for the Program and distributed to trainees.

6.1 *Facilitator's Manual*

The layout, which features excellent graphic design, enables each module to be quickly identified. The inclusion of 'thumb nail' images of the presentation slides given at the end of each module is very useful, linking the modules' theory to the most direct method of dissemination.

We suggest that the text columns should be widened, and some reference markers and legends should be corrected. In addition, the 'Facilitator's Manual' text on the even numbered pages of the Manual should be made smaller and moved to the top of the page.

With regard to the Program modules, the following comments are made:

Energy Policy – We suggest the inclusion of informative data about the development status of the various regional hydroelectric projects, thus enabling people to find out about their particular situation, getting an idea of the likely timing and probable impacts of projects which may affect them.

Because it deals with a very dynamic subject, it is worth revising and updating the Energy Policy module. Since it was written, some aspects of the energy sector have changed as a result of the evolution and modification of reality which is reflected in the statistics and the passage of new regulatory instruments.

Some minor technical errors should also be corrected in order to ensure the accuracy required. Also, some of the conclusions presented take a rather biased view of the process, creating a feeling of animosity with regard to the energy sector.

Environment – We suggest the inclusion, in the form of a short text in accessible language, of concepts such as preservationism, conservationism and sustainable use, with their principles and outcomes, as parameters for the discussion of environmental policies.

Environmental Legislation – The text needs to be more precise regarding the legislation documented, specifying the Decrees, Resolutions, Decree-Laws, Resolutions, etc. and setting out where necessary the entities responsible for their publication.

A description of the agencies of environmental management, control and supervision should be incorporated, setting out their functions and principal responsibilities, and including the National Council for the Environment (CONAMA).

The discussion of Public Enquiries – a subject which is of great relevance to the content of this module – should be expanded so as to include the contexts in which an Enquiry is obligatory and the supporting documents required, with attention being drawn to the requirement for these documents to be made available to the public before and after an Enquiry. If possible, a separate volume could be produced giving the texts of legislation cited in this chapter.

Citizenship – The evaluation team suggest that the text for this module should be extended to include legal references for the rights associated with citizenship; the presentation of access mechanisms and contacts in government and civilian agencies which uphold human rights; humanitarian agencies at national and international levels, and voluntary groups and initiatives which uphold civil liberties.

Opportunity – The text can be extended, introducing the elements required in drawing up an outline, generic business plan, illustrated by a few examples.

The need for adequate knowledge about the proposed business should be included as a fourth key point for success.

In the version that we saw, the solution given to the ‘Nine Dots’ game needs to be corrected.

Negotiation – The text is wide-ranging and the proposed dynamic is very well balanced. Both were highlighted in the excellent result recorded in the trainees’ evaluation.

6.2 Handbooks

The handbooks, which each deal with two Program modules, present a summary in colloquial language which discusses the modules’ theoretical content in a practical way, associating it to situations which may occur as a result of the construction of hydroelectric power stations.

The illustrations used are attractive and suggestive, contextualizing the text and allowing the illiterate a limited degree of interaction with the contents during the dissemination process.

We would just suggest the substitution of the fifth illustration (on page 7) of the handbook on Energy Policy as this does not reflect the current context.

The indigenous handbook, with texts in the Karajá and Xerente languages as well as Portuguese, actually gives more specific detail than the Facilitator’s Manual on a number of items, and also looks at practical aspects of the Program content.

Surprisingly, on a number of points the scope and clarity of this document is, in our view, superior to that of the other handbooks (although, as noted earlier, this view is apparently not shared by respondents from the Program Collaborators). This may be

because its drafting posed more of a challenge, but it also leads us to believe that the quality of the other handbooks could be improved so that they are at least comparable with this one.

The legislation is presented, references are made to the agencies responsible for environmental licensing and supervision, and aspects of the reality of the interference in the community caused by large-scale infrastructure projects are discussed and illustrated with practical examples.

In conclusion, we find the quality of the didactic material to be excellent, thus confirming an opinion held by the majority of the trainees. Minor revisions of content and format would allow a better balance between the items presented in the Program modules and in the handbooks, for eventual use in a subsequent phase of the Program. We would also suggest the establishment of a website which contains the Program modules and gives information on proposed hydroelectric schemes. The site should be accessible to trainees and multipliers and to the general public, and should be periodically updated to reflect changes in legislation and other relevant developments that occur with the passage of time.

7. CONCLUSIONS & RECOMMENDATIONS

The TEEP training course fulfilled its purpose, achieving high ratings in terms of approval and results for all the indicators investigated.

The research questionnaires utilised in the study evaluated indicators relating to the intrinsic quality of the Program, the effectiveness of the implementation process, its impact on the Target Groups, the degree of multiplication/dissemination, and the recognition/perception of Program sponsors. The results of these evaluations, shown in the analyses presented above, enable us to conclude that the Program has been effective in terms of its objectives and successful in its implementation.

As they worked together on the same training course, representatives from the Program Collaborators and members of the communities surveyed had the opportunity to recognise the difficulties which each faced, and to come up with empirical solutions which displayed a high degree of pragmatism and replicability in real-life situations.

There is a need for the provision of textual information on the Program sponsors (USAID/IIIE) as the recognition/perception of these organisations was the lowest scoring indicator evaluated in the study.

7.1 Program Implementation

To understand the universe of indigenous peoples, with its interests and conflicts, requires more than an evaluation focused on the interaction of communities with the energy sector.

There is a relation of dependence between the Indian and the State. For decades, the State has endeavoured to portray indigenous people as incapable beings who therefore deserve its protection and guardianship.

In launching a development project which in some way impacts on the indigenous community, whether by flooding land or by routing transmission lines across reservations, the energy sector finds itself forced to make up for all the deficiencies left by the inability of the State to attend to the ongoing process of pleas and demands, created by the culture wherein it is the government which gives what the Indians need.

Thus, to undertake processes which are designed to enable indigenous communities to play a more conscious role in upholding their rights is an arduous task, fraught with intricate relations of power and exploitation within the community itself.

The TEEP Program was a bold and successful initiative, promoting the interaction between the regulatory model and the legal framework that govern the execution of large-scale development projects and the limited capacity of typical individuals from the indigenous community. The results achieved, though modest in terms of the number of trainees, are significant in terms of the experiential gains on both sides and the opening, by means of the contacts established, of promising channels for communication.

Initial assessments conducted prior to the interviews and meetings were very pessimistic with regard to the possible results in light of the fact that the groups of trainees were

composed of people with very disparate educational backgrounds, professions and roles in society. However, this heterogeneousness was the greatest advantage that a training course of this type could offer to its participants. In a neutral environment, these different representatives, constituting a small cross-section of society as a whole, were able to reproduce the movements and conflicts that occur during the execution of high-impact development projects.

Bringing together such a heterogeneous group, with such diverse interests and perspectives, is an innovation of the TEEP course and one which enables a very rich debate between communities, planning authorities, business interests, institutions which uphold the rights of minorities, and civil society organisations. This is, without a doubt, one of the Program's strong points.

The second extremely worthwhile result of the Program is to foster the creation of a contact network between the course participants, so that they all know the needs and functions of the other parties involved in the process of building hydroelectric power stations.

7.2 Recommendations for Future Program Phases

To think about the environment from the perspective of Tocantins implies an exercise in the integration of factors evaluating cause and effect. In speaking of the construction of hydroelectric power stations, the protection, growth and sustainability of affected communities must be emphasised. These issues require a broadening of current debates and more training courses.

There is no doubt that Brazilian society has benefited from the concern for small communities which organised groups have generated. It has given rise to opportunities to build knowledge about the conservation of, and responsibility for, the environment through the TEEP training course offered by Ecológica.

The basic concern in communities that will be affected by hydroelectric power projects is their insecurity when it comes to dealing with the project proponents. For this reason, the Program theme 'Opportunity & Negotiation' should be further developed, respecting cultural differences, simplifying the language used and presenting 'case studies' based on real issues and events which have occurred in other communities.

It is very important to emphasise the need to set up community organisations (cooperatives, associations, etc.) to strengthen the community's position in the negotiation process, while also underlining each resident's social responsibility.

It is also worth focusing here on the need for the course to attempt to instill in participants a sense of the importance of disseminating what they have learned, and of deepening their understanding of the issues addressed, seeking out other sources of information which can help them better to understand the transformation which Tocantins state is undergoing.

7.3 Program Themes, Timing and Methodology

The TEEP course sets out to address the themes of Environment, Energy Policy, Opportunities, Negotiation, Citizenship and Environmental Legislation. These are

unfamiliar to most of the trainees, and require new language and terminology. For this reason, the trainees believe that the course needs to be longer so that they can discuss and get a deeper understanding of the knowledge presented.

The methodology utilised – debates, dramatization, negotiation role plays – should be maintained as it enables participants to reflect and to take critical views, leading them to a better understanding of the Program themes and enabling them to intervene in the processes associated with the planning and implementation of hydroelectric projects.

The participation of indigenous peoples in the course was differentiated, taking into account their language and their involvement in the planning of projects impacting on reservation areas. In this context, the benefits which hydroelectric energy could bring them, whilst respecting their values and their culture, need to be emphasized.

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9. Appendices

1. Research Questionnaire – Non-Indigenous Communities
2. Research Questionnaire – Indigenous Communities

APPENDICES



Appendix 9.1

TOCANTINS, ENERGY, EDUCATION, PARTICIPATION Assessment – TEEP-A

RESEARCH QUESTIONNAIRE – TEEP-A – Non-Indigenous Communities

You do not have to identify yourself, but doing so may help us to clarify any uncertainties which may emerge about the answers and comments you give.

Name: Interviewer:

Place: Date:

In order to evaluate the quality of the Tocantins, Energy, Education, Participation (TEEP) Program, we ask you to answer the questions below.

You are requested to answer all questions, but if any item does not apply to you, please leave it blank.

Your contribution is very important. Thank you!

The Intrinsic Quality of the Program	Responses	Comments
1. How would you rate the overall presentation of the didactic material (Facilitator’s Manual, handbooks etc.) used in the training course?	<input type="checkbox"/> Bad <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Excellent
2. How would you rate the contents of the didactic material (Facilitator’s Manual, handbooks etc.) used in the training course?	<input type="checkbox"/> Bad <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Excellent
3. How would you rate the didactic material (Facilitator’s Manual, handbooks etc.) used in the training course in terms of ease of understanding and comprehension?	<input type="checkbox"/> Bad <input type="checkbox"/> Average <input type="checkbox"/> Good <input type="checkbox"/> Excellent
4. Did the presentation techniques used (dramatization, case studies, debates, role plays etc.) help you to understand the didactic material?	<input type="checkbox"/> Not at all <input type="checkbox"/> A little <input type="checkbox"/> Quite a lot <input type="checkbox"/> Absolutely
5. Were the resources used (slides, data show, posters etc.) suitable for conveying the Program content?	<input type="checkbox"/> Not at all <input type="checkbox"/> A little <input type="checkbox"/> Quite a lot <input type="checkbox"/> Absolutely
6. Was the duration of the course sufficient to understand and comprehend the themes which were addressed?	<input type="checkbox"/> Insufficient <input type="checkbox"/> A bit <input type="checkbox"/> Mostly <input type="checkbox"/> Absolutely

<p>7. Have you at any time consulted the material given to you during the training course to find out or check information?</p>	<p>() Never () A few times () Several times () Frequently</p>	<p>..... </p>
<p>Effectiveness of the Implementation Process</p>	<p>Responses</p>	<p>Comments</p>
<p>8. Did you maintain contact with other course participants to share experiences or to talk about strategies for passing on what you had learned from the TEEP Program?</p>	<p>() Never () A few times () Several times () Frequently</p>	<p>..... </p>
<p>9. Did the course provide information which will allow community members to know where they can find the sort of information they need?</p>	<p>() Not at all () A little () Quite a lot () Absolutely</p>	<p>..... </p>
<p>10. Following your participation in the TEEP Program, have you sought information or clarification from any government agency about infrastructure projects proposed for your region?</p>	<p>() None () One () A few () Several</p>	<p>..... </p>
<p>11. With the information acquired on the training course, in your opinion, are people feeling more comfortable about standing up for their rights?</p>	<p>() Not at all () A little () Quite a lot () Very much so</p>	<p>..... </p>
<p>12. Are people more disposed to take part in discussions about things that will cause an environmental impact affecting your community?</p>	<p>() Indifferent () Aware () Participatory () Active</p>	<p>..... </p>
<p>Impact on Target Groups</p>	<p>Responses</p>	<p>Comments</p>
<p>13. Do people who were trained under the TEEP Program feel prepared to participate in the planning and decision-making processes associated with the establishment of infrastructure projects in your municipality?</p>	<p>() Indifferent () Aware () Participatory () Active</p>	<p>Give an example which you are aware of </p>
<p>14. Are the communities targeted by the TEEP Program better prepared for the process of negotiation with project proponents or other organisations involved in the construction hydroelectric power stations?</p>	<p>() Indifferent () Aware () Participatory () Active</p>	<p>Have there been any moves to set up community organisations? </p>
<p>15. Do people trained under the TEEP Program feel better prepared to participate in campaigns to defend the community's interests in face of proposals for new infrastructure projects?</p>	<p>() Indifferent () Aware () Participatory () Active</p>	<p>Give an example which you are aware of </p>
<p>16. Has the course offered by the Instituto Ecológica under the TEEP program been applied, or could it be applied, to solve other problems faced by your community?</p>	<p>() Not at all () A little () Quite a lot () Very much so</p>	<p>Give an example which you are aware of </p>

The Degree of Multiplication/Dissemination	Responses	Comments
17. Was dissemination of the information acquired during the training course easy to do in your community?	<input type="checkbox"/> No dissemination <input type="checkbox"/> Difficult <input type="checkbox"/> For the most part <input type="checkbox"/> Absolutely
18. During the dissemination of the material and the course provided under the TEEP Program, was it evident that the content of the course was relevant to your community?	<input type="checkbox"/> Not at all <input type="checkbox"/> A little <input type="checkbox"/> For the most part <input type="checkbox"/> Absolutely
19. Did illiterate people have a lot of problems in receiving the dissemination of material provided under the TEEP Program?	<input type="checkbox"/> Not at all <input type="checkbox"/> A little <input type="checkbox"/> For the most part <input type="checkbox"/> Absolutely
20. Did the concepts of sustainable development and social participation become clearer for your community after the course?	<input type="checkbox"/> Not at all <input type="checkbox"/> A little <input type="checkbox"/> For the most part <input type="checkbox"/> Absolutely	What topic was of greatest interest?
21. Is your community better prepared to discuss the topics addressed during the course such as: environmental legislation, energy policy and citizenship etc.?	<input type="checkbox"/> Not at all <input type="checkbox"/> A little <input type="checkbox"/> For the most part <input type="checkbox"/> Absolutely	Give an example you are aware of
Recognition/Perception of Program Sponsors	Responses	Comments
22. Prior to the course, had you heard of the organisations which sponsor the TEEP program: the United States Agency for International Development (USAID) and the Institute for International Education (IIE)?	<input type="checkbox"/> No <input type="checkbox"/> A little bit <input type="checkbox"/> One of them <input type="checkbox"/> Both
23. Was reference made during the training course to the activities of the Program partners and sponsors, and their aims and intentions?	<input type="checkbox"/> No <input type="checkbox"/> A little bit <input type="checkbox"/> A fair bit <input type="checkbox"/> Comprehensively
24. What was the reaction of the trainees when they learned that the program was being sponsored by international institutions like USAID and IIE?	<input type="checkbox"/> Indifferent <input type="checkbox"/> Aware <input type="checkbox"/> Questioning <input type="checkbox"/> Mistrustful
25. After the training course, did you seek out more information about USAID or IIE from other sources, such as newspapers, the internet, etc.?	<input type="checkbox"/> No <input type="checkbox"/> About USAID <input type="checkbox"/> About IIE <input type="checkbox"/> About both

Appendix 9.2

TOCANTINS, ENERGY, EDUCATION, PARTICIPATION Assessment – TEEP-A

RESEARCH QUESTIONNAIRE – TEEP-A – Indigenous Communities

You do not have to identify yourself, but doing so may help us to clarify any uncertainties which may emerge about the answers and comments you give.

Name: Interviewer:

Place: Date:

In order to evaluate the quality of the Tocantins, Energy, Education, Participation (TEEP) Program, we ask you to answer the questions below.

You are requested to answer all questions, but if any item does not apply to you, please leave it blank.

Your contribution is very important. Thank you!

The Intrinsic Quality of the Program	Responses	Comments
1. How would you rate the quality of the handbook used in the training course?	<input type="radio"/> Bad <input type="radio"/> Average <input type="radio"/> Good <input type="radio"/> Excellent
2. And its contents?	<input type="radio"/> Bad <input type="radio"/> Average <input type="radio"/> Good <input type="radio"/> Excellent
3. With regard to the texts in your language, was it easy to understand what was being presented?	<input type="radio"/> Bad <input type="radio"/> Average <input type="radio"/> Good <input type="radio"/> Excellent
4. Did the dramatizations and debates used in the course help you to understand the subjects being presented?	<input type="radio"/> Not at all <input type="radio"/> A little <input type="radio"/> Quite a lot <input type="radio"/> Absolutely
5. Was the time taken for the course enough to understand the subjects that were presented?	<input type="radio"/> Insufficient <input type="radio"/> A bit <input type="radio"/> Mostly <input type="radio"/> Absolutely

Effectiveness of the Implementation Process	Responses	Comments
6. Did you maintain contact with other course participants to share and to help pass on the information from the TEEP Program?	<input type="checkbox"/> Never <input type="checkbox"/> A few times <input type="checkbox"/> Several times <input type="checkbox"/> Frequently
7. After the course, is it easier for community members to know where they can find the sort of information they need?	<input type="checkbox"/> Not at all <input type="checkbox"/> A little <input type="checkbox"/> Quite a lot <input type="checkbox"/> Absolutely
8. Have you sought out the National Indian Foundation (FUNAI) to ask for information and explanations about the dams that might be built in your region?	<input type="checkbox"/> Never <input type="checkbox"/> A few times <input type="checkbox"/> Several times <input type="checkbox"/> Frequently
9. Are people in your community more prepared to participate in and to discuss the changes caused by hydroelectric projects?	<input type="checkbox"/> Not at all <input type="checkbox"/> A little <input type="checkbox"/> Quite a lot <input type="checkbox"/> Absolutely

Impact on Target Groups	Responses	Comments
10. Does your community feel better prepared to participate in the changes and decisions about the building of dams in your region?	<input type="checkbox"/> Not at all <input type="checkbox"/> A little <input type="checkbox"/> Quite a lot <input type="checkbox"/> Absolutely	Give an example which you are aware of
11. Could the course provided by Instituto Ecológica under the TEEP Program be applied to resolve other problems faced by your community?	<input type="checkbox"/> Not at all <input type="checkbox"/> A little <input type="checkbox"/> Quite a lot <input type="checkbox"/> Absolutely	Give an example which you are aware of
12. Does your community feel better prepared to stand up for its interests if a new hydroelectric power project should emerge?	<input type="checkbox"/> Not at all <input type="checkbox"/> A little <input type="checkbox"/> Quite a lot <input type="checkbox"/> Absolutely	Give an example which you are aware of
13. Has the course brought any change in the life of your community?	<input type="checkbox"/> Not at all <input type="checkbox"/> A little <input type="checkbox"/> Quite a lot <input type="checkbox"/> Absolutely	Give an example which you are aware of

The Degree of Multiplication/Dissemination	Responses	Comments
14. Will the impacts of increased energy production affect the indigenous community or not?	<input type="checkbox"/> Not at all <input type="checkbox"/> A little <input type="checkbox"/> Quite a lot <input type="checkbox"/> Absolutely
15. After the course, was it clearer to your community that everyone needs to take part in standing up for the community's interests?	<input type="checkbox"/> Not at all <input type="checkbox"/> A little <input type="checkbox"/> Quite a lot <input type="checkbox"/> Absolutely	What topic was of greatest interest?

Recognition/Perception of Program Sponsors	Responses	Comments
16. Prior to the course, had you heard of the organisations which sponsor the TEEP program: the United States Agency for International Development (USAID) and the Institute for International Education (IIE)?	<input type="checkbox"/> No <input type="checkbox"/> A little bit <input type="checkbox"/> One of them <input type="checkbox"/> Both
17. Was reference made during the training course to the activities of the Program partners and sponsors, and their aims and intentions?	<input type="checkbox"/> No <input type="checkbox"/> A little bit <input type="checkbox"/> A fair bit <input type="checkbox"/> Comprehensively
18. What was the reaction of the trainees when they learned that the program was being sponsored by international institutions like USAID and IIE?	<input type="checkbox"/> Indifferent <input type="checkbox"/> Aware <input type="checkbox"/> Questioning <input type="checkbox"/> Mistrustful