



# BOATS FOR EDUCATION NETWORK

*“SETTING SAILS FOR A BETTER WORLD”*



## **BOATS FOR EDUCATION NETWORK**

### **BOATS: IN THE BEGINNING OF SPORTS IN BRAZIL**

Sailing and rowing were pioneer sports in Brazil. The first rowboat competition was held in Rio de Janeiro, the capital of Brazil at that time, in 1846, when two crews onboard “Lambe-Água” and “Cabocla” matched in front of a large crowd watching at the beach. Sport was very new to Rio de Janeiro and rowing competitions soon became one of the favorite events in town. The number of athletes grew fast and rowers organized themselves on the “Regatta Clubs” that were started in different neighborhoods of Rio de Janeiro and across the Guanabara Bay, at Niterói. Many of those pioneer organizations later hosted other sports such as football that soon took the preference of the public and rowing declined. Times when rowing prevailed can still be remembered as many prestigious football teams in Rio de Janeiro are still officially called “Regatta Clubs”: “Clube de Regatas Flamengo”, “Botafogo de Futebol e Regatas”, “Clube de Regatas Vasco da Gama”, etc.

Sailing also started early but got structured some decades later. European migrants founded the first yacht club at Niterói in 1906. The city is still a very strong national reference for sailing.

In the beginning sport was not there to everyone. Clubs were very selective and only the wealthy elite could access them. Unfortunately, it is still very much like that although it is changing fast. In recent years public and community investments, sometimes supported by corporate funding, are making sports more accessible to the general public.

Football is by far the most loved sport in Brazil but sailing gave the country the largest number of titles. Although sailing is far behind concerning popularity public attention started to rise as sailors started to bring in the results. In 1961, Axel and Erik Schmidt won the first world title to Brazil in the Snipe Class and the first Olympic medal came in Mexico, 1968, with Reinaldo Conrad and Burkhard Cordes, winning bronze on the Flying Dutchman Class. After the two gold medals in the Athens, 2004, sailing became the number one Olympic sport in Brazil.

### **BOATING ACTIVITIES IN BRAZIL**

Top quality sailors and growing public interest has not resulted in the same proportion in the increase of boat practitioners and a stronger and boating market. A severe lack of infrastructure, economic constrains that makes boats very expensive to regular Brazilians can explain difficulties but this still has to be better understood.

Brazil has a great potential for boating activities considering the appropriate climate that makes boating attractive all seasons, an extent tropical coast, plenty inland waters and the natural inclination and cultural interest on water related leisure. This is very evident, especially in coastal cities like Rio de Janeiro where beaches are highly appreciated by the public and is a strong cultural and economic asset. In contrast with the very positive conditions throughout the country boating activity is very concentrated along the southern coast and is still economically insignificant. Compared to other countries the nautical activity is very small and the number of boats per capita is very low. See table below:

## BOATING IN BRAZIL AND OTHER COUNTRIES

### GEOGRAPHICAL ADVANTAGES

Extension of Brazilian Coastline	8.500 km
Reservoirs	129 dams
Number of large dams	129 dams
Estimated total reservoir surface	36.000 km <sup>2</sup>
Navigable rivers (only considering main rivers)	30.233 km

### NUMBER OF BOATS IN BRAZIL

(source: [www.sportnautica.com.br](http://www.sportnautica.com.br) and [www.acobar.com.br/index3.htm](http://www.acobar.com.br/index3.htm))

Estimated number of total registered boats in Brazil	329.473
Number of sport and recreational boats (47,8 %)	157.779
Where are the boats?	
Rio de Janeiro	9,4%
São Paulo	7,2%
Boat per capita	1:1.600

### BOAT BUSINESS IN BRAZIL

(source: [www.acobar.com.br/index3.htm](http://www.acobar.com.br/index3.htm))

Registered Boatyards	116
Marinas, Yacht Clubs and Boat Garages	654
Hotels and resorts by the Coast, rivers, lakes and reservoirs	856
Nautical stores, brokers and tourism dealers	1.518
Boat repair and services shops.	1.242
Direct jobs offered	100.000

### BOATS IN OTHER COUNTRIES (ESTIMATED)

(source: International Boat Industry [www.ibinews.com](http://www.ibinews.com))

Boats in the USA	17 million
Boat per capita	1:16
Boats in Sweden (“pleasure boats”)	1.3 million
Boat per capita	1:7
Boats in France	915.000
Boat per capita	1:66
Boats in Denmark	366.000
Boat per capita	1:15
Boats in New Zealand (Figures for the Auckland region. Source: <a href="http://www.gotoauckland.com">www.gotoauckland.com</a> )	80.000
Boat per capita	1:11
Boats in South Africa	25.000
Boat per capita	1:1.700

### BOATS IN MARYLAND




(source: [www.mdsg.umd.edu/Extension/recboat03.html](http://www.mdsg.umd.edu/Extension/recboat03.html))

Maryland recreational boaters total spending (2002)	US\$ 2 billion
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## TORBEN AND LARS GRAEL

The Grael brothers, as they are frequently called, played an important role to give a better visibility to sailing. They belong to a traditional family of sailors. Their uncles, Axel and Erik Schmidt (the Schmidt brothers) were world champions three times (1961, 1963, 1965) and were among the first Brazilian athletes to reach top international titles in all sports.

TORBEN GRAEL is recognized as the only sailor in the world to hold 5 Olympic medals and is celebrated as the best succeeded Olympic athlete in the history of Brazil.

		<h3 style="text-align: center;">TORBEN GRAEL MAIN TITLES</h3> <p style="text-align: center;"><a href="http://www.torben-grael.com">www.torben-grael.com</a></p>	
	Olympic Medals	<ul style="list-style-type: none"> <li>🏆 Gold: Star, Athens, 2004.</li> <li>🏆 Gold: Star, Atlanta, 1996.</li> <li>🏆 Silver: Soling, Los Angeles, 1984</li> <li>🏆 Bronze: Star, Sydney, 2000.</li> <li>🏆 Bronze: Star, Seoul, 1988.</li> </ul>	
	America's Cup	<ul style="list-style-type: none"> <li>🏆 Louis Vuitton Cup-Tactician of Italian PRADA/Luna Rossa Team: Champion, New Zealand, 2000.</li> </ul>	
	World Titles	<ul style="list-style-type: none"> <li>🏆 Star: Champion (1990); Vice-Champion (2002, 1998, 1995, 1991)</li> <li>🏆 Snipe: Champion (1987, 1983); Junior World Champion (1978).</li> <li>🏆 12 meter: Champion (1999)</li> <li>🏆 One Ton: Champion (1992)</li> </ul>	
	National Titles - Brazil	<ul style="list-style-type: none"> <li>🏆 35 national titles in 8 different classes.</li> </ul>	
<p>Above: Torben and his crew Marcelo Ferreira show gold medal</p> <p>Below: Torben with participants of the "Grael Project".</p>	North American Championship	<ul style="list-style-type: none"> <li>🏆 Soling: Champion (1981)</li> </ul>	
<p><b>NEXT CHALLENGE:</b> Torben Grael will be the skipper of the Brazil 1 Team, the first Brazilian crew to race the VOLVO OCEAN RACE, a round-the-world competition starting November 5<sup>th</sup>, 2005.</p>			

LARS GRAEL is considered the most popular sailor in Brazil. He dedicated most of his career to the Tornado Class, won two Olympic Medals besides a world title in the Snipe Class. Unfortunately, in 1998, when starting his campaign to the Sydney Olympics he suffered an accident while racing in Vitória, State of Espírito Santo (North of Rio de Janeiro). He was caught by a powerboat, lost his right leg and fought for life for weeks. Lars' drama generated a strong popular

solidarity chain and the public followed and supported his recovery and later, his successful return to sailing competitions. That made Lars one of the most popular personalities in the country.

After the accident, Fernando Henrique Cardoso, president of Brazil, invited Lars to the position of National Secretary of Sports. It was his initiation in a new challenge: he took the helm of the task of building the future of sports in the country. In 2003, he became the Secretary of Youth, Sport and Leisure to the State of São Paulo. Despite of his busy official career Lars is still showing a great sailing performance. He won the Star Class South-American Championship in January 2005, Buenos Aires, Argentina, defeating world top sailors such as Brazilian gold medallist Robert Scheidt and others.

		<h2 style="text-align: center;">LARS GRAEL MAIN TITLES</h2> <p style="text-align: center;"><a href="http://www.larsgrael.com.br">www.larsgrael.com.br</a></p>	
	Olympic Medals	<ul style="list-style-type: none"> <li>🚣 Tornado: Bronze Medal, Atlanta 1996</li> <li>🚣 Tornado: Bronze Medal, Seoul 1988.</li> </ul>	
	World Titles	<ul style="list-style-type: none"> <li>🚣 Snipe: World Champion, 1983.</li> <li>🚣 ILC 30: 3<sup>rd</sup> Place, 1999.</li> </ul>	
 <p>Lars Grael with crew Kiko Pellicano celebrates Olympic medal in Atlanta, 1996.</p>	National Titles - Brazil	<ul style="list-style-type: none"> <li>🚣 Ocean: Champion 2004.</li> <li>🚣 Tornado: 10 times Brazilian Champion</li> <li>🚣 Soling: Champion, 1993.</li> <li>🚣 Snipe: Champion, 1980 and 1981.</li> </ul>	
	Swedish Open	<ul style="list-style-type: none"> <li>🚣 Tornado: Champion, 1991 and 1992</li> </ul>	
	Sport Authority Positions	<ul style="list-style-type: none"> <li>🚣 Secretary of Youth, Sports and Leisure- State of São Paulo- present position</li> <li>🚣 National Secretary of Sports</li> <li>🚣 Member of the Foundation Board of WADA- World Anti Doping Agency</li> <li>🚣 Founding Member of the Brazilian Olympic Committee Commission for Sport and Environment</li> </ul>	



## **“THE GRAEL PROJECT”: CONNECTING NAUTICAL SPORTS AND EDUCATION**

Torben and Lars Grael had the vision that sailing and other nautical sports could be more widely offered and that it could benefit youth at social need. In 1996, before the Atlanta Olympic Games, they gathered a number of sailors, sport and education specialists, environmentalists and other interested individuals and started thinking how to enhance boating and turn it into an educational tool. This was the first seed to what became known as the “Grael Project”. They envisioned the educational potential of sailing considering that:

- ☞ Sailing contributes towards self-confidence, discipline, develops leadership and team spirit.
- ☞ While learning to sail, the youth develops his sense of perception for natural phenomena and occurrences.
- ☞ The sailor acquires the awareness to understand: the tides and currents, gusts and lulls, he learns of other meteorological phenomena such as cloud formation, etc. This capacity, so vital to the sailor, is no more than a sound understanding of nature, which, in turn, constitutes an important step towards a consistent environmental education.
- ☞ Sailing provides a sense of opportunity and risk, and of challenge. It imposes limits and instills a respect for adversity. It is a sport that stimulates interest in technology, physics and mathematics. In consequence, these potentials lead to better comprehension and learning in the regular classroom.
- ☞ It is a sport of strategies and decisions. As an example, the choice of a strategy for a coming beat requires the analysis of many variables, the interpretation of tendencies and eventually making a decision while remaining aware of the necessity of permanently questioning that choice.
- ☞ Sailing is a technological sport and raises up the interest on building materials, physics, math and other sciences.

The “Grael Project” began to take shape in June 1998, at Charitas beach – in Niterói (Rio de Janeiro) – where, with the support of the municipal government, the acquisition of the first necessary equipment and the selection of a team of instructors became possible. This pioneer project in Brazil soon expanded its area of activity, and in September 1999 installed a unit in the city of Vitória (Espírito Santo), also supported by the local municipal government and by the Espírito Santo Yacht Club (ICES).

## **“GRAEL PROJECT” RUN BY INSTITUTO RUMO NÁUTICO.**

In order to manage and improve the activities of the “Grael Project” a non-for profit organization was created in 2000: the Instituto Rumo Náutico – IRN. The name of the organization was inspired on a nautical referred popular expression: “tomar rumo”, meaning “take good bearing”, to refer to someone well-oriented and going straight in life. Instituto Rumo Náutico could then be translated as the Nautical Bearing Institute.

The organization main objectives are to:

- ☞ Promote education through nautical sports
- ☞ Promote professional qualification
- ☞ Preserve and promote marine culture

☞ Promote environmental education and the practice of citizenship

New partners, such as private business, universities and government agencies, strengthened the project. In 2004, IRN purchased its own headquarters so as to ensure better services and an expansion of the activities. Presently, the facilities are under work to install the educational and technical shops as well as the nautical infrastructure.

## SOME OF INSTITUTO RUMO NÁUTICO FACILITES



Headquarters of Instituto Rumo Náutico, in Niterói, Rio de Janeiro.



Facilities at the Charitas Beach, Niterói.



Instituto Rumo Náutico, Vitória, State of Espírito Santo



Swimming lessons

Instituto Rumo Náutico offers a diverse program that if completely taken allows participants to interact with the program for 3,5 years. Besides sports, an employability and income generation program and a complementary educational program benefit participants. Since the “Grael Project” was started in 1998 it has already benefited more than 4.500 participants, considering the Niterói, Vitória and Maricá bases. The program is open to public school students, with ages from 9 to 20. Activities developed in Niterói by IRN or planned to 2005 are as shown below:

## INSTITUTO RUMO NÁUTICO: ACTIVITIES

PROGRAM	PROJECT / ACTIVITY	OBJECTIVE
1- SPORT INITIATION	Swimming	Develop swimming skills to promote a confident and safe relation with the water.
	Sailing	Sailing and seamanship techniques. Offered in two levels: Basics and Advanced (racing).
	Rowing	Rowing techniques. This program is still getting started.
	“All on Board” Project (Projeto Todos a Bordo)	Promote Disabled Sailing. Developed with the cooperation of ANDEF - Niterói Handicapped Association.
	Project “Estrela do Mar” (means “sea star”, but it is also the Portuguese word for starfish)	To sponsor IRN talented athletes in competitions.
2- EMPLOYABILITY SKILLS TRAINING	Professional skills for the boating market	Technical courses are offered on fiberglass, carpentry, marine engine mechanics, and nautical sewing (sails and canvas).
	Income Generation	Program offered to the participants and their relatives. Example: they produce marketable goods such as nautical art crafts, knots boards and bags using wasted sails cloths.
3- “LEARNING ON BOARD”	“Land Ahoy” Project	Learn to perceive the transformations occurred in the coastal areas, both natural and having human occupation, by means of offshore observation. Promotes the interest in history, geography and biology. Cooperation with Fluminense Federal University.
	Perceptive Environmental Monitoring	At the end of each day's activities afloat, the participants classify water from the sea based on water aspect, presence of refuse, presence of oil, etc. This data is crossed with weather records (rains, temperature, solar radiation, etc.) and any other relevant environmental information (such as the occurrence of environmental accidents, algae bloom, etc.).
	“Friends of the Dolphins”	Participants help researchers from UERJ- Rio de Janeiro State University.
	Arts	Art skills development and promoting the culture of seamanship and the traditional boating knowledge.
	“Physics on Board”	Concepts and theory of Physics are discussed on board. Cooperation with the Rio de Janeiro Federal University.



## **“THE GRAEL PROJECT” : AN AWARDS WINNING PROGRAM**

In 2003, UNICEF, the United Nations Children’s Fund, has studied the work and selected among 1.830 social and educational initiatives the best programs. Instituto Rumo Náutico’s “Grael Project” was considered one of the top ten projects. In the same year, “Nautica Magazine”, the largest specialized media on boating in Brazil, considered the “Grael Project” the best initiative of the year.

## **PROJETO NAVEGAR (“Project Navigate”): SPREADING OUT THE EXPERIENCE**

Under the influence of Lars Grael, the Ministry of Sports adopted the “Grael Project” experience and turned it to a public policy, and the “Projeto Navegar” was created in 1999. Sailing, rowing and canoeing were widely spread and taken to 37 sites in most regions of Brazil, including the Amazon, Cerrado (Brazilian savannah), northeast and other regions, some of them on remote areas (small villages on the river banks, beaches, lakes) with no previous experiences in nautical sports, or sometimes, on no sports at all.

Ministry of Sports funded each nautical sport base, provided the boats, paid for staff and the infrastructure. Program was developed with the partnership of local governments, local organizations or even military facilities. That means that although all bases follow the same original project they are very diverse among themselves considering the differences in culture, geography and institutional model they are exposed to.

Different from the “Grael Project”, Projeto Navegar local units are mainly sport oriented and some of them have been very successful on that target. Niterói held in January 2005, the Brazilian Optimist Class Championship and more than 150 young sailors attended to the event.

Ronyon Silva, from the Projeto Navegar base at Ilha Bela, Northern Coast of the state of São Paulo became the Brazilian Champion. He comes from a local low-income family and probably would never have the opportunity if it wasn’t for the Projeto Navegar, started by Lars Grael.

Projeto Navegar was designed for kids at ages between 12 and 15 years and each one of the 37 Navegar bases has the potential to benefit about 400 youth every year. That means it can benefit almost 15.000 young athletes.

## **PROJETO NAVEGA SÃO PAULO**

When Lars Grael changed jobs from the Ministry of Sports and became the Secretary of Youth, Sports and Leisure to the Government of the State of São Paulo, he took his previous experience at the “Grael Project” and Projeto Navegar and had the commitment of a new government agency to his objective. PROJETO NAVEGA SÃO PAULO is fast opening new bases in the State of São Paulo and plans to benefit 5200 public school students.

## **OTHER INDEPENDENT INITIATIVES**

The original “Grael Project” experience also stimulated other initiatives started by local organizations or local governments, independent from Instituto Rumo Náutico, or Federal and São



Paulo's governments. Many of them have very significant results and developed relevant new methodologies. One good example in the work developed by CENAB – Centro Náutico da Bahia (Bahia Nautical Center). They are responsible for the most important nautical tourism experience in Brazil ([www.cenab.com.br](http://www.cenab.com.br)).

## **THE BOATS FOR EDUCATION NETWORK**

### **OBJECTIVES**

- ☞ Organize an operational Network connecting the “Grael Project” and other initiatives it has inspired throughout Brazil, such as the Projeto Navegar and Projeto Navega São Paulo.
- ☞ Promote technical cooperation and improve methodologies to enhance the social, educational and sport results of the different bases in the network.
- ☞ Exchange experiences, train and qualify local staff;
- ☞ Develop a financing strategy to strengthen organizations involved and multiply new initiatives.

### **IMPORTANCE OF THE NETWORK**

- ☞ Support local bases and avoid their dismantle due to the discontinuation of funding. This has been a problem, especially with the Projeto Navegar bases.
- ☞ Consolidate a replicable methodology to allow faster spreading of the Programs and even offer it to other countries.
- ☞ Provide a better public visibility to the initiatives, especially those on remote places.
- ☞ Facilitate new sponsorships.

### **WHAT IRN CAN OFFER TO THE PROCESS**

- ☞ Catalyst Leadership of the process
- ☞ Training on the methodology of educational program of the “Grael Project”.
- ☞ Operation and moderation of network
- ☞ Organization headquarters facilities and staff
- ☞ Advocacy in favor of development of the local bases and their network.



## PARTICIPATING ORGANIZATIONS

ORGANIZATION	PARTICIPATION	CONTACTS
Instituto Rumo Náutico	General Coordination. Network Implementation.	Axel Grael <a href="mailto:grael@rumonautico.org.br">grael@rumonautico.org.br</a>
Living Classrooms Foundation	Technical Exchange. Training Staff.	James Piper Bond <a href="mailto:james@livingclassrooms.org">james@livingclassrooms.org</a>
Partners of the Americas/ Maryland-Rio de Janeiro	Connecting volunteers and organizations. Advising on fund raising.	Richard Dolesh <a href="mailto:dolesh@erols.com">dolesh@erols.com</a> Jay Sherman <a href="mailto:jay.sherman@verizon.net">jay.sherman@verizon.net</a>
Brasil 1/ VelaBrasil	Participation on fund raising event	Torben Grael <a href="mailto:tgrael@compuserve.com">tgrael@compuserve.com</a> Enio Ribeiro <a href="mailto:enio.ribeiro@uol.com.br">enio.ribeiro@uol.com.br</a>
Greater Crofton Rotary Club	Institution Support Reception to the Brasil 1 Crew	Debora Fajer-Smith <a href="mailto:wingsdf@aol.com">wingsdf@aol.com</a>
Ministry of Sports/Government of Brazil	Participation of Projeto Navegar	Cezar Castro <a href="mailto:cezarcastro@uol.com.br">cezarcastro@uol.com.br</a>
Secretary of Youth, Sports and Leisure/State of São Paulo	Participation of Projeto Navega São Paulo	Lars Grael <a href="mailto:lgrael@ajato.com.br">lgrael@ajato.com.br</a> José Rubens Domingues <a href="mailto:j.rubensdomingues@bol.com.br">j.rubensdomingues@bol.com.br</a>
International Sailing Federation	Institutional support by the Connect to Sailing Program	Tim Coventry <a href="mailto:TWCOV@aol.com">TWCOV@aol.com</a>

## HOW SPREAD CAN BE THE NETWORK

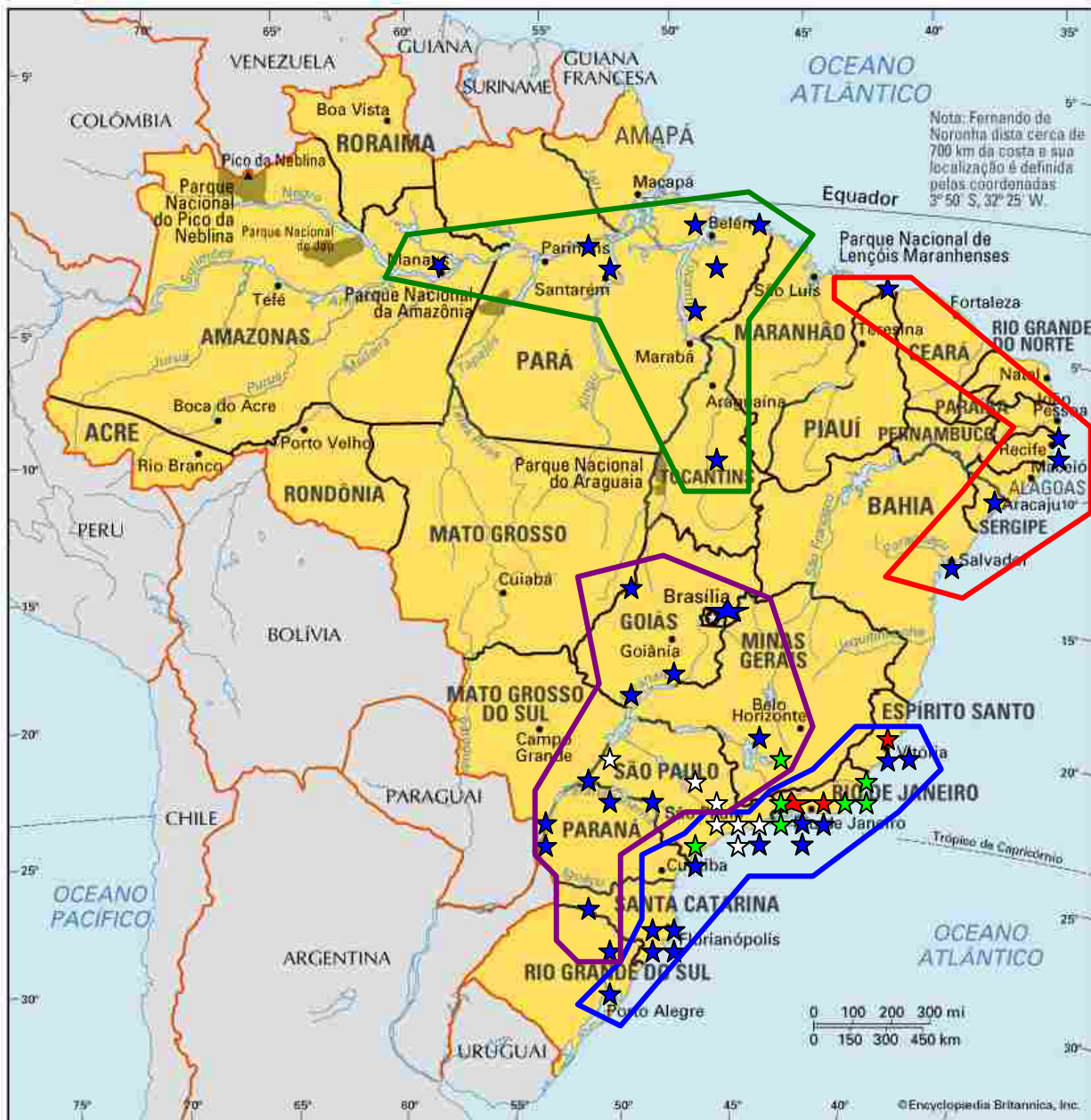
As shown on page 13, the number of existing nautical educational bases is already very significant and it is well spread throughout the Brazilian territory. Only the “Grael Project”, Navegar and Navega São Paulo units are located in the map. Many other bases could be added if local and independent initiatives are also invited to the Network. Another important stakeholders to be considered are the Yacht Clubs. Many of them have started sailing schools and are opened to non-club members. Marinas and Navy bases should also be included.

The organization of regional clusters is proposed to promote a more efficient planning and development of the network. Characteristic of clusters are explained below:



<b>BOATS FOR EDUCATION NETWORK</b>				
REGIONAL CLUSTERS	NUMBER OF BASES PER PROJECTS			CHARACTERISTICS
	IRN	PN	PNSP	
AMAZON	-	8	-	Located at small towns and acting on rivers or lakes. Educational program should emphasize environmental education and local boating culture.
NORTHEAST	-	5	-	Bases located by the Coast on high boating potential sites. Local traditional boating aspects should be emphasized.
INLAND WATER	1	12	3	Located at small and mid sized towns and acting on rivers or lakes. Except for Brasília bases are located on places with no or small boating tradition.
TRADITIONAL BOATING COAST	9	12	4	Bases located somehow close to where most of competition is held, close to the boating business and with high potential of private business partnerships. Education should emphasize professional skills training and regional boating traditions.
TOTAL EACH	10	37	7	
TOTAL ALL	<b>53 Bases</b>			
Abbreviations above: <b>IRN:</b> Instituto Rumo Náutico (“Grael Project”) <b>PN:</b> Projeto Navegar <b>PNSP:</b> Projeto Navega São Paulo				

## BOATS FOR EDUCATION NETWORK – NATIONAL SPREAD



★	Projeto Grael – Active Units	—	Amazon Cluster
★	Projeto Grael – Units under negotiation	—	Northeast Cluster
☆	Projeto Navega São Paulo – State of São Paulo initiatives	—	Inland Waters Cluster
★	Projeto Navegar – Ministry of Sports initiatives (Federal Government)	—	Traditional Sailing Coast Cluster

<b>ACTIVITIES OF THE BOATS FOR EDUCATION NETWORK</b>		
	<b>ACTIVITY</b>	<b>DETAIL</b>
Activity 1	FUND RAISING	<ul style="list-style-type: none"> <li>☞ Develop an international strategy</li> <li>☞ Develop a national strategy (Brazil)</li> <li>☞ Organize event during Brazil 1 crew stop during the Volvo Ocean Race, in Baltimore or Annapolis</li> </ul>
Activity 2	PLANNING THE INSTITUTIONAL AGREEMENT PROTOCOL	<ul style="list-style-type: none"> <li>☞ Participation of Living Classrooms Foundation, Partners of the Americas and IRN to negotiate the institutional framework.</li> <li>☞ Sign up Protocol.</li> </ul>
Activity 3	BOATS FOR EDUCATION NETWORK WORKSHOP	<ul style="list-style-type: none"> <li>☞ IRN will organize a Workshop in Niterói-RJ to kick off the Network. Representatives from each base will be invited.</li> <li>☞ Regional clusters design will be confirmed.</li> <li>☞ Necessities of each base will be surveyed to make first inventory of needs and demands.</li> </ul>
Activity 4	REGIONAL TRAINING AND STRUCTURING REGIONAL STRATEGIES	<ul style="list-style-type: none"> <li>☞ Organization of Regional Workshops.</li> <li>☞ Definition of regional educational methodology</li> <li>☞ Definition of priorities for the region</li> <li>☞ Identification of local synergies and potential new partnerships.</li> </ul>
Activity 5	STRUCTURING AND OPERATING THE NETWORK	<ul style="list-style-type: none"> <li>☞ Supply proper hardware and software to implement communication of the network.</li> <li>☞ Capacitating staff for the networking process.</li> </ul>
Activity 6	IMPLEMENTING THE GENERAL FINANCIAL STRATEGY	<ul style="list-style-type: none"> <li>☞ Inventory of needs and constraints to development of programs</li> <li>☞ Fund raising and advocacy strategy</li> </ul>