



### Setting:

Tolé District is located along the eastern border of Chiriqui Province. It extends southward from the cordillera and for the most part is difficult mountainous terrain. It is populated by over 27,000 people, the overwhelming majority being Guaymi Indians. Within the district, there is one major town called Tolé, several smaller concentrations of Guaymi Indians, and many family constellations living with little or no contact with their neighbors. These inhabitants comprise one of the poorest concentrations of Panama's population with a per capita income of less than \$100 per year. In fact, for the most part, the Guaymi are outside of the cash economy.

The Guaymi pursue a nutritionally poor, subsistence agricultural existence on marginal land, using a slash and burn technology and growing mostly rice and some yuca. The average farm size is less than 3 hectares which, after being cultivated for two years, must be left fallow for a period of 12 years. There are no roads in the district to encourage the entry of new inputs or the marketing of occasional surplus agricultural produce. On the other hand, there is apprehension among the Guaymi that roads will only facilitate the entrance of the "Latinos" who will take away their lands. There are only some 12 rural primary schools in the area and the illiteracy rate is higher than 85%. Women hold a subservient position and polygamy is practiced, since men occasionally leave the area while the women seldom migrate.

The principal language of the area is Guaymi. It has no written form although it has recently been mapped by the Summer Linguistics Institute using the Spanish alphabet. The majority (62.47) of the male population does speak Spanish as well as Guaymi, and the introduction of the transistor radio is exposing the female population to the Spanish language (32%). In the 12 rural schools which dot the area, Spanish is the medium of instruction. However, it must be assumed that at least 50% of the population of Tolé District can function only in the Guaymi language.

Although its effect on the Guaymi culture is not yet fully understood, many of the Guaymi Indians from Tolé and other districts of Chiriqui and Bocas del Toro have gained employment in the banana plantations. It is quite common for union leaders to address mass meetings of banana workers in Guaymi rather than in Spanish and it therefore follows that some experiences from the outside world have been brought back to Guaymi villages.

Politically, the Guaymi Indians have traditionally been ruled by "caciques". The recent introduction of locally elected representatives as part of Panama's political restructuring led to the creation of a competing political authority. The tribal chiefs refused to participate in the elections and, as a result, the "caciques" historical power was challenged. This has turned out to be a short-lived conflict, with the Guaymi "caciques" now having established political communications with the Governor of Chiriqui and apparently intending to run as candidates in the next election of local representatives in 1976. Meanwhile, an accommodation has been worked out in the various communities (corregimientos) whereby the elected representatives will now meet informally with the "caciques". Two other seats of power influence the Guaymi political structure. One is a religion of their own called the Religion of Mamachi. Mamachi was reputed to be

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a saint to whom the virgin appeared, and her teachings have a strong influence on the Guaymi's reluctance to participate in GOP development programs. She died very young and her work has been carried on by a man named Lorenzo who has appointed "Jefes Inmediatos" in each community.

The other locus of power lies in a movement of the Catholic Church called "Celebrations of the Word of God", which was introduced in the Tolé District three years ago by four Augustine priests from Spain. The objectives of the movement are: (1) the establishment of new religious attitudes and personal conversion to Catholicism, and (2) the development of a new concept of family and community. The movement attempts to combat the traditional fatalism of campesinos, by developing a new concept of family and community and by emphasizing working together for the economic and social development of the community. This group of priests has established a Missionary Training Center and has trained over 100 Guaymi Indians as delegates, also known as "Messengers of the Word of God". Once a month these delegates meet in Tolé for one day to receive instruction in the celebrations they will conduct in their communities over the next month. They also discuss practical experiences and problems of their communities, and receive elementary instruction in brick making, sewing and sanitation, and, as potential change agents, are provided basic leadership training. The monthly meetings have an average attendance of 70 delegates.

The Missionary Center also hosts seven Colombian nuns, who were originally invited to work with the Guaymi by Gen. Omar Torrijos a few years before the arrival of the priests.

The Missionary Center includes a health clinic housed in buildings left over from U.S. engineers who participated in the construction of the Pan American Highway. The nuns also run a primary school and health clinic in a community called Llano Nopo which is ten hours away on horseback from Tolé. There are 100 children enrolled in the school and the clinic treats 400 people a month. However, the development impact of missionaries' efforts is minimal.

#### GOP Development Efforts

During the last five years the GOP has made special efforts to develop provincial development organizations, perhaps with the most outstanding gains occurring in Chiriqui in the form of the Frontier Development Corporation. This development corporation, depending heavily on surplus property obtained from USAID/Ford, has constructed new roads, farming and marketing infrastructure, schools and health clinics in the western part of Chiriqui. These efforts have opened up this part of Panama for more effective participation by the under-privileged rural population. The GOP is now turning its attention to the eastern side of the Province of Chiriqui, in anticipation of private investment over the next three years of approximately \$400 million dollars in the mining and refining of a very large and proven copper deposit. This 5,000 hectare mine, which is anticipated to provide employment for 1,500 men, will have a disruptive effect on the very primitive and backward population of Guaymi Indians in the Tolé area. The GOP anticipates that some of these Indians will find direct or indirect employment as a result of the new mine.

However, the GOP is anxious to ensure that alternative employment is also provided in the Tole area in order to avoid the complete dependence of the Guaymi population on the copper mine. Therefore, to provide employment alternatives and also to prepare the Guaymi population for the brutal entry of a major economic factor in this area, the Government is preparing a special economic plan for the district of Tole. This plan will include: (1) the construction of at least one major access road; (2) the introduction of new agricultural programs to include the provision of agricultural services, modern technology and technical assistance; (3) the expansion of health services, and (4) the expansion and reorientation of educational programs to respond to the specific needs of the Guaymi population.

Based on meetings between the Panamanian Chief of State, General Omar Torrijos, and the representatives of the various Ministries at the Provincial level in Chiriqui, specific programs with concrete budget levels for this integrated economic and social development effort for Tole are now being prepared. The GOP has requested the Inter-American Literacy Foundation (IALF), with the assistance of USAID/Panama, to meet again in early December with the Provincial Council of Chiriqui to coordinate a non-formal educational program which the IALF would be charged with carrying out in support of the development plan now being prepared. The GOP recognizes that its efforts to provide help, which will basically be a transfer of services and new technology to a primitive population, will not be effective unless accompanied by programs to motivate the non-literate Guaymi population of Tole to expand their practical skills through non-formal educational techniques, training and improved literacy.

It is for this reason that USAID is advocating grant funds to complement a major GOP effort to improve the quality of life of the inhabitants of one of Panama's most marginal districts. However, there is a further significant aspect to this grant project, which is of somewhat broader scope. The techniques and methodologies which will be employed to assist the Guaymi in their self-improvement are expected to have wide applicability throughout the hemisphere. Situations similar to that of the Guaymi are characteristic of numerous Latin American developing countries. To date relatively scant progress has been made in systematic development in techniques of "reaching" and "assisting" such marginal nearly illiterate populations through multi-media approaches, including evaluation of effectiveness. It is anticipated that this project not only will provide the opportunity for such development, but will also result in provision of both materials and methods -- designed specifically for this purpose -- which will offer great potential for utilization throughout Latin America. For this reason, from AID's point of view, the overall product may be more significant than the immediate project itself.

### Course of Action

This project will use a multi-media approach to communicate with the Guaymi Indians in the District of Tole to:

- Motivate them to take an active role in their own development. This is an important first step since it is felt that the Guaymi are apathetic and fatalistic. There also appears to be distrust towards anything that comes from the outside.
- Educates them to understand, appreciate and utilize more effective technological practices, e.g. improved agricultural practices, better sanitation, etc.
- Trains them in basic practical skills relevant to their personal and community needs, e.g. how to build a latrine, how to purify water, etc.
- Informs the Guaymi of regional development programs and of what individual and community actions are required to participate effectively, e.g. how to go about getting credit, how to join and utilize coops, etc.

It is not possible at this point to determine the specific curriculum content for the nonformal education project until the GOP plan is developed and until the results of the baseline survey have been analyzed. However, since the copper mine will only offer employment for some 1,500 workers over the first four years, and since some migration is anticipated to fill these jobs, the GOP is anxious that the Guaymi have alternate means of earning a living beyond subsistence agriculture. Therefore, the project will concentrate on improved agricultural practices that will help the Guaymi to enter the market economy. While the baseline survey will provide additional specific data, preliminary study shows that the Guaymi currently burn parcels of land to clear them for planting, and then use that parcel for two years. After this period they allow it to lie fallow for a period of twelve years before using it again. It is anticipated that through the use of fertilizer or compost, and with improved seeds, they could more effectively utilize their land and reap larger harvests, which they could sell. Preliminary study also shows that there is a good potential in the area for animal husbandry. If the baseline study bears this data out, the GOP will establish credit lines for the Guaymi to purchase cattle. In this context, the project would provide training for the Guaymi in planting improved grazing grass, adequate care and breeding of cattle, and profitable marketing of cattle. It is anticipated that training in organizing and running marketing and consumer coops will be included in the project so that the Guaymi can derive maximum benefits from their earnings.

It is also apparent that sanitary and health conditions in the area are quite poor. There are no latrines in the area and the incidence of amoebic dysentery is high. It is anticipated that the project will include education and training in improved sanitary practices, as well as the importance of nutrition, maternal and child care and general health practices. Based on the baseline survey, the project will train the Guaymi in specific improved practices in these areas,

e.g. how to build a latrine, what to eat during pregnancy and breastfeeding, how to purify water, why vaccinations are important and where and when to get them, etc.

While the initial thrust of the project will not be on literacy and numeracy courses, it is anticipated that these areas will be included in the second year of the project. It is felt that the project should focus initially on the more pressing relevant needs of the Guaymi in the general areas of agriculture and health.

Special attention will be focused on the role of the Guaymi women and courses will be developed for them in all the aforementioned areas. The Guaymi women currently work during harvesting in the fields, but are not involved in the clearing and planting cycle. Based on the results of the baseline survey, programs will be developed to more effectively utilize their resources and talents in the development of the Tole District. It is anticipated that home economics courses will be developed for them in the storing and canning of foods, sewing (most of the clothes worn by the men are store bought), and the preparation of foods.

The multi-media approach to be used by the project will center around a training institute to select and train potential Guaymi leaders to act as agents of social change. The project will rely heavily on the existing power structure (elected representatives, caciques, Messengers of the Word and "jefes inmediatos") to nominate and select candidates for this training institute. Guaymi women will be included in the institute to the degree possible, since by custom they marry as soon as they reach puberty and thereafter must remain at home to look after their children. It has generally been concluded that contact with a change agent is the single most important factor in the adoption of innovations. Given the distrust of the Guaymi towards outsiders and the lack of sufficient trained extension agents willing to work in Tole District, the project will develop the capacity of the Guaymi themselves to initiate the process of social change and development, and will evaluate the multiplier effects of their efforts on the population. The training institute will be located within the district of Tole, in the facilities of the Missionary Center. The training periods will be held for a period of two months, four times a year, in which Guaymi "change agents" will learn basic practical skills and be trained to assume leadership roles within their communities. It is expected that, during their training program at the institute, participants will also acquire new habits of cleanliness, sanitation and group interaction that will develop into new attitudes and behavior changes when they return to their communities.

To assist the Guaymi "change agent" to transfer the knowledge and skills acquired at the training institute, and to expand the multiplier effect of his training, a series of comprehensive instructional messages will be designed to respond to the Guaymi's basic educational needs in areas of agriculture, animal husbandry, home economics,

health and nutrition, literacy, numeracy and civics. Each integrated message will be planned in such a way to complement and reinforce the previous one to form a conceptual unity, and the content will be directed to induce a change in behavior dynamics to promote individual and community social change. Each message will include an appropriate mix of audiovisual aids, including flip charts, printed materials, film strips, Montron film cartridges and audio cassettes to maximize its effectiveness upon the target audience. A different message will be provided to the Guaymi "change agent" each week, who will organize seminars and group meetings within his community to discuss and help clarify the message content. He will also motivate other members in his community to initiate action projects, such as building latrines and organizing cooperatives, both within their own home as well as in the community.

Radio has long been recognized as an important tool for development and will be part of the multi-media approach used by this project. Initially, two-hour programs in Guaymi and in Spanish will be broadcast daily. Based on the results of feedback data and evaluation studies, this may later be expanded to four-hour programs. The project will attempt to combine the best features of rural forums, radio schools and animation. Radio forums place emphasis on the local decision group since rural development must essentially come from the Guaymi people themselves and is not simply a matter of government intervention; radio schools attempt to organize the listening audience to maximize training benefits; community participation and social action is the goal of animation, and feedback from the community is essential. The project will depend heavily on the trained Guaymi "change agents" in each of these approaches with possible outside assistance in the animation strategy.

As mentioned before, the course content of the materials developed under this project, as well as the curriculum developed for the training institute, will be based on the observations and recommendations of a baseline survey of the Tole District which will be completed prior to project implementation.

The materials and methodologies developed for this project will be examined by IALF and AID for potential applicability elsewhere. While some of the materials may have to be adapted to incorporate local terminology, dress and life styles, the development costs will not have to be incurred again. Adaptations can be made at a much lower cost and reproduction will also be quick and relatively inexpensive.

The Provincial Council of Chiriqui will have primary responsibility for coordinating this project with the specific development programs to be initiated in the Tole district and for ensuring that project inputs are provided in a timely manner.

A. Project Goal

The goal of the non-formal education program to be developed by IALF with AID grant assistance will be to develop the human potential of the Guaymi Indians of Tole District so that they may actively participate in their own development, have control over their own lives, maintain a sense of cultural identity and share in the benefits of Panama's economic growth. Definite measures of goal achievement will include: (1) Evidence that GOP development programs in Tole are providing relevant educational, health and agricultural infrastructures, modern technology, and government services, and that Guaymi Indians are actively participating in government sponsored programs; (2) increased use of improved farming and animal husbandry methods which result in measurable increases in production and higher quality products, (3) measurable increases in literacy rates, school enrollment, income levels and decrease in malnutrition and morbidity rates, and (4) the GOP will include the district of Tole within its anticipated loan from AID for Integrated Rural Development.

B. Statement of Purpose

1. Purpose

In accordance with the above stated goal, the purpose of this project is to establish an integrated, non-formal education program directed at the Guaymi Indians in Tole District which is based on interpersonal and mass-media communications and which (1) motivates the Guaymi to take an active role in their own development; (2) educates them to understand, appreciate and utilize more effective technological practices; (3) trains the Guaymi in basic practical skills relevant to their personal and community needs, and (4) informs the Guaymi of regional development programs and of what community actions are required to participate effectively.

2. Conditions Expected at End of Project

a. Approximately 600 key Guaymi "change agents", trained in the basic concepts of community organization and motivation, and having acquired basic practical skills in agriculture, animal husbandry, health, nutrition, literacy and numeracy, will be functioning in leadership roles in their respective communities. They will be conducting local seminars using integrated audiovisual instructional materials, and will be helping to clarify and motivate others to apply the information presented. They will also be helping to coordinate GOP development programs which require local community support.

- b. One hundred integrated messages providing basic instruction in agriculture, health, nutrition, home economics and community development and each using an appropriate mix of flip charts, audio cassettes, Montron film cartridges, illustrated booklets and handouts will have been disseminated through the "change agents" to at least 75% of the Guaymi population of Tole district. These programmed packages will carry a different set of programmed messages each week for a period of two years, and each message will reinforce and build upon the previous message. These messages will be examined for applicability elsewhere in Latin America. It is anticipated that some of the messages can be used specifically and some of them will need to be adapted.
- c. Two years radio programming will have been broadcast providing basic daily instruction in agriculture, health, nutrition, home economics and community development as well as local interest programs. These programs will reinforce the work of the "change agent" and will be tied in with the message of "b." above. These programs will also be examined for applicability to other illiterate regions in Latin America. It is anticipated that most programs will require relatively little adaptation except for local terminology or where Indian languages are to be broadcast.
- d. A Panamanian institutional capacity will have been developed to program, prepare, reproduce and disseminate audiovisual instructional materials on a continuing basis to supplement the GOP development programs in Tole district.
- e. There will be evidence of an ongoing integrated development effort by the GOP which is relevant to the needs of the Guaymi Indians, and a significant increase in local community support and participation in GOP programs.
- f. There will be evidence that a significant number of Guaymi Indians are applying the basic knowledge gained through this project in their own homes and in practical community development projects.

### 3. Important Assumptions

- a. A program of continuing education is necessary to change attitudes and improve standard of living of the Guaymi Indians.
- b. Guaymi can be motivated to accept assistance from GOP.
- c. Guaymi Indians have or will buy low-cost radios and listen to them.
- d. Guaymi Indians can be motivated to enroll in training institute.
- e. AID, PVO and GOP inputs will be sufficient.

C. Project Outputs

Project Outputs	Magnitude of Outputs	Target Completion Date
<u>Baseline Study</u>	1. Baseline study completed and used to help determine appropriate curriculum and teaching methodology for training institute, as well as course content of integrated basic instructional messages. The Study will also be used to measure progress during course of project life.	April 1975
Prior to project implementation, a baseline study will have been completed which includes an analysis of the history and culture of the Guaymi Indians in Tolé, population concentrations, occupations and income levels, land and crop potential, average farm size and production levels, memberships in coop and credit programs, birth and death rates, nutrition levels, family size, literacy rates, migration, government services available and levels of participation in government programs. Study will also provide information on the kinds of government services and training desired by Guaymi Indians.		
<u>Training Institute</u>		
a. One teaching institute established and provided with necessary facilities, equipment, teaching materials, operating budget and teaching staff.	a. Facilities and budget will be adequate to provide two month basic training courses to 75 change agents, four times per calendar year, as well as periodic refresher courses for those who have received training.	a. Training Center Established & Functioning. Sept. 77 2. Change Agents Tr'd 75 by Dec. 1975 300 by Dec. 1976 600 by Dec. 1977 3. 2 Wk Refresher Cour 4 from May/Sept 77 4 from May/Sept 78
b. Curriculum for training institute developed, course content prepared, time schedules established, and teaching plans formulated.	c. Program established and fully operative	1975

**Project Outputs**

**Magnitude of Outputs**

**Target Completion Date**

c. Panamanian staff trained in administrative skills needed to operate institute and trained in curriculum and appropriate teaching methodology.

c. Minimum of 4 staff members trained in Colombia in the use of media as a means of motivation and instruction and trained by technical experts in Tole in teaching methodology necessary to implement institute's curriculum.

August 1975

**Educational material development**

a. Course content of basic nonformal instructional and motivational program developed and series of integrated audiovisual messages prepared.

a. 100 messages, providing basic instruction in agriculture, animal husbandry, home economics, health, nutrition and community organization and development completed. Messages will utilize appropriate mix of low cost flip charts, printed materials, Montron film cartridges, film strips and audio cassettes.

25 messages by De  
25 messages by Jar  
25 messages by Dec  
25 messages by Jun

b. Prepared messages and supplementary handouts reproduced and systematic plan developed to disseminate messages through change agents to local communities.

b. 50 copies of each message, along with cassette recorder provided to change agents. Plan developed to ensure each change agent receives different message each week.

Ja  
50 cps 25 messages  
50 " 25 " Jr  
50 " 25 " Ja  
50 " 25 " Jr

c. Course content of basic nonformal instructional and motivational radio program developed and series of radio programs produced.

c. Daily two-hour program broadcast providing basic instruction in agriculture, animal husbandry, home economics, health, nutrition, community organization and development and local interest programs.

Daily beginning  
Sept. 1975 thru  
Dec. 1977

d. Panamanian staff trained in communication skills necessary to produce audiovisual materials for illiterate and semi-literate audiences.

d. Minimum of 5 staff members trained in New York in the design of media as a means of motivation and instruction and trained by technical experts in Panama.

Thru Dec. 1977

Project Outputs	Magnitude of Outputs	Target Completion Date
e. Materials, methodologies and personnel training courses developed which can be transferred to other regions in Latin America.	e. Curriculum for Training Institute. 100 Audiovisual messages. Two years of radio programming. Programs for training courses for materials development personnel and for Training Institute personnel.	December 1977
<b>4. <u>Evaluation</u></b>	4. Two evaluations held on annual basis over life of project.	Jun. 1976 Dec. 1977
<b>5. <u>Extension Courses</u></b>	5. 100 courses held with 20 people attending each course over the life of project.	Thru Dec. 1977
Comprehensive evaluation conducted to determine extent project purposes and goals being realized.		
Extension courses provided in local communities in areas of health, nutrition, agriculture, animal husbandry and community development and organization.		

REVISED BUDGET BREAKDOWN

Submitted by the Inter-American Literacy Foundation on the Panama Project Proposal

PLAN GUAYMI: A NON-FORMAL EDUCATION PROJECT

November, 1974

Category	FY-75		FY-76		FY-77		Total \$	Man/Months		
	\$	M/M	\$	M/M	\$	M/M		Total	in Pa	in NY
<b>Technical Assistance</b>										
<b>1.1 Personnel Costs</b>										
1) Project Coordinator	6,750	3	20,250	9	18,000	8	45,000	20	10	10
2) Secretarial Assistant	1,500	2	7,500	10	9,000	12	18,000	24		24
3) Project Leader	2,500	2	15,000	12	12,500	10	30,000	24	22	2
4) Materials Development Expert	6,660	2	30,000	9	13,340	4	50,000	15	5	10
5) Audiovisual Expert	4,170	2	25,000	12	20,830	10	50,000	24	18	6
6) Curriculum Design Expert	3,340	2	19,990	12	6,670	4	30,000	18	12	6
7) Visual Communications Expert	2,080	1	18,750	9	4,170	2	25,000	12	6	6
8) Message Content Design Expert	1,670	1	15,000	9	3,330	2	20,000	12	6	6
							<u>268,000</u>			
<b>1.2 Employee Benefits</b>	742		2,498		2,430		5,670			
<b>1.3 Consultant Costs</b>										
Non-Formal Education Consultants (66 days @ approx. \$108)	4,752	2	2,376	1			7,128	3	3	
Leadership Training Consultant (110 days @ \$90)	3,960	2	5,940	3			9,900	5	5	
Health & Nutrition Consultant (110 days @ \$90)	3,960	2	5,940	3			9,900	5	5	
Agriculture Consultant (110 days @ \$90)	3,960	2	5,940	3			9,900	5	5	
Motivational Research Consultant (44 days @ \$90)	1,980	1	1,530	1			3,960	2	2	
Materials Development Team, Follow-up visits (66 days @ \$90)					5,940	3	<u>5,940</u>	3	3	
							<u>46,728</u>			
<b>1.4 Travel and Transportation</b>										
<b>1.4.1 Personnel Travel</b>										
International (28 trips @ \$450)	3,150		4,500		4,050		11,700			
In-Country (20 trips @ \$40, and 50 trips @ \$30)			1,150		1,150		2,300			
<b>1.4.2 Consultants Travel</b>										
(14 trips @ \$400, 3 trips @ approx. \$465)	2,530		2,065		2,400		6,995			

Category	RV-75		RV-76		RV-77		Total	Particulars		
	\$	N/A	\$	N/A	\$	N/A		\$	Total	In Re
<b>I. A. 3 In-situ Efforts</b>	4,500		4,500				8,940			
<b>I. 5 Local Expenses</b>							25,335			
I. 5.1 Staff Pay (500 days @ \$22, 220 days @ \$35, 80 days @ \$25)	4,535		3,685		7,260		21,580			
I. 5.2 Consultants' per diem (620 days @ \$20)	7,220		5,220		2,900		15,140			
							36,720			
<b>I. 6 Overhead</b>										
I. 6.1 Personnel										
Administrative & Finance Officer	3,750	3	12,500	10	22,000	20	28,750	23		23
Employee Benefits	338		1,125		2,325		3,588			
I. 6.2 Office Services										
Rent	1,500		7,280		4,200		13,080			
Supplies	200		3,000		2,500		5,000			
Communications	1,000		3,000		3,000		6,000			
Local Taxi (Fuel)	200		1,000		2,000		3,000			
Equipment (Auto)	200		2,000		2,700		4,900			
	4,178		16,200		14,700		35,078			
<b>B. Participants Training</b>										
B.1 Travel and Transportation, Room & Board, (Columbia) (6 trips @ \$100)	600						600			
B.2 Training Costs at AFM Center in Columbia, Columbia (12 M/F @ \$250)	3,000						3,000			
B.3 Living Costs (12 M/F @ \$100)	1,200						1,200			
B.4 Allowances (12 M/F @ \$50)	600						600			
B.5 Travel and Transportation, Room & Board (Columbia) (2 trips @ \$250)	500						500			
B.6 Training Costs at AFM Center in Columbia (Columbia) (12 M/F @ \$100)	1,200		6,000				7,200			
B.7 Living Costs (12 M/F @ \$100)	1,200		1,200				2,400			
B.8 Allowances (12 M/F @ \$100)	1,200		1,200				2,400			
							27,800			

C A T E G O R Y	FY-75		FY-76		FY-77		Total	Man/ Months		
	\$	W/M	\$	W/M	\$	W/M	\$	Total	On Pa	On CV
<b>3. Commodities</b>										
<b>3.1 Training Institute</b>										
Furniture (Classroom desks, blackboards, tables and chairs)	5,000		2,500		2,500		10,000			
Teaching materials and equipment (tape recorder, overhead projector, 16-mm projector, slide projector, texts, library materials, supplies)	10,000		4,000		3,000		17,000			
Home Economics, materials and equipment (sewing machines, stoves, materials)	5,000		3,000		3,000		11,000			
Agricultural Equipment (hand plows, spades, rakes, hoes, sythes, seeds, fertilizer)	5,000		3,000		3,000		11,000			
One vehicle, purchase, shipping, maintenance and repair	7,500		1,700		1,700		10,900			
							59,900			
<b>3.2 Materials Development and Radio Programming Center</b>										
Audiovisual Equipment (movie-ola, overhead projector, 16-mm projector, slide projector, screens, Montron viewers, cassette recorders, reproducing equipment)	6,000		9,200		3,000		18,200			
Audio recording equipment and supplies (sound room, open-reel recorder, cassette recorder, speakers, turntable, duplicator, accessories, cassettes)	3,000		6,600		2,000		11,600			
Drawing room equipment and supplies (drafting tables, chairs, cabinets, supplies)	3,000		7,000		6,000		16,000			
Photographic and dark room equipment and supplies (photographic camera, Super 8-mm camera, enlarger, stands, trays, chemicals, globes, lenses, film)	2,000		3,000		3,000		8,000			

Category	FY-75		FY-76		FY-77		Total \$	Man/Months		
	\$	M/M	\$	M/M	\$	M/M		Total	in Pa	in NY
Two Vehicles, purchase, shipping, maintenance and repair	15,000		3,400		3,400		21,800 75,600			
<b>4. Other Costs</b>										
4.1 <u>Printing Costs</u>										
Approx. 20 illustrated booklets, 3,000 cps. of ea., @ \$1,300			13,000		13,000		26,000			
Approx. 20 flipcharts, 200 cps. of ea., @ \$700			7,000		7,000		14,000			
Approx. 50 leaflets, 3,000 cps. of ea., @ \$500			12,500		12,500		25,000			
4.2 <u>Filming Costs</u>										
Approx. 10 Montrone film cartridges @ Approx. \$4,000			20,000		20,000		40,000			
4.3 <u>Evaluations (2)</u>					15,300	9	15,300	9	9	
4.4 <u>Local Personnel</u>										
Local Artists (2)	3,333	4	20,000	24	16,667	20	40,000	48	38	10
Local Writers (2)	2,666	4	16,000	24	13,334	20	32,000	48	38	10
Local Radio Writer (1)	1,667		10,000	12	8,333	10	20,000	24	19	5
							212,300			
<b>SUMMARY:</b>										
Technical Assistance	28,670	15	151,490	82	87,840	52	268,000	149	79	70
Employee Benefits	742		2,498		2,430		5,670			
Consultant Fees	18,612	9	22,176	11	5,940	3	46,728	23	23	
Travel and Transportation	10,020		12,315		7,600		29,935			
Overhead	8,178	3	31,205	10	25,945	10	65,348	23		23
Local Allowances	12,555		14,565		9,240		36,760			
Participant Training (37 M/M)							27,850			
Commodities										
Training Institute	32,500		14,200		13,200		59,900			
Materials Development Center	29,000		29,200		17,400		75,600			
Other Costs										
Printing			32,500		32,500		65,000			
Filming			20,000		20,000		40,000			

Category	FY-75		FY-76		FY-77		Total S	Man/Months		
	S	M/M	S	M/M	S	M/M		Total	in Pa	in NY
Evaluations Local personnel	7,666	10	46,000	60	15,300 38,334	9 50	15,300 92,000	9 120	9 95	25
GRAND TOTAL	163,793	37	388,549	163	275,749	124	828,091 -----	324	206	118

## Inter-American Literacy Foundation (IALF)

IALF was founded eight years ago to support radio education programs which broadcast literacy courses to campesinos in Latin America. It is registered in New York as a non-profit organization, is not affiliated with any political party, U.S. or otherwise, and it is not primarily an educational nor a research organization.

IALF has been supportive of a non-profit, non-formal education program in Colombia called Accion Cultural Popular (ACPO), also known as Radio Sutatenza. ACPO pioneered the concept of radio schools 27 years ago, today it has over half of the installed radio capacity in Colombia broadcasting courses in literacy, health, nutrition and agriculture, and the largest weekly rural newspaper for campesinos in Latin America. ACPO has also pioneered the concept of "rural libraries" and has published over 24 books written specifically for the campesinos on nutrition, maternal and child care, agriculture, animal husbandry, home economics and recreation. Initially these books sold for one egg, today they sell for \$0.12 US each and the book collection is averaging sales of over 30,000 per month. While ACPO is sponsored by the Catholic Church, it is not funded by the Church, it generates 75% of its income from the sale of advertising on the radio and newspaper, the sale of newspapers and books, and by doing printing jobs on its presses. The rest of its income comes from private foundations and organizations.

Because of ACPO's Church affiliation, and because Colombia is one of the few remaining countries that have a Concordate with the Vatican, it was of particular importance that IALF was able to persuade ACPO to enter the field of family planning and sex education. IALF was instrumental in obtaining grants from World Education and from FPIA for this purpose.

Recently IALF was instrumental in the creation of the Asociacion Latinoamericana de Educacion Radiofonica (ALER). The ALER members include almost twenty programs in Latin America which were largely patterned after the ACPO experience, as well as ACPO itself. Since its inception, ALER has encouraged the inter-change of technical expertise and radio programs and is credited with improving the quality of radio education among its members.

Through its activities, IALF has perceived a need for greater emphasis on innovative aspects of non-formal education. IALF therefore decided to recast its role and take a more active part in the development and implementation of innovative projects. For this purpose, it was awarded a grant from the Donner Foundation to enable it to draw on the experiences of ACPO and other ALER members to develop innovative projects directed towards improving the lot of marginal populations in Latin America. This project is one of its principal responses to that need.

The problem of reaching the rural poor through effective communications is something AID and other agencies have long been struggling with. IALF feels it can make a significant contribution in the development of low-cost, innovative audiovisual materials with potential regional applicability for communicating with illiterate and semi-literate people. IALF has contracted with Information Materials Press (IMP) to assist in the development of such materials. IMP is a commercial organization with recognized expertise in the communications media field. Its personnel is all Latin American, with the exception of its Director who has worked in Latin America for 14 years. Recently, IMP developed a series of illustrated booklets designed to motivate the reader towards improved attitudes and practices in family planning.

These booklets were mass-distributed in Colombia by Profamilia and were subsequently evaluated for their effectiveness by the George Washington University. The Summary of Critical Findings of the evaluation study indicated that the booklets were able to motivate the readers in a number of ways: improved attitudes towards family planning which occurred within 10 days among a large majority of women, and lasted over the 10 month period of the survey; greater acceptance/use of contraception; increased fears of illegal abortion and better understanding of its dangers; more communication about family planning matters with husbands, with older women in the family and with other people who influence decision-making.

The study goes on to state that these booklets demonstrated the strength of print materials in developing programs. The booklets also had the advantage of being cheap and portable, psychologically accepted as an entertainment medium, and quick to produce and update. The study also states that the booklets demonstrated a "multiplier effect". While some of the women kept them to themselves, most either loaned or gave them to friends and relatives. Most were still moving through the local population nearly a year after being given out. The booklets were prized by a sizeable majority of the women, suggesting that they met an unsatisfied demand for reading matter -- especially illustrated novels -- among the poor in Colombia. The study concludes that the special quality of the booklets: their palatable, yet powerful message, their ability to be passed from hand to hand, their credibility and realism -- all suggest their effectiveness as an intermediate agent between the brief message of the broadcast media and the face-to-face interaction of a field-work program.

By developing the materials called for in this project with the technical assistance of IMP, IALF feels it can ensure the development of quality, low-cost audiovisual materials and thereby make a significant contribution towards filling a long standing void.

In the development of these materials, IALF will concentrate on low-cost innovative audiovisual materials such as sound flipcharts which are flipcharts with accompanying cassettes that signal when pages

are to be flipped; the aforementioned illustrated booklets; and Montron film loops which offer exciting educational possibilities. The educational and impact possibilities of film has long been recognized but its full potential and broad use as an educational tool has remained unrealized because of the high cost of equipment and production. To offset this limitation, the Montron Corporation of California has developed a series of low-cost optical viewing systems which make film available economically. The optical viewer system includes a reversible, endless loop, Super 8-mm color film cartridge at \$1.80 each, and a series of low-cost viewers ranging from hand-held, hand cranked at \$2.75 each, to power rear screen projector models at \$15.00 each. IALF will also explore other low-cost audiovisual aids.

ALER members have indicated strong interest in using the materials developed by this project in their own programs. These materials will also be made available to other organizations. Although most of the materials will have to be adapted to local terminology, dress and life styles, the basic development costs will not have to be incurred again.

IALF feels this project clearly falls within the guidelines governing funding for Private and Voluntary Organizations since it will be assisting the Government of Panama in improving the well-being of a very poor and large sector. The project will help them, through education, to experience better diets, better health and child care, more manageable family size, improved agricultural practices and improved purchasing power. Special emphasis will be placed on improving the lot of the Guaymi women.

This project has encouraged the creation of local motivations, capacities and entities, public and private, to act meaningfully on critical economic and social problems in the District of Tole. Local support for the project over the first three years will amount to over half the AID grant request. These resources will be forthcoming from the GOP through the Provincial Council of Chiriqui. The Catholic Church will also collaborate with the project by housing the Training Institute in existing facilities in the Missionary Center in Tole. The University of Panama will collaborate by conducting the baseline survey necessary before implementation of the project can take place. The University has signed a Special Development Activity Agreement with USAID/Panama for this purpose. The University will also conduct two formal evaluations over the life of the project. IALF has received assurances that privately-owned radio stations and the GOP-owned radio station, Radio Libertad, will collaborate by making radio time available at no cost.

In addition to the above mentioned evaluations, copies of which will be sent to AID/W and USAID/Panama, the project will be monitored by LA/DR/EST particularly for the regional applicability of materials and methodologies relating to non-formal education of marginal societies. Any additional evaluations which AID may wish to make either with or without IALF participation will be welcomed.

Internal evaluations will be periodically conducted by project staff. All materials developed will be pre-tested in the field for clarity and effectiveness before dissemination. The project-trained "change agents" will also act as a valuable feedback mechanism on the receptivity of the materials distributed and the radio programs broadcast.

Special attention has been given to the training of the local personnel that will carry on the project after external technical assistance is terminated. The personnel of the Training Institute will receive initial training at ACPO's Center in Sutatenza, Colombia. The Sutatenza Center is in a rural setting and trains over 800 campesinos a year to assume leadership positions within their communities; it is the largest such training center in Latin America. Personnel from ACPO will also be available for consultation after the training period. The materials development personnel will be trained for five months at IALF headquarters in New York. New York and Mexico are considered the two leading media development centers in Latin America. Personnel from the media development center in New York will move with the local team to Panama for a period of 18 months after the initial training period. During the last year of the project, the local personnel will function basically on their own with outside technical assistance on periodic consulting visits, thereby ensuring an effective training period and smooth transference.

This project will also enable IALF to develop training capabilities in New York and in Sutatenza, Colombia that will be made available to other programs in Latin America. The technical expertise of IALF staff will also be available to assist in adapting the materials and methodologies developed to other areas.

After the initial three years the project will require no outside technical assistance and will be taken over by the Provincial Council of Chiriqui. It is anticipated that the personnel of the Training Institute and the Materials Development Center will continue to provide training and materials for the District of Tole and that the project will expand to other Guaymi Indian districts within Chiriqui itself and to Bocas del Toro, an adjoining province. The project materials and methodologies also have potential application to other Indian areas in Panama, as well as to campesino areas. The project-trained personnel will be capable of expanding the program to these other areas, as well as training additional personnel.

IALF has managerial competence in planning and carrying out development assistance programs and projects and will practice mutually agreed upon methods or accountability for funds and other assets provided by the U. S. taxpayers, and will follow other legal requirements of general applicability to the foreign assistance program, e.g. U.S. flag carrier preference; equal opportunity; avoidance of benefits to officials; source-origin requirements for procurement; maintenance of objective standards and avoidance of favoritism in the selection of contractors and grantees; and any other applicable legal requirements.

IALF Board Members:

Jack Hood Vaughn, Director of International Development for Children's Television Workshop. Former diplomat and economist with long experience in Latin America.

Basilio Liacuris, President of Liacuris & Associates, a consulting firm operating mainly in Latin America. Latin American-born and educated, expert in cooperatives and former Peace Corps Volunteer.

L. Ronald Scheman, President of Porter International, specializing in international finance and financial consulting. Lawyer with long experience in Latin America, formerly Director of Planning of the Organization of American States and Executive Director of the Pan American Development Foundation.

Dr. Archibald MacKinnon, Education Advisor to the Canadian International Development Agency. Canadian with long experience instructional design in basic education in developing countries.

Thomas Keehn, President of World Education. Sociologist and teacher with extensive overseas experience, particularly in Southeast Asia and long experience in literacy training in developing countries.

Arthur A. Singer, President of Singer Products Co. Businessman with strong Latin American orientation, Past President of the National Association of Export Management Companies, and a Member of the U. S. Department of Commerce Regional Export Expansion Council.

Curtin Winsor, Jr., The Chase Manhattan Bank. Banker and philanthropist and former official of the Republican National Committee.

Beatriz Kopp de Gomez. Colombian-born, sister of the current President of Colombia with long involvement in the International Planned Parenthood Federation.

Hernan J. de Santa-Coloma, New York Representative for World Banking Corporation. U. S.-educated Colombian banker and economist with an inter-American business background.

Staff that will collaborate on project:

Marina F. Fanning, background in business administration with long experience in administering development programs for Latin America as well as in the management of U.S. Government funds.

Jose Rodriguez, sociologist and economist with long experience in nonformal education programs for campesinos in Latin America.

Thomas J. Fanning, founder and Director of Information Materials Press, recognized expert in mass communications and materials development. Specialized in producing materials with very limited text and nonverbal materials for illiterate and semi-literate audiences.

Omar Serritella, audiovisual expert well known for his work in films and filmstrips in Latin America and the U.S.

Laci Matulay, illustrator, internationally renowned for his ability to create visual images in such a way that the message can be understood without recourse to accompanying text.

Maruka Fernandez, specialist in mass communications technique specialized in the development of health education materials, long and varied experience in materials development in Latin America.

**AIRGRAM**

**DEPARTMENT OF STATE**

**UNCLASSIFIED**

CLASSIFICATION

For each address check one ACTION | INFO

DATE REC'D.

DISTRIBUTION

ACTION

INFO.

TO - AID/W TOAID A

X

*Hand carried to AID/W*

DATE SENT

FROM - PANAMA

E.O. 11652: N/A

SUBJECT - OPG Proposal from IALF

REFERENCE - STATE 275139

A GOP draft three-year development plan for Tolé District has been submitted for AID review. The plan is consistent with AID and national development goals which specify the need to:

1. Strengthen national self-determination through intensified utilization of all of Panama's natural and human resources and its special geographic position.
2. Achieve social, economic and political integration of the country with emphasis on economic and political decentralization.
3. Accelerate the social and economic advancement of the poorest groups in urban and rural areas, by providing them with the skills necessary to participate actively and effectively in the development process.
4. Improve the level of income of the most marginal groups.
5. Reduce unemployment and underemployment in urban and rural areas.
6. Reduce rate of rural migration to urban centers by increasing government services, and by creating alternative employment opportunities in regional development poles and their rural areas.

The following development objectives for Tolé are outlined in the plan:

PAGE 1 OF 1

DRAFTED BY <i>[Signature]</i>	OFFICE	PHONE NO.	DATE 2/15/75	APPROVED BY: <i>[Signature]</i>
EDU: Fanning/Bassford				
AID AND OTHER CLEARANCES RUR: EShearer				

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1. To provide accessibility, through the construction of rural arteries, to urban centers and neighboring communities.
2. To consolidate dispersed populations in order to effectively and efficiently provide government educational and health services.
3. To reform land tenure patterns.
4. To improve and modernize agricultural and animal husbandry practices.
5. To reduce illiteracy rates.
6. To train the Guaymi in basic practical skills relevant to their personal and community needs.
7. To develop the human potential of the Guaymi Indians so that they may actively participate in their own development.

During the next three years the GOP plans to invest more than \$3 million to achieve the above objectives. Specific programs, which to ~~include~~ USAID/Panama appear adequate to respond to the basic initial needs of Tolé, include:

1. The development of pilot projects in Tolé District to cultivate basic grains, fruits and coffee using modern agricultural methods.
2. The establishment of functional land tenure patterns acceptable to the Guaymi which will permit a more efficient use of available land for the raising of cattle, for which the district is well suited.
3. The establishment of non-formal training programs in rural construction, carpentry, shoe making, leather work, and cabinet making and sewing to improve basic practical skills of the Guaymi Indians.
4. The creation of at least six basic production schools, each to serve a resident student enrollment of up to 150, in Tolé District. The curriculum of each school will be adapted to the special agricultural characteristics of the area in which the school is located. It is expected that the creation of these schools will influence the consolidation of dispersed communities.
5. The initiation of a major campaign to reduce the current 86% illiteracy rate prevalent in Tolé District.
6. The construction of more than 30 km of rural roads to provide access to the interior regions of the district.

7. The provision of health services to isolated areas of the district by substantially increasing the numbers of health and sanitation workers assigned to the district and by providing additional funding for medical supplies.

The non-formal Guaymi education project, which is designed to motivate the Guaymi to take an active role in their own development, to educate them to understand, appreciate and utilize technological practices, and to inform the Guaymi of district development programs and of what community actions are required to participate actively, is a vital element in the success of the GOP development plan for Tolé District. Both non-formal education projects and other programs to be implemented by the GOP in Tolé District will draw upon the pertinent information contained in the baseline study being prepared by the University of Panama.

The Corporacion de Desarrollo Fronteriza, an autonomous government agency, will have primary responsibility for coordinating various inputs from government agencies. The Corp, which has received substantial support from AID over the last five years, has the administrative capacity and the government support to effectively carry out the GOP development Plan for Tolé District.

The Guaymi tribe has already been the subject of considerable research in depth, which has included some intensive analysis of their culture patterns and needs. In addition, further study of the Guaymi is currently underway. ~~xxxxxx~~ The IALF is in touch with current researchers and those responsible for principal past efforts. The preponderance of information obtained thus far points toward distinctly viable potential for change within and through the existing Guaymi tribal structure. In his landmark study on "Tradition and Change Among the Western Guaymi of Panama" (1971), Dr. Phillip Young, of the University of Illinois, makes two strong points regarding the group's societal stability and change factors confronting it. The first is that "the Ngawbe (Guaymi) social structure has remained relatively stable for over 300 years", the other is that now "the pace of the Ngawbe shift from a non-monetary economy to one based on cash (has) speeded up, and the process appears irreversible." The two factors cause him to conclude that "dependence on a market economy is straining the traditional social structure at various points, making fundamental changes appear imminent." Thus while the prospects for change relating to the Guaymi are not only viable but even required, continuing care will have to be exercised on the part of the Guaymi community ~~xxx~~ itself (as well as the project) in the efforts to integrate the Guaymi into the larger economy and society, while preserving that structural, traditional and cultural integrity necessary for survival. Fortunately, as noted above, strong bases for initial guidance in this regard are found in the studies and research completed on the Guaymi. (A full bibliography

of that research is attached.) However, it is well recognized that analysis of cultural traits, especially as they pertain to development projects of this nature, must be regarded as a continuing effort. The University of Panama, under a contract with USAID/Panama, is currently conducting a Baseline Survey in the Tolc District. A basic questionnaire has been developed in conjunction with ten native Guaymi teachers and has been field-tested. These same teachers will act as interviewers and conduct the survey in mid-March. The Survey will provide information and statistics on the knowledge, attitudes and practices of the Guaymi in the areas of agriculture, animal husbandry, health, nutrition, literacy, community development, communications, mobility, resources, etc. This information will be tabulated and cross-tabulated to identify problem areas and determine curriculum content for the non-formal education project. In addition, at least one individual on the IALF staff will be a trained anthropologist. He will have a continuing responsibility for analysis of the relevant cultural, sociological, and anthropological dimensions of the Guaymi development, with the intention of providing direct, immediate and involved feedback and continuing guidance for the entire project in this critical area. While the Baseline Survey will provide data for curriculum content, it will be necessary to psychologically test a representative portion of the Guaymi population to determine the methodology best suited to reach them within their cultural and sociological framework. In this context an axiomatic test has been developed by Drs. Robert Hartmann and Mario Cardenas which will be adapted for the Guaymi population. The results of these tests will provide a very clear insight into how the Guaymi people see themselves, the society at large, and their role within it.

- C. Involvement of the Guaymi Community in the entire project not only throughout development planning but also in implementation processes, including change, is envisaged through a continual feedback process coupled with continued involvement of the community in essential implementation activities. Utilization of the feedback system is illustrated in the accompanying flow chart, which outlines the manner in which the project is expected to progress, undergoing continued reassessment and revitalization in this process. At any stage, the development process will start with a mutual recognition or definition of the problem, or problems, requiring solution. This initial recognition is a joint, cooperative activity, in which the Provincial Council, Guaymi Community, and project staff all take part. Mutual recognition of the problem will lead to the review and analysis of its dimensions, classification and significance, including realization of what is within the realm of control or input by the groups participating in the project.

Following this analysis of problem parameters, will be another stage in which the cooperative groups, now augmented by expert consultation, will develop potential solution(s) to the identified problems. An integral step in the solution-developing process will be an "evaluation" of the solution, by means of preliminary field testing with the community playing the basic role. Here the Guaymi community at large provides the basic feedback. (This, of course, can also have effects on any of the first steps.)

However, following eventual positive evaluation of the proposed solution, development of specific learning objectives relating to it will be undertaken by the project staff in conjunction with designated leaders of the community. As those learning objectives take shape, training (of the Guaymi change agents) in accord with such objectives will proceed, as will the development of appropriate supportive learning materials. Field testing of these will also be continual, during their development. Once these two elements are adequately prepared, the true project purpose, provision of the learning experience will commence, as change agents begin to teach and motivate the community. Here again, feedback is an integral part of the process, as the change agents will also operate as a bridge from the community to the project staff. This is seen as one of the most critical components of the entire process.

However, in addition to the feedback from community and change agent participation, a distinct evaluation of the learning experience, from an effectiveness standpoint, is programmed into the project on a periodic basis. The first will take place within a year and a half following actual commencement of the project. At that time, a reassessment of the process itself will also take place, with provision for change in it, as well as in its principal objectives, through actions such as redefinitions of problems, etc. A final evaluation, of total effect of the project, is planned for 1977. This is outlined in more detail in the section on Evaluation.

- D. Sizeable inputs from sources other than AID form vital portions of this project. The two most essential are (1) that of the Government of Panama, and (2) the community contribution, from the Guaymí themselves. The GOP is committed to provide funding and technical resources for improvement of the region in which the Guaymí live, in accord with the regional plan developed. This will be facilitated and coordinated through active participation of GOP representatives on the Panama Council, as well as by the Community leaders.

The community contribution will take place principally through the activities of the community-based change agents, plus the community activities responding to change agent motivation.

Two other essential contributions relate to cooperation between the government, the community and the church. Radio time will be donated by the government, to provide reinforcement of learning experience by the community. The church will contribute (already existing) dormitory, dining and classroom facilities for use by the community-designated change agents. A total of 600 such agents will be trained during the project. 75 will utilize the church-provided facilities at any one time.

Two additional contributions may be expected but are not considered essential to the project itself. CARITAS had indicated that it can supply additional food to families of change agents during such time as they are undergoing training. This will act as some added inducement, of course, but is not looked upon as a primary one. The private sector, principally the administration of the soon-to-be-initiated mining operation, has advanced the possibility of providing basic "preparatory" programs for some members of the Guaymí community; that is, programs designed to prepare wage earners in areas such as literacy, so that these selected individuals might receive training for work in the industry. However, while this may ultimately be desirable, it will need to be carefully worked with the project program if it is to be effective or beneficial. In all the preliminary talks, the mining group has been in accord.

#### E. Evaluation Components

While ongoing evaluation is clearly built into the project in the process itself (as outlined in the "flow chart" and description of the feedback system above) ~~overall assessment of the process of motivation, as well as potential replicability of methods and techniques, is developed in accord with AID~~ evaluation practices. The logical framework outline presented in the PROP show the steps and basic assumption for the goals, purposes, outputs and inputs, as well as the verifiable indicators for each of these, which are derived principally from the project description.

However, overall evaluation of the effectiveness of this project is tied in closely with the analysis of the current situation of the Guaymi. Perhaps the most significant circumstance affecting the quality of life of this group is that there is practically no utilization of government development programs by members of the Guaymi community. Conversely, there is no clear-cut policy toward the Guaymi on the part of the GOP. There is, in effect, no significant participation on the part of the Guaymi to either take advantage of national development resources nor to influence these. Consequently, for this motivational project, one of the key success criteria will be greatly increased participation in those two aspects. Targets for this by end of project are: (a) for at least 25% of the Guaymi families to be receiving benefits of one kind or another of a GOP-supported development program, (aside from the project itself) and (b) definition and sustainment of overall policy toward the Guaymi on the part of the GOP. (Indicators of the latter will be either a policy definition or establishment of an official organization dealing with Guaymi affairs.)

In addition, the immediate effects of this project will be evaluated in terms of its impact on the quality of life for the Guaymi. While some of the detailed definition of that improvement must await final review of the regional development planning, there are several anticipated areas which provide preliminary benchmarks. These are literacy, health improvement, sanitation practices and improved agricultural practices in response to commercial demand as well as improved diets. It is anticipated that at the end of project approximately 3,000 Guaymi (10%) will have received literacy training, that 500 families will have been provided material on courses on health improvement and sanitation practices, and that 350 Guaymi heads of household will have received instruction in improved agricultural practices. (Actual impact of this training and instruction will also be evaluated, in line with base-line data being collected and evaluated.)

The effect of the program will be evaluated by ascertaining the number and composition of Guaymis reached by it. (This can also be cross-tabulated with the data above.) Target at end of project is for 600 change agents to have been trained, for 450 to be actively operating, and for 3,000 community members to be working with such agents. If this is accomplished, the technique will be deemed successful; attempts will then be made to adjust to specific facets of the experience for potential replicability. It is assumed, however, that this analysis will be continuing, in that most effective aspects of the methodology will be constantly reviewed.

F. Quarterly Implementation Schedule (see Xeroxed Attachment)

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YEARS AND QUARTERS

OBJECTIVE:	1975				1976				1977			
	1	2	3	4	1	2	3	4	1	2	3	4
<u>Staff Training</u>												
Define staff and consultants needed	X											
Plan steps to secure needed staff and consultants	X											
Recruit Technical Assistance staff	X											
Plan training programs for instructional staff training Institute.	X											
Recruit instructional Staff Training Institute	X											
Train instructional staff Training Institute in Sutatenza, Boyaca, Colombia	X	X										
Plan training program for Materials Development personnel		X										
Recruit artists and writers	X											
Train artists and writers at IALF headquarters in N.Y.		X	X									
Organize refresher courses for instructional staff Training Institute and Materials Development staff				X		X		X		X		
Conduct refresher courses for instructional staff Training Institute				X		X		X		X		
Conduct refresher courses for materials development				X		X		X		X		

YEARS AND QUARTERS

E: OBJECTIVE:

	1975				1976				1977			
	1	2	3	4	1	2	3	4	1	2	3	4
<u>Curriculum Design</u>												
Collect samples of materials used in other non-formal education programs	X											
Collect samples of local materials	X											
Identify existing resources available for curriculum development	X											
Get data on implementation of GOP Deveopment Plan for area as wellas on related plans and programs of other institutions and agencies		X										
Prepare specific objectives in accordance with GOP Development Plan		X										
Identify major topics and sub-topics to be included in the cirriculum.		X										
Analyze and review options from international experiance		X										
Determine format and components of curriculum (General Program)			X									
Determine format and components of curriculum for Training Institute			X									
Revise curricula to incorporate feedback and evaluation data					X		X					





YEARS AND QUARTERS

E: OBJECTIVE:

1975

1976

1977

1 2 3 4 1 2 3 4 1 2 3 4

External Evaluations  
 Design evaluation study  
 Plan evaluation study

Measurement and data collection and processing  
 Analysis of data  
 Final Report

	1	2	3	4	1	2	3	4	1	2	3	4
Design evaluation study						X				X		
Plan evaluation study						X				X		
Measurement and data collection and processing						X				X		
Analysis of data							X				X	
Final Report							X				X	

PROGRESS PROCESS FLOW CHART

