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July 28, 1969

NONCAPITAL PROJECT PAPER

Country: Ecuador

Project: No. 518-15-010-092

Submission Date: June Original x

Project Title: CIVIC DEVELOPMENT

US Obligation Span: FY-69 through FY-74

Physical Implementation Span: FY-69 through FY-74

Gross-~~li~~ of-project financial requirements:

U.S. dollars.....\$ 1,232.4

U.S. owned local currency..... -0-

Cooperating country cash contribution (US).....

Other donor (US).....

TOTAL: \$

OTHER AGENCY

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PAGE 1 OF 24 PAGES

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PART I. PROJECT PAPER**A. FOREIGN ASSISTANCE AUTHORIZATION****1. Title IX Amendment**

Title IX of the Foreign Assistance Act of 1961, as amended, concerns the "Utilization of Democratic Institutions in Development". Adopted in 1966, this Title states:

"Section 281. (a) In carrying out programs authorized in this chapter, emphasis shall be placed on assuring maximum participation in the task of economic development on the part of the people of developing countries, through the encouragement of democratic private and local governmental institutions. (b) In order to carry out the purposes of this Title, programs under this chapter shall:

- (1) recognize the differing needs, desires, and capacities of the people of the respective developing countries and areas;
- (2) use the intellectual resources of such countries and areas in conjunction with assistance provided under the Act so as to encourage the development of indigenous institutions that meet their particular requirements for sustained economic and social progress; and
- (3) support civic education and training in skills required for effective participation in governmental and political processes essential to self-government.

(c) In the allocation of funds for research under this chapter, emphasis shall be given to research designed to examine the political, social and related obstacles to development in countries receiving assistance under Part I of this Act. (d) Emphasis shall also be given to the evaluation of relevant past and current programs under Part I of this Act and to applying this experience so as to strengthen their effectiveness in implementing the objectives of this title.

B. RELATED GOALS (See FY 70 CASP)

1. Income Redistribution
2. Quality of Local Participation

C. SUMMARY DESCRIPTION

This project is necessary to stimulate greater participation on the part of lower income groups in the economic and political processes

of the country. The intent of the project is to promote a greater sharing of national wealth and a more effective self-determination at the base-level. It is also necessary to sensitize governmental and private change agents so as to change their paternalistic attitudes toward the resolution of local problems and thus help create the environment needed for greater local participation. Without such efforts, the frustrations and resentments of disadvantaged groups with their own lack of progress will continue to grow at an accelerated pace leading to continued susceptibility to demagogic influences and a parallel tendency toward violent solutions. Thus this effort serves the cooperating country and U.S. development objectives and plans.

The targets and also the approach and plan of action of the project will be as follows: a) to inject into other projects such as cooperative development, educational methods which will tend to assure fuller participation by members of the institutions involved, and more democratic attitudes on the part of their leaders, and thus bring about stronger organizations and a sense among their membership that their needs can be met within the framework of a democratic society; b) to work directly with communities with group methods, exploring and utilizing new and improved methods of encouraging communal efforts at self-help and at influencing public policy on the local, national and intermediate levels with maximum individual participation; c) to provide an educational experience for government officials and leaders in the private sector such as priests, extensionists, members of youth groups, and teachers to sensitize them to the need to discard traditional paternalism and to adopt methods which will increase the capacity of the underprivileged to participate in decision-making and problem-solving; and c) to support or establish an Ecuadorean institution or institutions which will perpetuate these efforts.

The minimum levels of achievement which would justify continued U.S. support will depend on the effect of the education program on the attitudes of the participants and their resulting changes in behavior. The success of the project will have to be assessed a) through interviews with participants, first at the beginning of their training experience and, later, after they have had time to assimilate and test for themselves the effectiveness of what they have experienced; b) by obtaining the judgements of informed observers of the participants; and c) measuring, to the degree possible, changes in the environment that have taken place as a result of the program. Evaluation of this nature will be difficult given the other factors bearing on the situation. Nevertheless, control groups need to be established and indicators of change identified in order to help the Mission determine the effectiveness

of the effort and the degree of future support it merits. (See Annex C for a list of reports on various phases of the pilot program.)

Financial and technical inputs by the GOE and other donors cannot be predicted but only set out on a case by case basis, since the project involves a large element of promotion and its acceptance cannot be assumed beforehand. The practice during the pilot phase of the project has been to solicit contributions for each discrete activity and to enter into a sub-project agreement covering such contribution. The AID contribution consists of a) personnel to conduct educational programs; b) living expenses for participants, where necessary; c) funding for training in other countries; d) limited initial field support for Ecuadorean promoters; e) minor material inputs such as training materials and possibly one or more vehicles for project personnel, and f) necessary inputs for establishing or strengthening Ecuadorean training institutions.

D. ENVIRONMENT

1. General Background

Tradition and social structure present a number of obstacles to broadening the options of the disadvantaged segments of Ecuadorean society; a) the oligarchical political and social structure which not only makes it difficult for the poor to obtain justice, but also results in minimal application of national income for the benefit of the masses; b) a long history of exploitation and suppression which leads the poor to doubt their ability to better their lot; c) the tendency of those members of the elite who are concerned with the welfare of the less fortunate to look to paternalistic or charity-type solutions which are not effective responses to true needs but simply perpetuate a dependent relationship; d) the concomitant tendency of the less privileged to look to the patron, government, church, or other paternalistic organization for the fulfillment of their needs rather than striving to improve their lot by their own efforts; e) lack of individual participation in the social and political processes, leaving decisions to oligarchs and traditional demagogic leaders; f) lack of sufficient education on the part of the majority of the population to participate adequately in the political and social processes; and g) long standing mutual suspicions among the poor, generated by competition for scarce resources in their harsh environment.

Other pertinent general problems are as follows:

a) Official statistics estimate a 35% illiteracy rate although the actual figure is believed to be much greater since 40-50% of

primary pupils drop out of school before finishing second grade. Generally, functional literacy is attained only upon completion of the fourth grade.

b) At present, for every 200 children who enter primary school, only 3.5% can be expected to graduate from secondary and only 0.5% from the university.

c) Per capita GNP in 1967 was estimated at \$245. However, as in the case of land, income is very inequitably distributed, though exact data are not available. A large though undetermined percentage of the population is not even in the monetary economy.

d) Public investment dropped from 5.3% of GNP in 1961-63 to 3.3% in 1966-68.

2. Rural Ecuador

In Ecuador, as in much of the developing world, the obstacles to the growth of a prosperous society governed by effective institutions are most prevalent in rural regions. Since it is the rural areas which hold the majority of Ecuador's population and a preponderant share of her productive wealth, solution of rural problems is of high priority to those who wish to bring about fundamental social and economic change within the country.

The more general problems expressed above manifest themselves in rural areas in the following ways: a) jealousy and suspicion within a powerful tradition born of poverty, impeding individual initiative, the acceptance of new ideas, and the resolution of conflicts within and among communities; b) lack of education plus language differences hampering communications and thus limiting the campesino's world view; c) racial and cultural differences impeding cooperation; d) inadequate communications and transportation networks; e) uneconomic concentration of wealth; f) declining productive resources due to population growth and failure to conserve soil resources; and g) reactionary change blocking interests such as (i) owners of large, poorly utilized properties holding on to their land for its prestige and for fear of political and social competition from newly prosperous peasants, (ii) traditional elements in the Church fearing rebellion against Church authority by prosperous, educated, self-confident people, (iii) usurious money lenders, middlemen and small businessmen defending their advantageous position in rural society, and (iv) Communists resisting change in hopes of increasing revolutionary dissent.

Other rural conditions pertinent to this project are as follows:

- a) The 1954 agricultural census indicated that 83.6% of the land owners in Ecuador own plots of less than 10 hectares. Their holdings constitute only 11.7% of the total. On the other hand, 2.1% of proprietors having holdings of over 100 hectares own 64.3% of the land.
- b) Typically, the campesino will wait indefinitely for the government to expropriate to meet his land needs, ignoring possibilities of purchase. Credit, of course, is not readily available to him.
- c) Since the land reform program began in 1964, only 109,007 hectares have been distributed to 20,368 families against an estimated need of 2,000,000 hectares for 170,000 families over a ten-year period.
- d) The disadvantaged are prey to usurers and middlemen who force or entice them to sell their produce at unfair prices and cheat them on weights and price calculations.
- e) The campesino is exploited by large landowners who charge him exorbitant rents and extorts labor for nominal infractions such as crossing the hacendado's land. In many areas a virtual condition of slavery exists. When the campesino moves to new areas such as the Oriente (the Amazon basin) the land he develops is often taken away from him by the blancos. The authorities more often than not participate in this despoliation rather than protecting the rights of the campesino. In addition, they often exact illegal fees.

3. Urban Ecuador

Although primarily an agricultural country, Ecuador continues to experience an increasing concentration of population in its urban centers. Between 1950 and 1962, the total population of Ecuador increased by 1,273,250; of this increase, 698,414 was in urban areas. The cities of Quito and Guayaquil alone increased by 308,702. Migration to the cities has been motivated by a desire for a more modern way of life, social mobility, rural droughts, plant diseases, and increasing population pressures, among other reasons. The campesino who moves to the city often suffers a reduction in his standard of living and jeopardizes his future security in hopes of finding permanent work and an opportunity to improve his family's living conditions. However, employment in

modern manufacturing industries has increased by little more than 2% per annum since 1957 as against an annual growth in the work force of more than 3%. Real wages have been stagnant for at least a decade and in some areas are believed to have declined.

As a result of the rapid growth of urban population, the new city dweller is involved in unfamiliar, critical problems. As an unskilled migrant, he usually finds that not enough work is available to keep him fully employed. His limited resources force him to live in the congested central core. If the opportunity arises, he will participate in one of the numerous land invasions of public lands in the barrios suburbanos (slums), permitting him to build a home. Though he faces the same problems as his new neighbors (e.g. lack of municipal services and utilities, minimal housing, low income, illiteracy, lack of credit), a traditional reserve towards close relationships with strangers inhibits most attempts to work out mutual problems. If groups do form to resolve problems, their own lack of confidence in the possibility of problem-solving through group activity, reinforced by general lack of self-confidence, prevents any sustained, meaningful action. Another obstacle to self-improvement is the lack of adjustment to the new cultural environment, driving some back to the campo while leaving those who remain only partially adjusted. Thus the new migrant, to his frustration, discovers himself continuing his traditional role as a marginal participant in the development processes of his country.

Obviously, this project will not by itself eliminate all the problems described above, but it is a most important ingredient in the attack upon them.

B. STRATEGY

1. General Frame of Reference

Certain general considerations indicate the approach employed in this project.

a) Problems of communities are interrelated and cannot be treated with optimum effectiveness in isolation. Thus development agents must be sensitive to the total situation and capable of dealing with several factors simultaneously. This sensitivity and capability can best be achieved if methods are employed which afford the development agent a high degree of awareness of the needs and desires of the community. The techniques employed in this project are a particularly effective means of achieving this awareness.

b) Motivation and organization are too often neglected aspects of an integrated approach. Material and technical assistance without motivational and organizational efforts only accomplish part of the job and that with less than optimum efficiency. The community which has experienced technical and material progress without accompanying progress in motivation is not a great deal better off in terms of its ability to cope with new problems than it was before the technical and material progress occurred. Moreover, it will not utilize the materials and technical assistance it receives as effectively or get as much out of it in terms of overall development as it might. For example, a community which receives assistance and increases production without organizational and motivational inputs may not be able to respond to joint marketing needs or possibilities.

c) Exclusively material and technical assistance can actually undermine local initiative by reinforcing the conviction among the members of the community that they have little or no control over their own destinies. Moreover, if local motivation and organization are not present, the officials administering host country development programs are more likely to become or remain unconcerned, inefficient, and corrupt.

Thus, based on these considerations, the development strategy proposed will be to identify key individuals and groups with whom AID can work, utilizing group methodology which will help create the conditions necessary for maximizing participation and self-determination in the resolution of development problems.

2. Alternative Approaches

It is not very meaningful to speak of alternative approaches in the context of this project since it is to some degree an experimental project and as such embodies the options within itself. It is intended to introduce new dimensions of participation and official sensitivity into other activities. It is not intended to supplant those activities. The alternative, in effect, is to ignore the new dimensions.

3. Cooperating Country Leadership

The goals of this project is to create a new kind of leader and to change the attitude of existing leaders. If the leadership attitudes have not changed, the project will not go on, not because of opposition or lack of support, but simply because it will not have succeeded.

4. Cross Relationships

This project has numerous and significant relationships with other USAID and GOE activities. In fact, such relationships are, in large part, its raison d'être. It may relate to most if not all other Mission as well as Peace Corps activities. It relates to the agricultural cooperative and credit union projects. It may relate less directly to our agricultural production effort through educational programs for Ministry of Agriculture extension officials to make them more effective in their work with campesinos. Whether this or any other similar educational program for officials will be conducted will depend on the success attained in persuading officials concerned of its value. Success in such efforts during the pilot phase were considerable. Future success will depend on the reaction to current efforts.

Programs are under way with CLUSA (the U.S. contractor for USAID's agriculture co-op project); the Andean Mission, a semi-public organization attempting community development in the Sierra; the community development faculty of the Colegio Juan Montalvo, an important normal school; the Church; the Ministry of Social Welfare and Labor; and youth groups (See YOUTH PROP TOAID 736).

The project will also relate to educational activities, particularly in connection with proposed efforts to make the education system more responsive to the needs of disadvantaged communities. It may relate also to labor activities (AIFLD) and public safety, particularly in connection with the formation of local unions and rural public safety committees. The project will relate to efforts to improve conditions in urban slum communities through such devices as communal improvement projects and consumer cooperatives. The project also may relate to efforts to improve industrial management, along the lines of INCOLDA, Instituto Colombiano para el Desarrollo Administrativo. The principal inter-relationships, however, will be with activities of AID, Peace Corps, the GOE and/or other organizations relating directly to disadvantaged individuals, groups and communities.

F. PLANNED TARGETS, RESULTS AND OUTPUTS

As noted earlier, the project will involve the following: a) introduction of improved methodology into other Mission projects through techniques of group experience in motivation, to be carried on over a three year period; b) creation of more responsive leadership; c) dissemination of new ideas and methods among as many GOE officials and others as possible while conducting direct action programs at the community level (approximately five years); d) establishment or

strengthening of an Ecuadorian institution to carry on training efforts. It is anticipated that it will take several years to develop an institution or institutions on a sound financial and technical basis. Due to the promotional element involved in the project, the goals cannot be more precisely defined (quantified) at this time. Target groups have been selected in diverse areas of Ecuador: Puyo, Riobamba, Guaranda, Catarama, and Guayaquil. Sub-projects in some of these areas have been carried out in close relationship with Peace Corps volunteers, and it is assumed that each of these areas will continually widen its circle of influence. The evaluation previously discussed should provide valuable insight into the future strategy of the project by permitting comparison of the process in different cultural and geographic areas of the country.

G. COURSE OF ACTION

1. General Statement

a. Methodology: Group Experience in Motivation (GEM)

The course of action of this project will rely heavily on a method of group experience in motivation (GEM). This process, or processes of the type, often called group dynamics, T-groups, or sensitivity training, emphasizes the individual participation fundamental to significant group learning, decision-making and action. The elements of this process include:

- a) increasing problem solving ability through increased self-knowledge;
- b) gaining understanding of inhibiting or facilitating conditions of effective group decision-making;
- c) gaining insight into the interpersonal aspects of groups;
- d) gaining skills in diagnosing individual, group and organizational behavior.

Through the GEM process, individuals are taken out of their daily pre-occupations, cultural insulation, and social routine and are placed in a group environment which fosters an openness to experimentation and encourages new behavior and roles.

The process attempts to increase individual participation within the group and to improve functioning of the group by reducing internal frictions. Individual participation is increased by making the natural leaders of the group more open to participation by others and by assisting those who do not normally participate to overcome their inhibitions. Through the group experience the members of the group are encouraged to express their own misgivings about participation and to reveal their views of the inhibiting attitudes of others.

In this process, the inhibited overcome their fears of revealing their imagined short-comings by revealing them voluntarily to the group. The inhibitors also become more aware of their own disruptive or domineering tendencies, through the eyes of others, while developing more empathy for the motivations of others. By virtue of this same awareness of why others are as they are, and by greater self-awareness, intra-group frictions are reduced.

If it needs reasserting, the value of the greater participation developed by this process is that it makes the individuals and groups involved more capable of furthering their own development. It makes group leaders more responsive to the group. At the same time it creates a healthier social situation by permitting individuals to express themselves, and thus influence decisions affecting their lives rather than developing bottled up frustrations or remaining apathetic.

In the case of sensitivity training for government officials and others who normally play a paternalistic role, the result of this group process is to make them more open to the point of view of others outside the GEM group, i.e. to the disadvantaged individuals with whom they work. It also teaches these traditional patrones, how to develop the participatory capacity of those with whom they work. The process will be used in a similar manner to develop the sensitivities of USAID and contractor personnel.

Delving further into the methodology, the self-awareness and willingness to reveal oneself and frankly express ones criticisms of others are fostered by isolation of the group from daily concerns for a sufficient time for them to fully explore the revelations occurring in the sessions. Without this isolation the group does not have time to work through the insecurities and animosities revealed and thus members are unwilling to reveal themselves or, if they are, come out of the session with frictions enhanced rather than reduced.

A second essential ingredient is a specially trained and experienced monitor capable of eliciting frank responses. Where the monitor is a participant in the development process, as will often be the case in this project, he must also be a participant in the group, revealing himself as well as eliciting candor from the group. Otherwise participation on an equal basis by other members of the group will not be brought about.

If democratic institutional building is a valid objective of development, then the development process must embody the process of participation. The GEM approach described identifies this as its major concern and the group methodological approach as the operating model to be used to help prepare people for this participatory role.

As indicated elsewhere in the PROP, the GEM method would be used at several levels: with Mission and contract personnel engaged in USAID projects; with government and private officials and other aid providers; and directly at the community level.

b. Community-Level Activities

The community level activities would serve three purposes: 1) to experiment with new techniques; 2) to provide field experience in participatory methods to officials; and 3) to renew and refresh the experience of the GEM trainers in the functioning of their methods at the community level. In most cases community level activities would be tied into other programs such as cooperatives.

The experimentation would attempt to determine such things as the following: the effect on existing institutions and institution sponsored community development efforts of the introduction of the GEM process, thus continuing to refine application of the process; whether useful new types of organizations or institutions arise from a motivational effort without any preconception as to the type of organization which should result; how much impetus can be given to self-help activities by motivational efforts unaccompanied by any attempt at organization building; the workability of various methods of developing communal self-help capacities.

One experiment planned along the latter lines is the selection, from among communities worked with, of local leaders. Training would be provided and, where necessary, financing to enable these leaders to act as catalysts to stimulate development efforts in other communities, thus substituting for and multiplying the reach of Peace Corps volunteers and Scoutroom and U.S. professionals. This effort might also open the door to the eventual assumption of a large part of the community development effort by leaders with local roots.

The first step in all community level activities is promotion in the community to develop interest in participating in a work

of general discussion of local problems and possible solutions employing GEM and audio-visual techniques. From the general discussion group leaders are selected by the community to continue the discussion and experience in smaller group meetings of about two weeks duration. The purpose of these meetings is to develop the group action skills and sensitivities of the leaders in the direction of more participation as well as to further explore local problems and the pros and cons of inter-community organizations. This process of selection and deeper exploration and experience will be repeated at the regional and eventually national level.

The USAID staff will advise campesino leaders at each course of institutions and agencies from which they can obtain assistance in the resolution of their problems. As soon as interest crystallizes at any level; appropriate technical personnel will be brought in to provide assistance necessary to deal concretely with issues and needs.

At both regional and national levels, periodic meetings and visits to communities will be held at which the project staff and the campesino leaders of the various areas will discuss and evaluate the program's impact, plan activities, and explore possibilities for wider organizational efforts. At this stage and others the GEM experience of the leaders will be continually renewed.

In the urban area, after initial experimental efforts by the staff, USAID will establish in Guayaquil an individual with broad experience in leadership development of the Puerto Rico VESPRA-type program for recruitment and training of barrio catalysts. He will develop a local team to study those resource organizations that are carrying on development projects in the barrios suburbanos and also identify viable groups within the barrios. The team will develop GEM training for both groups, expanding the program to the extent that successes warrant.

Participants at various levels will also be given the opportunity to visit other communities to become acquainted with their problems and projects. The purpose of these visits will be not only to provide new ideas, but also to stimulate multi-community action and organizations.

In all of these activities it is essential to shift, at appropriate moments, from the individual to the communal perspective and back, with an analysis of the implications of one for the other, so that neither individual nor group development is submerged.

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c. Institutional Involvement

USAID will work directly with some institutions carrying out base-level development such as regional development agencies, the Andean Mission, the Municipality of Guayaquil, sections of the Ministry of Agriculture and Livestock and the Church. This involvement will include providing training programs for personnel, joint participation in field programs, and assistance in evaluation. In some cases it will be possible to stimulate the formation of new agencies or sections in existing groups like the regional development organizations. To do this, USAID will help locate, train and in some cases provide specialized personnel on a temporary basis to work in the selected agency in planning, implementing and evaluating the local planning and development type programs.

The GEM approach will also be used in developing training programs within the Mission, involving staff who will conduct evaluations to improve the effectiveness of Mission development activities.

Implementation

USAID has created the Civic Development Division in the Office of Economic Development to carry out various phases of the Mission's development program. The Chief and the Deputy Chief of the Division are US direct hire; the core training team is composed of local direct hire. Most of the base level activities will be implemented by contractors (local, third-country, and U.S.). The staff will utilize rural and urban "catalysts" to develop a major phase of its programs: / among those who have participated in the program's educational projects and who have maintained continuous contact with the program's field workers. USAID will provide support to approximately seventeen who will carry out the training activities described above including village-level and neighborhood courses and advanced leadership courses. It is anticipated that with this personnel USAID/E will be able to work in up to fifteen communities plus various groups within the barrios suburbanos in a typical year. The staff will make an effort in each course to advise the catalysts of the institutions and agencies with which they can deal in the resolution of their problems. The pros and cons of inter-organizational communication will be explored in group discussions.

As a result of these activities, as many as 6,000 people will be exposed to local democratic processes. While this is in no sense a measure of output, it is an indication of the program's potential for introduction of new ideas.

The staff will continue to train key members of national organizations which work on local development. As opportunities arise, AID will provide training support for institutional catalysts who will run follow-up group training programs within their organizations. It is anticipated that the Mission will be able to support, annually, as many as six of these programs working in approximately six national or regional development agencies.

b. Participant and Invitational Travel

Ecuadoreans will be sent to the U.S. and third-countries for advanced training programs in the group process. These programs will vary in length and subject matter but must be designed to prepare Ecuadoreans to carry out the ideas presented in this PROP. Approximately \$12,000 a year has been set aside for this work; this should cover at least three participant training programs annually. INCOLDA of Colombia, the Institute for Human Relations of Puerto Rico, Loyola of New Orleans, and the National Training Laboratories of the U.S. are considered good prospects for these training experiences.

In addition, funds have been set aside to bring trainers to Ecuador for short periods of time to present laboratory training sessions.

c. Commodities

The program anticipates limited commodity needs for the support of these GEM process training activities (e.g., audio-visual equipment, vehicles, educational materials, mimeograph machines, etc.)

d. Other Costs

This category covers in-country staff travel, local contract services, local invitational travel, and in-country training costs (e.g., room and board, local travel, educational materials). The program anticipates annually as many as twenty or more community-level training programs followed by two advanced leaders training efforts in the GEM process.

Finally, existing institutions will be strengthened or new ones developed to take over the function of propagating the GEM methodology.

NOTE: The Youth Affairs program has recently been incorporated as a subproject of Civic Development. This change will be reflected in a future revision to this PROP.

ANNEX A: NONCAPITAL PROJECT FUNDING (OBLIGATIONS IN \$000)

18 Table 1 - Page 1 of 2 - COUNTRY: Ecuador Project Title: CLINIC DEVELOPMENT PROP. No. July/69
Project No. 518

F.Y./ Ap.	L/G	Total	Cont. ^{1/}	Personnel Serv.			Participants		Commodities		Other Costs	
				AID	PASA	CONT.	AID	CONT.	AID	CONT.	AID	CONT.
FY <u>69</u>	G	100.0	-0-	63.0	-0-	-0-	-0-	-0-	2.4	-0-	34.6	-0-
FY <u>70</u>	G	253.2	117.5	72.5	-0-	102.2	7.2	-0-	-0-	-0-	56.0	15.3
Budg. FY <u>71</u>	G	369.8	216.6	72.3	-0-	187.4	12.4	-0-	-0-	-0-	68.5	29.2
B + 1 FY <u>72</u>	G	245.4	97.1	73.3	-0-	83.7	12.4	-0-	-0-	-0-	62.6	13.4
B + 2 FY <u>73</u>	G	149.0	51.0	60.0	-0-	30.0	6.0	-0-	2.0	-0-	30.0	21.0
B + 3 FY <u>74</u>	G	115.0	35.0	50.0	-0-	35.0	-0-	-0-	-0-	-0-	20.0	10.0
Total												
TOAID A- 284 Life	G	1,232.4	517.2	391.1	-0-	438.3	33.0	-0-	4.4	-0-	271.7	38.9

^{1/} Memorandum (nonadd) column

^{2/} Youth Affairs Project Funding is treated separately in Youth PROP IDID 736,

^{3/} Non Institutional Development program funding not included in this summary.

Fiscal Years

AID-controlled
Local Currency
U.S.
owned Country
owned

Other Cash
Contribution
Cooperating
Country

Other
Donor
Funds
(\$ Equiv.)

Food for Freedom Commodities
Metric CCC World
Tons Value & Market
(000) Freight Price
(\$000) (\$000) (\$000)

Act. <u>FY 69</u>	-0-	-0-	/	-0-	-0-	-0-	-0-
Oper. <u>FY 70</u>	-0-	-0-	/	-0-	-0-	-0-	-0-
Budg. <u>FY 71</u>	-0-	-0-	/	-0-	-0-	-0-	-0-
B + 1 <u>FY 72</u>	-0-	-0-	/	-0-	-0-	-0-	-0-
B + 2 <u>FY 73</u>	-0-	-0-	/	-0-	-0-	-0-	-0-
B + 3 <u>FY 74</u>	-0-	-0-	/	-0-	-0-	-0-	-0-
Total Life	-0-	-0-	/	-0-	-0-	-0-	-0-

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ANNEX B: MANPOWER ANNEX: CIVIC DEVELOPMENT

Position Title	MAN-MONTHS											
	FY 69				FY 70				FY 71			
	US DH	E DH	US CONT	E CONT	US DH	E DH	US CONT	E CONT	US DH	E DH	US CONT	E CONT
1. Chief CDD	12				12				12			
2. Deputy CDD	12				12				12			
3. Secretary Bilingual		12				12				12		
4. Adm. Assistant		12				12				12		
5. Rural Specialist		12				12				12		
6. Rural Specialist				12		12				12		
7. Rural Specialist								24				48
8. Urban Specialist		12				12				12		
9. Urban Specialist		12				12				12		
10. Urban Specialist			-0-				6				12	
11. Urban Catalyst				-0-				24				48
12. Evaluation			-0-				-0-				2	
13. Urban Planning			6				18				18	

Position Title	MAN-MONTHS											
	FY 72				FY 73				FY 74			
	US DH	E DH	US CONT	E CONT	US DH	E DH	US CONT	E CONT	US DH	E DH	US CONT	E CONT
1. Chief CDD	12				12				12			
2. Deputy CDD	12				12				12			
3. Secretary Bilingual		12				12				12		
4. Adm. Assistant		12				12				12		
5. Rural Specialist		12				12				12		
6. Rural Specialist		12				12				12		
7. Rural Specialist				48				48				-0-
8. Urban Specialist		12				12				12		
9. Urban Specialist		12				12				-0-		
10. Urban Specialist			12				12				12	
11. Urban Catalyst				48				48				24
12. Evaluation			2									
13. Urban Planning			-0-				-0-				-0-	

This table does not include YOUTH AFFAIRS Personnel

**ANNEX C: Summary of Relevant Documents Prepared on CIVIC DEVELOPMENT
and Predecessor Projects.**

1. PC/E Task Force on Campesino Leadership Training
Summary of conversations 26 - 30
AUTHOR: PC/E
DATE: December, 1966
No. OF PAGES: 7
2. TRAINING COURSE in Community Development
(Sub-project SDAA 67-4.14)
AUTHOR: AID
DATE: March 22, 1967
No. OF PAGES : 15
3. The Cañar Course
AUTHOR: Garry Burns
DATE: May, 1967
No. OF PAGES: 8
4. Local Planning and Development (Project 68.4)
AUTHOR: AID
DATE: September 21, 1967
No. OF PAGES: 16
5. Guidelines for an Evaluation of Rural Leadership Training Project
AUTHOR: Mal Warwick
DATE: July 1, 1967
No. OF PAGES: 8
6. Resultado de las Ultimas Reuniones de Evaluación de los Cursos de
Capacitación de Campesinos
AUTHOR: PC/AID/IERAC
DATE: July 17, 1967
No. OF PAGES: 18
7. Aspects of Community Education and Development Program
AUTHOR: Mal Warwick
DATE: July 21, 1967
No. OF PAGES: 7
8. Aspects of Evaluation
AUTHOR: Alan Koloseike
DATE: September, 1967
No. OF PAGES: 47-54

ANNEX C: Summary of Relevant Documents Prepared on Civic Development and Predecessor Projects

9. Visita al Curso de Líderes de Puyo
AUTHOR: César Vélez
DATE: December 18, 1967
No. of Pages: 5
10. Essays on the Community Education and Development Program in Ecuador
AUTHOR: AID/PC
DATE: 1967
No. OF PAGES: 54
11. Apuntes e Impresiones de las Jornadas Realizadas en la Comuna Indígena de San Jacinto del Pindo, Provincia de Pastaza de Octubre a Diciembre de 1967.
AUTHOR: PC/Participants
No. of Pages: 49
12. Resoluciones Tomadas en la Conferencia General: Cuenamanta
AUTHOR: PC/AID
DATE: December 26 - 30, 1967
No. OF PAGES: 36
13. Leader's Training Course in CD: Hacienda Quantug, Hacienda Colta Monjas
AUTHOR: Alan Koloseike
DATE: December, 1967
No. OF PAGES: 74
14. La Jornada de San Jacinto: Puyo
AUTHOR: Edgar Jácome
DATE: December, 1967
No. OF PAGES: 8
15. Essays on the Community Education and Development Program in Ecuador
AUTHOR: PC/AID/IERAC
DATE: December, 1967
No. OF PAGES: 54
16. Resoluciones Tomadas en la Conferencia General del Programa de Educación para el Desarrollo Comunal
AUTHOR: PC/AID
DATE: December, 1967
No. OF PAGES: 25
17. La Promoción Humana en la Hacienda Quantug, Historia, Información y Evaluación

ANNEX C: Summary of Relevant Documents Prepared on Civic Development and Predecessor Projects

17. AUTHOR: Michael Inpastato
DATE: January, 1968
No. OF PAGES: 41
18. Apuntes e Impresiones de las Jornadas Realizadas en la Comuna Indígena de San Jacinto del Pindo, Oct. a Diciembre de 1967
AUTHOR: PC/AID/Church
DATE: January 31, 1968
No. OF PAGES: 50
19. Planificación para la Jornada de Ger (Provincia de Cañar)
AUTHOR: PC/AID
DATE: May 27, 1968
No. OF PAGES: 3
20. Evaluation of the Community Education and Development Program
AUTHOR: Mal Warwick
DATE: June 6, 1968
No. OF PAGES: 6
21. Ñaupagman Cunamanta Callarishun: El Boletín del Programa de Educación para el Desarrollo Comunal. Numeros 1 - 6
DATE: July 15, 1968
22. Programa de Educación para el Desarrollo Comunal en Catarama - Ricaurte Area of the Guayas
AUTHOR: S. Edward Hirabayashi
DATE: August 26, 1968
No. OF PAGES: 2
23. The Comuna of Queceras
AUTHOR: César Vélez
DATE: October 8, 1968
No. OF PAGES: 4
24. An Approach to Community Development - El Ecuador
AUTHOR: Jeff Ashe
DATE: October, 1968
No. OF PAGES: 37-39
25. Toward a Social Revolution Peace Corps Volunteer
AUTHOR: Mal Warwick
DATE: October, 1968
No. of PAGES: 2 - 8

ANNEX C: Summary of Relevant Documents Prepared on Civic Development and Predecessor Projects

26. Unión de Pequeños Agricultores de Los Ríos - Boletín No. 1
DATE: November, 1968
No. OF PAGES: 37
27. An Experience in Group Process
AUTHOR: Alfonso Avilés
DATE: November, 1968
No. OF PAGES: 11
28. Local Planning and Development (Project 69.10.3)
AUTHOR: AID
DATE: January 29, 1969
No. OF PAGES: 7
29. Guanalán
AUTHOR: César Vélez
DATE: February, 1969
No. OF PAGES: 6
30. Experiencias en Dinámica de Grupos
AUTHOR: Patricio Barriga
DATE: March, 1969
No. OF PAGES: 6
31. Catarama Project: Social Promotion in Villages of Coastal Ecuador
AUTHOR: Jeff Ashe
DATE: May, 1969
32. Cañar and Colta Monjas: Indicators of Readiness for Social Change
AUTHOR: Jeff Ashe
DATE: May 21, 1969
33. Stanford Research Institute Regional Contract Report
(to be published).

SESSIONS

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