

PD-AAZ-095  
ISA 60580

**Evaluation of the  
Civic Education and  
Human Rights Grant**

**Final Report**

**Indefinite Quantity Contract**

**PDL-0085-I-6097-00**

**Delivery Order #43**

*Prepared for:*

**Agency for International Development  
Bureau for Latin America and the Caribbean  
Democratic Initiatives Office**

*Prepared by:*

**Cecchi and Company Consulting, Inc.  
1730 Rhode Island Avenue, N.W.  
Washington, D. C. 20036  
Telephone (202) 452-9700 Telex 440157**

**January, 1989**

---

---

# TABLE OF CONTENTS

---

---

	<b>Page</b>
<b>Executive Summary</b>	
<b>Chapter I. Final Evaluation, Project Description</b>	
A. Nature of the Final Evaluation .....	1
B. Background and Project Description .....	2
1. The Civic Education and Human Rights Initiatives Grant .....	2
2. NAPA's and CODECAL's Background .....	5
C. Methodology of the Evaluation .....	6
D. Internal Evaluation .....	7
<b>Chapter II. Areas Addressed, Evaluation Results and Recommendations</b>	
A. General .....	8
B. Policy, Decision Making Process and General Management .....	9
C. NAPA's Activities .....	10
D. CODECAL's Activities .....	11
E. Integration Level of Both Organizations .....	13
F. Planning and Programming .....	14
G. Monitoring, Evaluation and Follow-up Systems .....	15
H. Personnel: Growth and Management .....	16
I. NAPA's Organization Structure and Activity Selection Process .....	17
J. CODECAL's Organization Structure and Activity Selection Process .....	18
<b>Chapter III. Political Environment</b>	
A. NAPA's Target Group .....	22
B. CODECAL's Target Group .....	23
C. Trainers, Methodologies and Materials .....	26
D. Political Problems Related to Human Rights and Civic Education Activities .....	29

**Chapter IV. Suggestions For the Design of Follow-on Projects**

<b>A. Background .....</b>	<b>31</b>
1. Follow-On Activity Development .....	31
2. Implementing Organizations' Role .....	31
3. Evaluation and Follow-up Systems .....	32
4. Reporting Systems .....	32
5. Methodologies and Materials .....	32
 <i>Annex A</i> <i>Scope of Work for This Evaluation</i>	
 <i>Annex B</i> <i>List of Person Interviewed During Evaluation by Location and Organization</i>	
 <i>Annex C</i> <i>Publications and Documents Reviewed by Organization</i>	
 <i>Annex D</i> <i>CODECAL Seminar Program - Costa Rica, September 12 - 16, 1988</i> <i>(In the Spanish Language)</i>	
 <i>Annex E</i> <i>CODECAL Evaluation Forms for Annex D</i> <i>(In the Spanish Language)</i>	
 <i>Annex F</i> <i>Sample NAPA Small Business Seminar Program</i>	
 <i>Annex G</i> <i>Pre-Course Questionnaire for Annex F</i>	
 <i>Annex H</i> <i>Evaluation Team Travel Schedules</i> <i>(In English and Spanish)</i>	
 <i>Annex I</i> <i>CODECAL's Human Rights Textbook Outlines for Primary and</i> <i>Secondary Schools</i> <i>(In the Spanish Language)</i>	
 <i>Annex J</i> <i>CODECAL's Network</i> <i>(In the Spanish Language)</i>	
 <i>Annex K</i> <i>Summary of NAPA's and CODECAL's Financial Input and Output Information</i>	

---

---

## EXECUTIVE SUMMARY

---

---

### **A. The Final Evaluation**

The Agency for International Development's Bureau for Latin America and the Caribbean Office of Democratic Initiatives initiated Delivery Order No. 43 under A.I.D. Indefinite Quantity Contract PDC-0085-I-00-6097-00. Checchi and Company Consulting, Inc. of 1730 Rhode Island Avenue, N.W., Washington, D.C., was contracted to conduct the final evaluation of the Civic Education and Human Rights Initiatives Grant No. LAC-0591-G-SS-4082-00. The evaluation, completed in November 1988, covers the period from the design of the project through September 30, 1988.

### **B. Project Description**

The AID grant for Civic Education and Human Rights Initiatives, number LAC-0591-G-SS-4082-00, was approved on September 27, 1984 and its purposes and objectives are summarized below:

#### ***Purposes:***

The purpose of this three year grant was to enable NAPA to:

- Promote the democratic process in decision-making at the community level through the training of 18,000-20,000 Latin American civic leaders in techniques of problem solving and community action.
- Provide technical and material assistance to strengthen the community education and human rights training activities of the Partners of the Americas network in cooperation with the *Corporacion Integral para el Desarrollo Cultural y Social* (CODECAL).
- Establish cooperative linkages between civic education agencies and organizations in Latin America and their counterpart agencies "Partner" states in the USA for the exchange of information and for observation training in community action techniques.

---

---

**Objectives:**

The specific objectives of this grant are as follows:

- To provide direct support to CODECAL enabling it to carry out a three-year intensive program of national and regional workshops designated to train trainers who will, in turn, prepare citizens of Latin American countries to become informed participants in civic and community affairs.
- To provide small cash grants and international volunteer technical project travel funds in support of Partners of the Americas projects in civic education, community education, and human rights development.
- To provide management support for an integrated CODECAL - Partners of the Americas program in civic education and human rights development.

The total A.I.D. grant for \$971,500, which subsequently had five modifications, was made to the National Association of the Partners of the Americas, Incorporated (NAPA) to implement the initiative on September 27, 1984. A subgrant of \$637,250 in A.I.D. funds was effected by NAPA to the *Corporacion Integral para el Desarrollo Cultural y Social* (CODECAL) to address the constraints identified in the grant.

Civic education and human rights programs face a complex variety of constraints. NAPA and CODECAL addressed these constraints in four components: Training, Professional Development of Trainers, Small Grants; and Technical Assistance. The major anticipated outcome of the grant was that there would be 18,000 - 20,000 or more persons trained to conduct non-formal, human rights education at the community level.

### **C. Evaluation Purposes and Methodology Used**

The purposes of the final evaluation were:

- To evaluate the effectiveness of project activities and the degree to which the project had achieved its objectives; and
- To assess the potential application of the materials, methodology and institutional relationships developed under the project in the design and implementation for any follow-on democratic initiatives projects.

The evaluation was carried out by a two-person team: an education specialist who served as team leader and a specialist in Latin American organizations.

---

---

The primary method of data collection for the evaluation was interviews with 230 people involved with the two implementing organizations, Partners of the Americas and CODECAL. The information from the interviews was supplemented by site visits, observation of a regional training course in Costa Rica, participation in a national level course in the Dominican Republic, observation of a national course in Colombia, interviews with trainees, and a review of the project documentation. The evaluators visited projects developed by both evaluated units in Costa Rica, Honduras, Dominican Republic, Peru and five different cities of Colombia.

#### **D. Recommendations for this Activity**

The team gave particular attention to assessing the potential for using techniques, organizations and relationships formed under this project in future A.I.D.- funded leadership development activities in the LAC region.

There were ten evaluative issue/study areas for which the contractors submitted appropriate recommendations. Seven major or general findings resulted in seven specific suggestions for follow-on or similar activities. The findings were :

1. Design problems in five categories listed below:
    - Clear definitions of organizational roles, terminology, methodologies, and targets
    - Manner in which the project was to be evaluated and mechanisms to make continual project adjustments
    - Relationships between NAPA (grantee) and CODECAL (subgrantee) were not clearly defined
    - An agreed upon definition of network(s) proposed, criteria for inclusion in network(s), and minimum number of targeted institutions
    - Agreed upon plans or methodologies to reach the multiplier effect envisioned in the original grant
  2. Programs of civic education and human rights initiatives addressed by the grant are complex, sensitive, and very difficult to accomplish; they require concerted and long-term efforts which need significant human and financial resources. The activity was not focused sufficiently for the resources available. This happened because of too extensive geographic area, excessive number of subject areas, diversity of target groups, trainee selection process not evident, and lack of the development of effective networks.
  3. Stronger and more continual management leadership was needed to achieve the full scope of the grant.
  4. Overall total grant planning, evaluations (internal and external), follow-ups, and adjustment mechanisms were not mutually agreed upon or implemented by Partners, CODECAL, and A.I.D.
- 
-

- 
- 
5. A low U.S. profile is justified and should be maintained but such activities require close and continual monitoring.
  6. The communication and reporting systems were not adequate to identify and subsequently resolve the types of implementation problems. The financial reporting system did not follow a consistent format and was difficult to analyze because of lack of detail.
  7. A lack of serious and professional internal and external evaluations on the parts of the grantee and sub grantee. In turn, project managers had no concrete information on which to assess project efficiency or to propose project changes. This resulted in two organizations under the grant developing and implementing two independent projects lacking close coordination and supervision.

### **E. Lessons Learned**

The evaluation taught us that:

- 1.) Adequate and complete project design are essential in this type of project.
- 2.) Coordination and cooperation are imperative for all grantees in a multi-faceted endeavor.
- 3.) All parties must mutually agree upon planning, evaluations (internal and external), and mechanisms for project adjustment.
- 4.) Strong, qualified and continual project monitoring and management is essential.
- 5.) The scope and size of the project has to be designed realistically in terms of human and financial resources available.
- 6.) Organizations selected to implement projects of this nature might need technical assistance.

The evaluators welcomed this learning opportunity to evaluate such an important area. We believe that our product will prove useful in the future planning activities, key design factors, and improved overall project management.

---

---

# **CHAPTER I**

## **FINAL EVALUATION, PROJECT DESCRIPTION**

---

---

### **A. Nature of the Final Evaluation**

Under AID Indefinite Quantity Contract PDC-0085-I-00-6097-00, Delivery Order No. 43, Checchi and Company Consulting, Inc. of 1730 Rhode Island Avenue, N.W., Washington, D.C., was contracted to conduct the final evaluation of the Civic Education and Human Rights Initiatives Grant No. LAC-0591-G-SS-4082-00. The evaluation covers the period from the signing of the project in September, 1984 through September 30, 1988. The Scope of Work is set forth in Annex A.

The objectives of the final evaluation were:

- 1.) To evaluate the effectiveness of project activities and the degree to which the project had achieved its objectives; and
- 2.) To assess the potential application of the materials, methodology and institutional relationships developed under the project in the design and implementation for any follow-on democratic initiatives projects.

The evaluation was carried out by a two-person team: an education specialist who served as team leader (Hunter Fitzgerald) and a specialist in Latin American organizations (Jorge Obando). The education specialist evaluated the quality, relevance and impact of the training programs offered under the project by reviewing training materials, methodologies, the processes of needs assessment and the selection of subject matter and content, training methods, instructors and participants. The specialist in Latin American organizations was concerned with organizational relationships and the impact of the project on community-based groups that have received training or small grants under the project. He also identified these groups as to their nature and purpose, the issues that concern them, and the institutional linkages that exist among them. He examined the political environment surrounding these organizations, identified factors of commonality among these groups in different countries, and determined whether they were practicing or were willing and able to put into practice the democratic values and processes learned in project training courses.

As stated in the Scope of Work the team gave particular attention to assessing the potential for using techniques, organizations and relationships formed under this project to future AID-funded leadership development activities in the LAC region. (See Chapter IV, Suggestions for the Design of Follow-on Projects.)

---

---

---

---

## **B. Background and Project Description**

### ***1. The Civic Education and Human Rights Initiatives Grant.***

The AID grant for Civic Education and Human Rights Initiatives, number LAC-0591-G-SS-4082-00, was approved on September 27, 1984 and is summarized below. The grant was awarded to NAPA to acknowledge, expand and fund the civic education and human rights programs of CODECAL.

#### ***Purposes:***

The purpose of this three year grant was to enable NAPA to:

- Promote the democratic process in decision-making at the community level through the training of 18,000-20,000 Latin American civic leaders in techniques of problem solving and community action.
- Provide technical and material assistance to strengthen the community education and human rights training activities of the Partners of the Americas network in cooperation with the *Corporacion Integral para el Desarrollo Cultural y Social (CODECAL)*.
- Establish cooperative linkages between civic education agencies and organizations in Latin America and their counterpart agencies "Partner" states in the USA for the exchange of information and for observation training in community action techniques.

#### ***Objectives:***

The specific objectives of this grant are as follows:

- To provide direct support to CODECAL enabling it to carry out a three-year intensive program of national and regional workshops designated to train trainers who will, in turn, prepare citizens of Latin American countries to become informed participants in civic and community affairs.
- To provide small cash grants and international volunteer technical project travel funds in support of Partners of the Americas projects in civic education, community education, and human rights development.
- To provide management support for an integrated CODECAL - Partners of the Americas program in civic education and human rights development.

---

---

## **Components**

### **1. Training:**

- CODECAL and NAPA were to conduct a three-year intensive program to prepare citizens of various Latin American countries to be well-informed participants in community and civic affairs.
- CODECAL and NAPA were to organize a series of national and regional workshops designed to train trainers. This training was to cover a thorough review of the basic civil and political rights identified in the universal declaration of human rights and in relevant inter-american and national documents.

### **2. Professional Development of Trainers:**

- Two to four professionals were to conduct each of the training sessions cited in the previous component. These trainers were to be carefully chosen and needed to have the expertise, methodology and deep knowledge on the issues to train trainers in communities problem solving processes.

### **3. Small Grants:**

- Partners were to provide cash grants of up to \$5,000 to community-based projects aimed at civic and community education.

### **4. Direct Support and Management Support:**

- The grant states that NAPA would give direct support and management support to CODECAL.

### **5. Anticipated Outcomes:**

- The Grant Agreement assumes that twenty trainers were to attend each of the forty-five sessions and if each of them were to conduct only one more session in their own regions within the year of their training, there would then be a minimum of 900 such sessions in their own regions within four years from the outset of the program. Assuming 10-20 participants in each of those sessions, there would have been 9,000-18,000 or more persons trained to conduct non-formal, human rights education at the community level.

The grant was made by AID to the National Organization of the Partners of the Americas, Inc. (NAPA) to implement the initiative on September 27, 1984. The original project was modified five times as outlined on the next page:

- There were alterations in the Grant on November 1984, the standard provisions Nos. 7A, 7B, 7C, 8, 9, 10A, 17, 20, 26 and 27 were changed affecting the payment form, periodic advance, payment reimbursement, travel and transportation (including all subgrants and contracts which require air travel and transportation), ocean shipment of goods, procurement of goods and services under \$250,000, prohibition on abortion-related activities, patents rights and participant training and health and accident coverage for AID's participant trainees.
- A May 15, 1985 amendment increased the obligated amount from \$200,000 to \$554,000 and the technical office was changed from "LAC/DP" to "LAC/AJDD".
- A September 1, 1986 amendment extended and added incremental funds to the original grant for activities in Central America or for Central American citizens participating in the Human Rights Initiative Program. The new total amount obligated was \$836,000.
- There is a fourth amendment which increased the funds obligated to \$971,500.
- A fifth amendment extended the grant from March 1988 to December 1988.

The following is a schematic presentation of the history of A.I.D.'s funding of the project. The total estimated program funding was \$2,293,897 of which \$971,500 was A.I.D.'s share. NAPA was responsible for obtaining \$1,322,397 in counterpart funds. Annex K details this amount for the grant and subgrant.

<b>A.I.D. Incremental Grant Funding History</b>				
<b>Action</b>	<b>Date</b>	<b>Description</b>	<b>Obligations</b>	<b>Total Obligated</b>
Original proposal	July 84	NAPA submits proposal to AID		
Grant	Sept 84	Grant awarded	\$200,000	\$200,000
Amendment	Sept 85	Modification 1	\$354,000	\$554,000
Amendment	Sept 86	Modification 3	\$282,000	\$836,000
Amendment	Apr 87	Modification 4	\$135,000	\$971,500

NAPA and CODECAL implemented the project with NAPA assuming project management responsibility in management support and financial resources.

---

---

## **2. Background - Partners of the Americas and CODECAL.**

Partners of the Americas was initiated by AID in 1964 as a private voluntary organization and is now the largest PVO functioning between the United States and Latin America. Among its programs and with the support of the Charles Stewart Mott Foundation, NAPA established a network of regional training centers in Latin America.

Partners is a non-profit organization dedicated to promoting economic and social development in Latin America and the Caribbean. Activities include the implementation of a wide variety of small scale socio-economic development projects, promotion of north/south institutional linkages, and international leadership development.

Partners has been involved in the field of community education since 1972. In the Partners context community education is: the method by which individuals and groups in a community become involved in identifying their own problems and needs, and learn how to utilize available resources to design and implement projects to address those needs. Effective community education results in people having a real sense of responsibility for each others well-being, and a commitment to direct their efforts toward improving their community. This definition coincides with A.I.D.'s definition of civic education.

CODECAL is a private non-profit agency incorporated under Colombian law in 1972. CODECAL is dedicated to the promotion of civic education and community development with emphasis on adult rural and urban poor. In the years before the grant was given CODECAL had begun to initiate programs in educational sectors in order to widen understanding of and increase the capacity of citizens to deal with issues related to human rights, social justice, community development, regional integration, conflicts and peace.

CODECAL's programs were first undertaken in the early 1970s as a response to the urgent needs for basic training in sanitation, community organization, and primary education among the rural communities of Colombia. CODECAL also developed a practical set of methods as well as appropriate materials to initiate and conduct civic education among illiterate and minimally educated adults. The methodology was centered on problem solving and the development of community action for self-development. CODECAL's methodology has been a basic awareness/action model which helped community members to become conscious of problems and needs, to analyze causes, assess resources, design projects to solve problems and meet needs, to assess and evaluate progress towards change. The context of the training was to be non-partisan and non-ideological. CODECAL also published its own training materials. Another project CODECAL undertook in collaboration with the University of Western Ontario, Canada, was related to the concern for the process of integration and for the development of cross national concepts of human rights and historical recovery. This last project is based on the assumption that each community is able to recapture its history through the systematic gathering of its own oral tradition.

---

---

### C. Methodology of the Evaluation

The primary method of data collection for the evaluation was interviews with officers of the two implementing organizations, Partners of the Americas and CODECAL. The information from the interviews was supplemented by site visits, observation of a regional training course in Costa Rica, participation in a national level course in the Dominican Republic, observation of a national course in Colombia, interviews with eighty-nine trainees, and a review of the project documentation. Twelve members of the staff of Partners of the Americas were interviewed: Four in Washington, one in Costa Rica, two in Colombia, and five in Honduras. Ten CODECAL's representatives or associates were interviewed in Costa Rica, Dominican Republic, Colombia and Peru, and finally, eighty-nine participants of Partners of the Americas and CODECAL's training courses were also extensively interviewed. CODECAL's published materials were carefully analyzed by the two evaluators. The evaluators visited projects developed by both evaluated units in Costa Rica, Honduras, Dominican Republic, Peru and five different cities of Colombia. The above work was accomplished during the period September 9 - October 5, 1988. In all, the evaluation team consulted with over 230 persons and analyzed at least 110 different publications produced by CODECAL or other organizations. A list of the persons interviewed and the publications consulted can be found in Annexes B and C, respectively. The table which follows summarizes the individuals interviewed by country and type of organizations.

In depth briefing and debriefing meetings were held with A.I.D., NAPA, and key CODECAL staff members at the beginning and end of the evaluative process. Additionally, considerable time was devoted to working with NAPA and CODECAL in assessing their operations.

<b>Country</b> <b>Organization</b>	<b>Costa Rica</b>	<b>Nicaragua</b>	<b>Colombia</b>	<b>Panama</b>	<b>Dominican Republic</b>	<b>Peru</b>	<b>Honduras</b>	<b>Washington, D.C.</b>	<b>Total</b>
<b>A.I.D. Employees</b>	5				1			1	<b>7</b>
<b>Partners Staff</b>	1		2				5	4	<b>12</b>
<b>CODECAL Staff</b>	5		3		1	1			<b>10</b>
<b>Other Organizations' Staff</b>	2		104		3	3			<b>112</b>
<b>Trainees (Internal &amp; External)</b>	14	2	42	5	17	3	6		<b>89</b>
<b>Total</b>	<b>27</b>	<b>2</b>	<b>151</b>	<b>5</b>	<b>22</b>	<b>7</b>	<b>11</b>	<b>5</b>	<b>230</b>

---

---

The team visited five countries (see Annex H) involved in the project: Costa Rica (See Annexes D and E), Colombia, Dominican Republic, Honduras (See Annexes F and G) and Peru. Five other countries were not visited because of time constraints or the local political situation.

#### **D. Internal Evaluation**

On pages 12 and 13 of CODECAL's original proposal, the organization (including evaluation) of the program was described as follows:

"The program will be administered by the Director of CODECAL, Padre Jaime Diaz. Accounting and periodic reports will be the responsibility of the Financial Secretary, subject to outside audit. Follow-up sessions for evaluation and additional training will be conducted in 50%-60% of the cases on-site and in all others by continued contact and reports from key on-site facilitators who have been prepared by a CODECAL team. The locations for follow-up sessions will be determined by the training teams on the basis of local need for such additional preparation and assessment.

An outside evaluation will also be conducted by professionals with expertise in the area of non-formal education and human rights, but who have had no formal association with CODECAL. To identify these outside evaluators, CODECAL will call upon the International Council for Adult Education, another non-partisan, non-profit, non-governmental educational organization with headquarters in Toronto, Canada, and the Inter-American Institute for Human Rights in San Jose, Costa Rica. Criteria for evaluation will include the numbers of trainers prepared, the quality of the preparation, and the results of their work in terms of numbers and effectiveness of local programs carried out by those trained in these training of trainers sessions."

CODECAL completed an internal evaluation for September 1984-1985 for the first year of the project. The evaluation did not identify the evaluators nor the evaluation methodology utilized.

CODECAL's internal evaluation did identify some problems areas which were still evident in the project at the time of the Final Evaluation. For example, on page 6 of CODECAL's internal evaluation it was noted that:

"In Colombia, the courses were completed in two series under the exclusive control of CODECAL which assumed promotion and selection of participant responsibilities, ..... Not all the participants complied with the desired criteria (trainers of trainers) resulting in very heterogeneous groups in some cases, which was a reason for our proposing to perfect our promotion and selection processes. A similar phenomenon is happening outside Colombia where the responsible entities assume responsibility for the entire process of the courses."

---

---

## **CHAPTER II**

# **AREAS ADDRESSED, EVALUATION RESULTS AND RECOMMENDATIONS**

---

---

The grant had three purposes which are listed in Chapter I and are summarized below:

1. To promote the democratic process in decision making at the community level by developing techniques of problem solving.
2. To provide technical and material assistance to strengthen the community education and human rights training activities.
3. To establish cooperative linkages between civic education agencies and organizations in Latin America and their counterpart agencies in the U.S.A.

This Chapter of the evaluation covers 10 different areas. The evaluators investigated each area, provided findings, drew conclusions, and made recommendations. Some of the specific conclusions were developed into one recommendation.

### **A. General**

In most cases implementation of the activities outlined in the grant and a sub grant to CODECAL have proceeded as planned. The evaluation found some very positive programs, which are described later in the report, with competent and hardworking professionals dedicated to serving the target population in the areas of civic education and human rights. Nevertheless, we identified a series of weaknesses in the project which accounted for some of the activities' shortfalls. These were:

1. Stronger project design needed in the areas of:
    - Clear definitions of organizational roles, terminology, methodologies, and targets
    - Manner in which the project was to be evaluated and mechanisms to make continual project adjustments
    - Relationships between NAPA (grantee) and CODECAL (subgrantee) were not clearly defined
    - An agreed upon definition of network(s) proposed, criteria for inclusion in network(s), and minimum number of targeted institutions
    - Agreed upon plans or methodologies to reach the multiplier effect envisioned in the original grant
- 
-

- 
- 
2. Although the two organizations under the grant partially achieved their main objectives, due to insufficient grant planning, evaluations (internal and external), follow-ups, and adjustment mechanisms the project developed into two independent projects which lacked close coordination.
  3. Programs of civic education and human rights initiatives addressed by the grant are complex, sensitive, and very difficult to accomplish; they require concerted and long-term efforts which need significant human and financial resources. The resulting activity areas discussed below were not focused sufficiently for the resources available:
    - *Too Extensive Geographic Area* - Work was attempted in 20 countries from Mexico to Argentina (See Annex J).
    - *Excessive Number of Subject Areas* - For example, CODECAL attempted to cover nine general curriculum areas and religion. They developed courses for 37 specific topics excluding religion. Some of the subject matters covered were: human rights, leadership training, community education, economics, micro-enterprise administration, agriculture, health, politics, and local community historical recovery programs.
    - *Diversity of Target Groups* - Groups selected were diverse and not clearly defined.
    - *Trainee Selection Process Not Evident* - Selection was not based on established criteria.
    - *Lack of the Development of Effective Networks* - Partners of the Americas and CODECAL did not coordinate their activities in such ways as to strengthen the Partners' network as stipulated in the grant's second purpose.

### ***Recommendations***

LAC/DI should agree upon overall planning, evaluations (internal and external), follow-ups and adjustment mechanisms. LAC/DI and NAPA should take necessary steps to make sure strong leadership is evident in civic education and human rights activities.

### **B. Policy, Decision Making Processes and General Management**

The grantees responsibilities included providing direct and management support of the sub grantee (CODECAL) and to assume a major reporting role in keeping the AID/Washington project manager informed. The parameters of direct and management support are not defined in the grant.

---

---

**The evaluation found:**

1. The sub grantee did not readily accept the grantees' technical assistance nor did it show evidence of truly desiring to work cooperatively in an integrated fashion resulting in each implementing agency carrying out, in fact, separate and not integrated projects.
2. The communication and reporting systems were not adequate to identify and subsequently resolve the types of implementation problems described in the section immediately above.
3. A lack of serious and professional internal and external evaluations on the parts of the grantee and sub grantee. In turn, project managers had no concrete information on which to assess project efficiency or to propose project changes.

***Recommendations***

LAC/DI should establish a chain of communication which all parties respect and develop a simplified numerical reporting system which demonstrates progress towards outputs and end of project status indicators. Such reports should identify implementation problems, who is to resolve such problems and subsequently report on status of previous problems. Internal and/or external evaluations should be instituted as a regular part of the organizations' programs.

**C. Partners of the America's Projects**

For this project A.I.D., along with other sources, provided NAPA with about \$100,000 for the pro-rated salaries of the NAPA project manager, a part-time secretary, the Bogota-regional representative, and the Costa Rican regional representative. Another \$100,000 from A.I.D. and other sources of grant management costs consisted of pro-rated salary costs of NAPA's president, bookkeeper, controller and fundraiser.

One of NAPA's successes during this project was the provision of seed grant support for the start-up for the College of Human Ecology of the Autonomous University of Paraguay. Specialists from Kansas State University travelled to Paraguay on several occasions to conceptualize and develop an idea with their counterparts and the idea has subsequently been accepted and funded by the W.K. Kellogg Foundation for more than one million dollars.

***Recommendations***

NAPA was unable to provide complete management of this sensitive and complex grant because of the lack of integration. NAPA and LAC/DI should review and identify the causes and agree on future adjustments for the NAPA organization.

---

---

#### **D. CODECAL's Activities**

A.I.D. and other sources provided financial inputs of \$1,764,500 to support CODECAL's activities. Of this amount, \$462,000 was used to pay salaries of the Director, 3 Assistant Directors, and 3 secretaries. Within Latin America, \$120,000 in A.I.D. funds were utilized for honoraria and travel expenses. Other sources and A.I.D. provided \$745,000 for civic education. This included line items for training of trainers (A.I.D. only - \$150,000), professional development (A.I.D. only - \$80,000), international cooperation (other sources - \$335,000), and community development courses (other sources - \$180,000). Other sources provided \$285,000 for editorial production in human rights and other materials. The latter category included a large number of religious publications. Another \$40,500 was budgeted for CODECAL's plant and equipment costs of which A.I.D. provided 50 percent.

Using the resources outlined above CODECAL was able to:

- Provide 199 training activities in nine Latin American countries:
  - 121 activities outside Columbia
  - 78 activities in Columbia
- Trained 4,948 individuals in 199 training activities:
  - 1,415 participants from Central American and Caribbean countries
  - 1,306 participants from Peru, Argentina, Chile, and Uruguay
  - 2,227 participants from Colombia
- Offered courses/workshops in ten general themes:
  - Community organization
  - Group and community motivation
  - Human rights I
  - Human rights II
  - Political analysis
  - Non violent action
  - Communication media groups
  - Economics
  - Family counselling
  - Religion

The scope of work further stipulated that we would:

“evaluate the quality, relevance and impact of the training programs offered under the project by reviewing training materials and methodologies, and the processes of needs assessment and of selecting subject matter and content, training methods, instructors and participants.”

---

---

---

---

Based on interviews with ex-trainees, observations of regional and national training activities, and NAPA's Quarterly Reports overall the evaluation found the quality of CODECAL's training efforts to be satisfactory with some weaknesses observed. The subject matter and course objectives were relevant to the target group but were overly ambitious in terms of numbers of subjects taught and the geographic spread of the project. It has to be remembered that CODECAL is incorporated as a non-profit and non-sectarian association; however, it is basically a Colombian and Roman Catholic organization. The impact of CODECAL training programs has not been as effective as planned in the grant due to a variety of factors. A significant number of persons trained did not train others to be trainers as originally envisioned. The individuals trained were not always integrated into funded and organized development activities; thus, they could not always put into practice what they had learned. The scope of the training given was at times abstract, limited, and follow-up was not planned and programmed. We found minimum cooperation and feedback between CODECAL and Partners. Additionally, the CODECAL linkages with other Latin American groups was not continual. For example, after a specific number of individuals had attended an activity from a given organization feedback and communication was not done.

In Chapter III, we discuss the political environment and also the nature of CODECAL's instructional materials in that political context. Other than reports of user positive reactions to CODECAL's instructional materials, the study could not find a serious and professionally sound attempt to evaluate the true effectiveness of CODECAL's instructional materials. Such instruments as participant and/or instructor evaluations or feedback on materials were not part of the program.

CODECAL strongly emphasizes and utilizes what could be termed a participatory approach - the student is the key element in the course, with the instructor, in contrast to traditional Latin American education practices, as a facilitator, guide, and/or counselor and not an authority figure. For example, in this approach, students are encouraged to be active participants, listened to, and the focus of the program. To CODECAL's and the grant's credit the evaluation found this approach very positive in that we observed *campesinos* who had gained self-confidence, were able to at least orally express their opinions, and to participate in group activities. The above approach requires extremely skilled, well organized, and trained personnel, but has some risks, which are: a tendency to miss relevant subject matter; over simplification and abstraction; and, a possibility of not meeting course objectives.

CODECAL identified needs through requests for specific services and what CODECAL termed "Evaluation/Assessment and Planning Meetings" at the regional level, personal contacts, and on CODECAL's own initiatives all of which constituted their needs assessment process. Since we detected a lack of planned and programmed evaluation/feedback mechanisms in CODECAL it was impossible, within the time frame of the evaluation, to ascertain whether or not CODECAL had identified or met real needs.

---

---

---

---

Appropriate subject matter selection for this type of activity has to be based on training objectives. In the Dominican Republic, ex-participants in human rights courses complained that the CODECAL human rights course did not address their most urgent problem - Haitian refugees. Another example we observed in a regional seminar was that some participants did not think the theological emphasis of the training was appropriate. In the five training programs we observed in three countries, the participants did not have the opportunity to express the needs of their own communities, hence, real needs and how to meet them were not identified clearly. Generally, meeting needs entails problem solving which, in turn, requires resources and expertise. The people chosen as instructors did not always have such know-how and this problem was compounded in that we found lack of expertise and of a clear knowledge of the local situation. At times, instructors from Colombia used Colombian examples based on systems foreign to the local national situation. For example, decentralization of power to local jurisdictions had just occurred in Colombia, while this same phenomena already had occurred in Mexico in 1917 and in Costa Rica in 1948. Not all the instructors we observed appeared to be fully qualified and experienced in the subject areas they taught and many really did not know the local context. We also felt that it was overly optimistic to expect *campesinos*, after only four or five days of this type of training session, to be able to return to his or her home town, lead people, and solve difficult development and social problems.

### ***Recommendations***

CODECAL should redesign its promotion and selection processes to assure that trainers of trainers are their primary target group. CODECAL's training program had some weaknesses including a lack of a appropriate needs studies; number of subject areas and geographic extension too ambitious; strong Roman Catholic influence throughout; absence of adequate evaluation and follow-up; no planned assessment of educational materials; tendency to use instructors who are not experts and experienced in the subject which are being taught; over emphasis on Colombian values and examples for other countries in the CODECAL network; deficient knowledge of a country's or a community's local and many times unique situations. CODECAL's staff should review the above findings and work toward their improvement.

The "participatory" training approach had many positive results and should be recognized as a valuable instructional tool.

### **E. Integration Level of Both Organizations**

The original grant agreement was specific in mandating that Partners and CODECAL would integrate their two programs. Reverting to grant purposes numbers two and three which say:

“(2) provide technical and material assistance to strengthen community education and human rights training activities of the Partners of the Americas network; and, (3) establish cooperative linkages between civic education agencies and organizations in Latin

---

---

---

---

America and their counterpart agencies "Partner states in the U.S.A." for exchange of information and for observation training in community action techniques."

As noted above, during the first 18 months of the project Partners, particularly their South American regional representative, attempted to establish close linkages between the two entities. During our interviews with the interested parties we concluded that there was opposition on the part of CODECAL to develop such integration which was implied in the grant purpose. Thereafter the grant evolved into two separate programs with little or no coordination observable.

### ***Recommendations***

LAC/DI and NAPA should require that any further multi-grantee programs in human rights and civic education be integrated.

### **F. Planning and Programming**

The evaluation found little or no coordinated planning and/or programming for the grant as a whole. This probably resulted because of project design omissions which generated two different programs as mentioned in the section above.

NAPA used the resources of this grant to fund successful and on-going programs. Their programming and planning system for their regular programs was functional and led to effective and productive activities.

As a result of the low level of cooperation between NAPA and CODECAL, NAPA was unable to provide an appropriate level of technical assistance to CODECAL for the planning and programming implied in the grant. It was clear that throughout the life of the grant CODECAL needed to develop stronger planning and programming mechanisms.

CODECAL became involved in numerous activities within the grant and independent of the grant. One of the latter was a project to help refugees from a volcanic eruption. CODECAL purchased farm land; built houses and a community center; and, provided commodities. CODECAL planned to keep ownership of the cooperative but there was no legal basis for this initiative, risking the whole investment, because likely the *campesinos* would claim title to the land they had occupied (a common and legal occurrence in Columbia).

Another CODECAL program, the historical recovery activity, was developed without objective planning and programming. The first site selected in Colombia was the CODECAL director's home town. The second site was only ten miles from the first. Additionally, two historical recovery programs in Peru were lost due to inadequate planning and programming by CODECAL.

---

---

CODECAL needed strong planning and programming for its human rights education program, which is an area where there were already capable and experienced organizations. We found that CODECAL proceeded on its own without the proper outside help, hired two partially qualified professionals, and implemented an incomplete program.

### ***Recommendations***

NAPA should ensure that civic education and human rights programs implemented with other organizations be jointly planned and programmed. CODECAL should base its planning and programming on the entire CODECAL scope of activities; and, possibly with outside technical assistance, develop and implement an improved planning and programming process.

### **G. Monitoring, Evaluation and Follow-up Systems**

The original project design called for NAPA to monitor the grant. Due to the fact that adequate evaluation and follow-up systems were not designed and used, the grant lacked appropriate monitoring by NAPA.

NAPA's seven small grants activities were carried out in Brazil, Mexico, Bolivia, and Chile. Six of these grants were related to community development and leader training. CODECAL did not have significant presence in the four countries served. Finally, in six Honduras/Vermont training grants local NAPA staff members did complete satisfactory evaluations and follow-ups.

CODECAL lacked a focal point in its organization responsible for evaluation and follow-up. Implementors were responsible for evaluation and follow-up. We found that CODECAL confused the two terms and furthermore mixed them with planning. One formal internal evaluation was completed, which is described in Chapter I, Section D of this report. The only other CODECAL evaluative type of information we found was in their Quarterly Reports which contained excessive narrative and statistics difficult to interpret and summarize. The lack of evaluation and follow-up adversely effected the planning and programming systems of CODECAL.

### ***Recommendations***

In civic education and human rights activities, NAPA should develop well designed monitoring mechanisms, evaluation and follow-up systems. Furthermore, any subgrantees should be trained in responding to these issues.

---

---

## **H. Personnel: Growth and Management**

This activity has been in progress over three years and the evaluation concluded that there had been a significant number of personnel changes both in Partners and CODECAL which affected the project.

At about the midpoint of the grant NAPA changed the grant manager in Washington D.C. A significant amount of resources was invested in NAPA salaries and management costs which were estimated or budgeted to be close to \$200,000 counting A.I.D. and other source contributions. These monies were spread over various individuals in partial salary payments which likely weakened Partners' direct grant management performance. Furthermore, the evaluators did not find qualified and professional civic education and human rights project managers. The above deficiency was reflected in NAPA's performance in carrying out its project management responsibilities with CODECAL. Therefore, technical assistance to the major curriculum areas was not provided as planned in the grant.

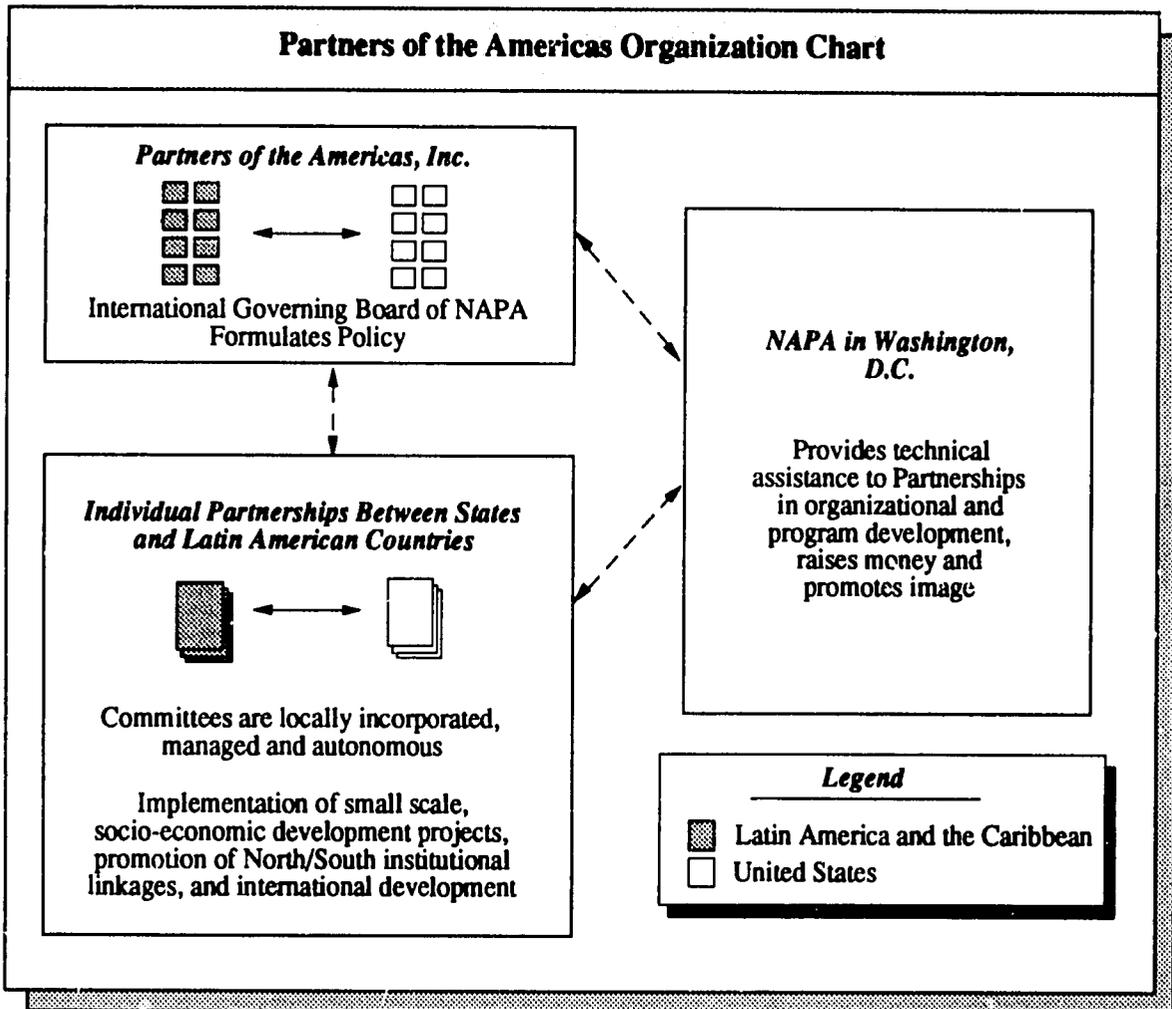
With the exception of the CODECAL director, CODECAL demonstrated a high turnover rate in personnel. Professional-level personnel had averaged approximately nine to twelve months on the staff. This was partially due to CODECAL's practice of contracting professionals on relatively short-term personal services type contracts, which avoid fringe benefits and career status. CODECAL contracted a high portion of individuals related with the Church who were not necessarily qualified and experienced in civic education or human rights. Most key staff members were Colombian nationals and CODECAL lacked what one could call an international or Latin American orientation. We found no indication that CODECAL had a planned and budgeted in-service training program for its staff. We tried to identify staff which had come from the target population but found most staff were from the educated middle and upper-middle level Colombian classes.

### ***Recommendations***

NAPA and CODECAL should review their personnel selection, policies, and practices in terms of improved retention of qualified and experienced professionals in civic education and human rights. Then, based on its review, each organization should institute improved personnel practices.

## I. NAPA's Organizational Structure and Activity Selection Process

NAPA's organizational structure is shown below and then further described in the following paragraphs.



The Partners volunteer-based activities are carried out by linking U.S. states with Latin American and Caribbean nations through a mechanism that is referred to as "Partnerships". There are currently 60 such Partnerships, each consisting of a parallel committee in the northern U.S. State and the southern Latin American or Caribbean Nation. Each committee, north and south, is locally incorporated, locally managed and autonomous. Partnership activities include the implementation of a wide variety of small scale socio-economic development projects, promotion of north/south institutional linkages, and international development.

---

---

Local committees representing the northern and southern halves of each partnership are composed of elected officers and sub-committees representing substantive program areas in addition to support functions such as public relations, fund-raising and membership recruitment and maintenance. Ideally, the northern and southern committees within each partnership mirror each other's organizational components with parallel sub-committees complimenting each other's activities in the development and implementation of projects.

The international governing board of the organization is known as the Partners of the Americas, Inc. which is composed of eight representatives from the Latin American and Caribbean Partners Committees elected regionally and eight members of the U.S. Partners Executive Committee. This group meets twice a year to formulate policy for the Partners of the Americas.

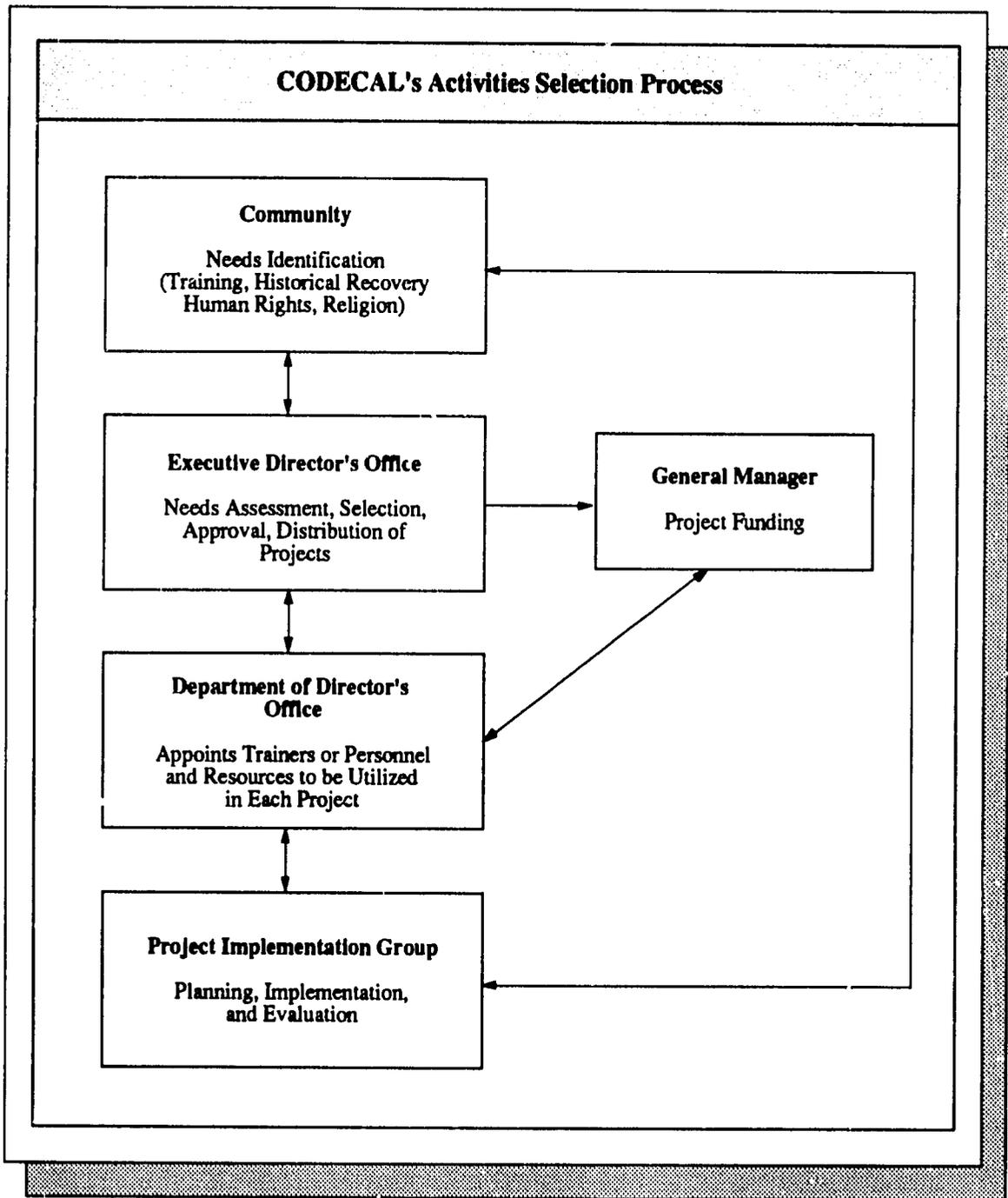
The role of the National Association of Partners of the Americas in Washington, D.C. and its regional offices is to provide technical assistance to the Partnerships in organizational and program development, to raise money for the Partners and to promote a national and international image for the Partners program.

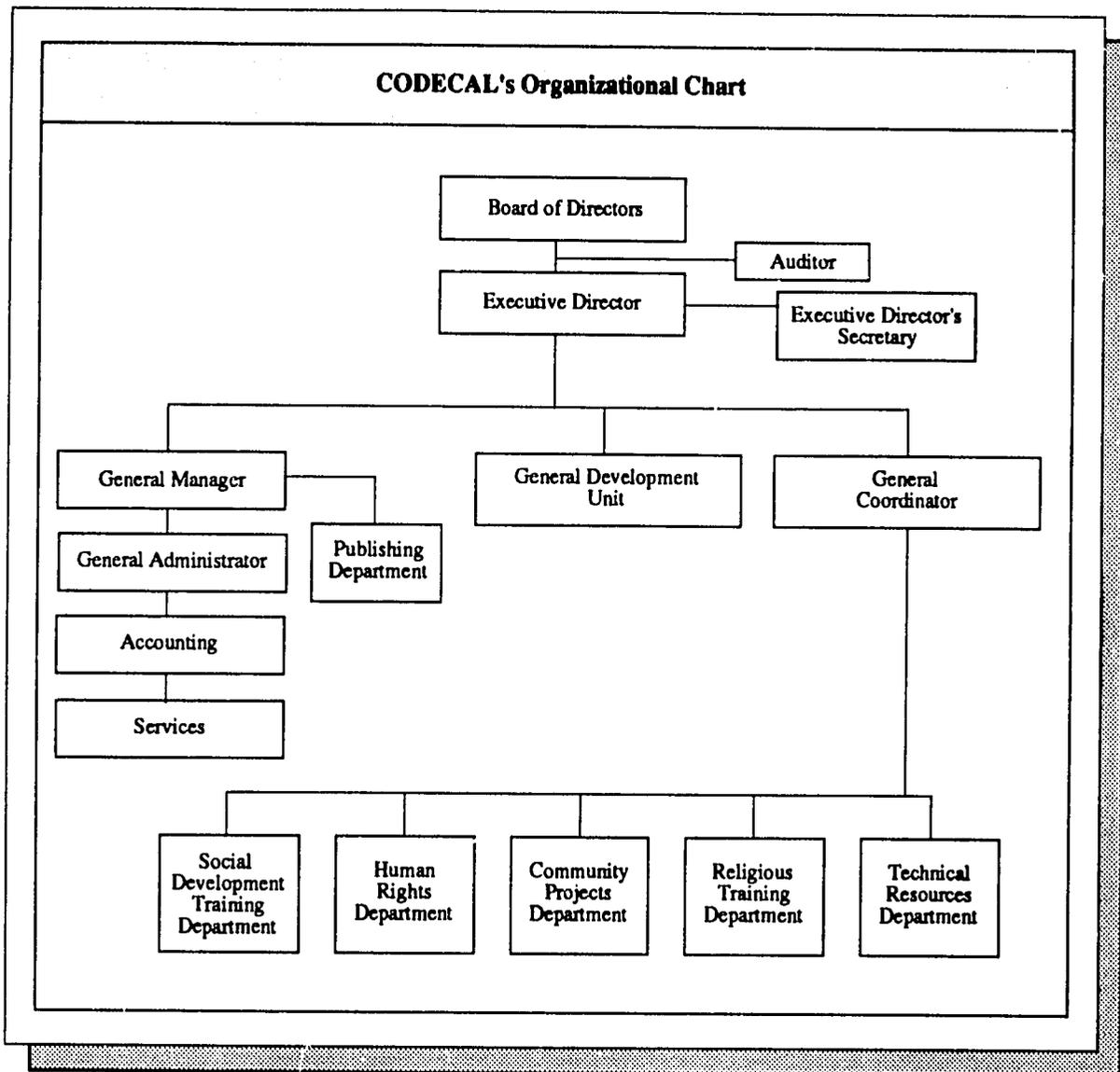
### ***Recommendations***

For civic education and human rights programs NAPA should modify its organizational structure. Consideration should be given to developing a separate division with experienced personnel working closely with partnerships and in training personnel in project selection.

### **J. CODECAL's Organization Structure and Activity Selection Process**

CODECAL's organizational structure and activity selection processes, as defined by CODECAL were summarized by the evaluators as shown on the following two pages.





The evaluation found some fundamental deficiencies in CODECAL's organizational structure which we discussed with the Director and subsequently with his key staff during the evaluation and in debriefing meetings. The major areas of concern about CODECAL's structures were:

- Concentration of power in the Director's office
- Board of Director's did not make policy and guidelines
- No independent internal evaluation department established to provide feedback for activity adjustment

---

---

The evaluators also discussed the activity selection process in the same meetings. We identified issues in project selection as:

- Lack of needs assessments
- A need for a rationale or criteria for selecting and approving activities
- A need to meet the local requirements in activities outside of Colombia
- A need to limit the number of activities in terms of financial and human resources

***Recommendations***

CODECAL's staff should address the areas discussed above and take steps to improve them.

---

---

## **CHAPTER III**

### **POLITICAL ENVIRONMENT**

---

---

#### **A. Partners of the Americas Target Group**

Partners is a non-partisan group of men and women dedicated to promoting international solidarity between the United States and countries of Latin America. The aim of Partners of the Americas is to implement its programs without any political bias. From all indications gathered in this study, this goal has been achieved. While functioning in countries of various religious and political tendencies, Partners has grown dramatically over the last five years and currently manages more than 2,200 projects with funding of over \$70 million for these projects.

The programs and projects implemented by Partners focus on promoting economic and educational development in Latin America. Within this objective, microbusinesses were chosen as the major target group because of their capacity to absorb funding and training at the local level and to multiply the impact of such aid. The programs carried out by participating organizations and individuals cover a wide range of activities such as technical assistance to produce clean water, training of small farmers to maximize crop output, and training in microbusiness management.

We observed that most of the activities emphasize the participation of individuals from the lower classes who live in urban areas. To illustrate this, two examples of typical Partners trainees follow. The first is a Honduran carpenter we interviewed with only four years of primary school education, married with two children and living on the outskirts of Tegucigalpa in a small rented house. Before receiving any training, this man was earning \$150 per month as a carpenter's assistant at a furniture factory in the city. He was recruited by a Peace Corps volunteer and sent to Vermont for three weeks, where he and 19 other Hondurans took a course given in Spanish in basic accounting and marketing for small businesses. Six months after the training, this carpenter had been able to obtain a bank credit to open his own business in his neighborhood with an increase in monthly income of 60%.

A second interviewed trainee was a Honduran small farmer with two years of primary education, married with four children, and living in a poor urban neighborhood of Tegucigalpa. After moving to the city from the rural area, he learned how to paint ceramic pots and sell them on the street. The entire family income allowed for renting a two-room dwelling with electricity but no running water. This man was identified by another Honduran who had been to the U.S. with Partners to participate in a course given in the city on two consecutive weekends by a visiting teacher from Vermont. The course dealt with how to build an oven to bake ceramic pieces and

---

---

---

---

which combination of humidity and temperature was the best to produce pots resistant to breakage and cracking. One year after the training, this participant had been able to hire an assistant as well as his son as a helper. His total family income increased 100%.

Partners expects that most trainees will train others in their field of expertise in order to multiply the impact of the education received. However, based on Partner's records and quarterly reports it is not possible to measure any multiplier effect.

The cost to Partners for training these two people was as follows: 1) approximately \$3,000 for all training costs and travel for the Honduran carpenter; and 2) approximately \$300 for the Honduran ceramicist to cover the costs of bringing the U.S. professor to Honduras who also trained nine other individuals.

When Partners of the Americas entered into discussions with AID concerning the Civic Education and Human Rights Initiatives grant, the assumption was made by both parties that Partners could work within the area of civic education and human rights, as defined in the grant, even though this was not its traditional focus. The evaluation found that even though Partners U.S. and local staff were aware of the special objectives of the AID grant, the training and other activities carried out with funds were primarily outside the areas of human rights and civic education. Most of the activities financed by the grant ended up by fitting into the traditional fields of economic development of Partners instead of focussing on civic education and human rights envisioned in the grant.

## **B. CODECAL's Target Group**

CODECAL was founded in 1972 in Colombia by its current Director Father Jaime Diaz. It was created to promote civic education and to teach human rights. The organization began its activities only in Colombia and later extended them to other countries in Latin America.

Since its creation, CODECAL has been an organization closely affiliated and allied to the Roman Catholic Church. This is evidenced in the composition of its leadership and teaching staff where we found a large percentage to be ordained Catholic Priests, ex-Catholic Priests, Catholic Nuns, ex-Catholic nuns, Catholic lay workers, and persons with close Church ties. We found this trend carried over into the organizations with which CODECAL appeared to work best with in cooperative arrangements. These included Catholic pastoral organizations, Catholic universities, Catholic high schools, and Catholic charitable organizations such as CARITAS. According to CODECAL's Fifteenth Anniversary Reports (1972 - 1987) they conducted 499 activities of which 71 were in religious subjects.

The evaluation did not attempt any value judgements as to whether or not CODECAL's religious tendencies negatively affected their work under the grant. Nevertheless, we found instances where actual program emphasis ended up more religious than secular. For example, it was noted

---

---

---

---

that in the Matias Lumumba Foundation in Buenaventura, Colombia the organization counted with over 150-200 volunteer leaders or workers who comprised its basic implementation arm in agriculture, literacy, health and catequism activities; however, of this large volunteer cadre 100 or more did catechism activities.

CODECAL's activities have mainly focussed on the disadvantaged sectors of society located in rural areas. One of its objectives is to provide nonformal, no or low cost education for adults through five-day workshops. Some of the workshops are held in one of CODECAL's two training centers, but the majority are carried out in villages outside of major urban centers. In addition to training activities, CODECAL has a publishing center for pamphlets and booklets, implements historical recovery projects, and has provided limited housing assistance for earthquake victims.

There are four key elements to understanding CODECAL. First, the methodology used for CODECAL's courses is derived from the teachings of Paulo Freire, the Brazilian educator who has devoted his life to working with very poor populations through participatory education. He evolved a theory for the education of illiterates, especially adults. The emphasis is on learning "horizontally" from others in the same situation, as opposed to receiving instruction from persons who have greater knowledge and experience and who tend to come from a higher class. Freire's theory states that a peasant can facilitate this process from his neighbor more effectively than from a traditional teacher brought in from outside. Freire demands awareness of social problems and subsequent action to resolve them from his followers.

The second important element is CODECAL's adherence to some of the ideas of Latin America's "Liberation Theology". In the late sixties, a group of Latin American Catholic priests and bishops asked the Pope for a change in the Church's attitude towards social problems. Flagrant violations of human rights were daily news in Latin America because many of these countries suffered under dictatorial governments. In the early sixties, Helder Camara, the Archbishop from Recife, Brazil started a movement to mobilize the clergy to work with the poor to solve their basic problems of adequate food, water, housing, and jobs. Later, some of these ideas were discussed in two meetings held in Puebla, Mexico and in Medellin, Colombia and declarations of commitment to resolve social problems were signed by the Latin American bishops.

The third ingredient is the pacifist tendency underlying all of CODECAL's activities. The assumption is that violent means including any military action are never justified to achieve social change. This attitude is shared by the organization's leader and its staff and is expressed clearly in many of its workshops.

The fourth element relates to the way CODECAL operates in Latin America. CODECAL functions within a Latin American context and does not concern itself with the specific objectives of U.S. foreign policy. It works in a "South-South" context.

---

---

---

---

It was necessary to explain all of the elements above in order to understand CODECAL's style of popular education and the target group with which it works. The staff and instructors are ideologically bound together through common religious and political orientations. Furthermore, even though there is no formal selection process to receive training, most of the participants to be trained in civic education and human rights share the same values. In the courses observed by the evaluators, we found little difference of opinion among the trainees and no significant intellectual challenges to, or the debate of, the ideological framework expressed by the instructors.

CODECAL has three means of identifying community needs: 1) direct communication between individuals in rural communities and CODECAL staff; 2) the transfer of needs detected in a specific community to another community and in other countries; and 3) special studies carried out by CODECAL staff in communities selected without any particular system or set of priorities.

Through personal interviews and observation of representative workshops, the evaluators concluded that CODECAL had not developed a systematic selection process for participation in their training activities. We can affirm that almost anyone who was interested in the training was accepted. There was no screening of candidates and no formal registration. As a result, there was tremendous heterogeneity among the trainees in the international workshops.

One typical CODECAL trainee interviewed in Paraiso, Colombia was a woman living 40 miles from Bogota, head of the family with three children, only primary education completed, and dedicated to making dolls for sale at a local children's store. She belonged to a local women's group and received an invitation to participate in training at a local center in leadership and community action. Another CODECAL trainee interviewed was a Costa Rican single man who earned his living as a printer, but spent three nights a week as a volunteer working with the government agency for community development. He was identified by a priest working with the same target group in his community and attended a one-week regional course in San Jose, Costa Rica which had participants from Central America and the Dominican Republic.

One of the primary differences observed between CODECAL and Partners' trainees was that most of CODECAL trainees, in contrast to Partners' trainees, did not change their economic status as the result of participating in the courses.

The evaluation found that CODECAL's general emphasis appeared to fit more closely into the objectives of the A.I.D. grant for civic education and human rights training. However, we concluded that due to the biased ideological and religious emphasis of the courses, much of the expected impact in the field of human rights and democracy strengthening probably was lost. Specific suggestions concerning how to better monitor project activities and structure the training to avoid such biases are included in the last chapter of this report.

---

---

## **C. Trainers, Methodologies and Materials**

### ***1. Partners of the Americas***

#### ***a. Trainers***

The evaluation found that most of Partners' trainers were actually from U.S. partnerships. The travel grant volunteer trainers who visited Latin American countries for an average of fifteen days were predominantly U.S. citizens and instructed primarily local partnership candidates. Again, the Latin trainees who visited the United States were trained by U.S. trainers. One of Partners' objectives appears to be the transference of appropriate technology and know-how from the United States to Latin American counterparts. We found no evidence of a planned and programmed multiplier effect (training of trainers). Nevertheless, we observed many instances of positive impacts in agriculture; small business development and administration; and, health.

In Honduras we also noted that local Latin American partnerships worked well with the local U.S. Peace Corps volunteers particularly in selection and recruitment of trainees. In those instances where we met and observed Partner trainers their level of knowledge, approach, and acceptance appeared appropriate. Some of the trainers interviewed were not aware of the objectives of this particular grant but did understand Partners' general program. We also observed that Partner volunteers were underutilized and could have provided many more positive benefits if integrated with other organizations and individuals who were working with the same target groups.

#### ***b. Methodologies***

The programs carried out by Partners followed their established assistance activities which had been successfully implemented prior to this grant. Partners generally conducted hands-on training programs in an appropriate time frame. We heard no complaints about lack of instructors' Spanish language skills. In our interviews with ex-participants we found that they learned the presented material well and were utilizing the knowledge gained from Partners. There was also evidence of follow-up after the training programs were completed.

#### ***c. Materials***

In contrast to CODECAL, the Partnerships have not developed an organized instructional materials system related to human rights and civic education and the evaluators found a need for these items.

---

---

## **2. CODECAL**

### ***a. Trainers***

As noted before, CODECAL's key trainers are closely affiliated with the Roman Catholic Church. These trainers, who direct training programs are not formally trained or experienced in civic or human rights education. They are predominantly Colombian and, with the exception of the Director, worked in CODECAL a relatively short time (about 9-12 months average), and are not members of the target group.

### ***b. Methodology***

For the purposes of this evaluation, methodology means approach and/or how an organization goes about identifying and solving problems.

CODECAL's grant proposal states that:

“the methodology has been centered on problem solving and the development of community action for self-development.”

.....  
“that CODECAL methodology has been a basic awareness/action model which helps community members to become conscious of problems and needs, to analyze causes, assess resources, design projects to solve problems, and meet needs, to assess and evaluate progress towards change.”

.....  
“there has been an emphasis on increasing awareness of an adherence to the civil and political rights enumerated in the Universal Declaration of Human Rights in a non-partisan and a non-ideological context.”

The evaluation found that CODECAL's approach is ambitious and could create more frustrations than solutions. For example, in Lima, Peru CODECAL undertook two historical recovery projects with a \$20,000 investment and created high expectations in the target group and for the Peruvian project managers. The evaluation found that CODECAL was unable to continue to adequately backstop these projects resulting in their transference to other ideologically different organizations (*Cantogrande* and *EL Agustino*).

The evaluators observed the CODECAL's approach raised consciousness of problems; analyzed causes - usually concluded to be the result of poorly functioning governments, lack of Christian faith, and outside foreign influences, and lack of resources. Some CODECAL trainees had successes when affiliated with other organizations which had the resources to design and carry out projects to solve problems and meet needs. Problems could develop for CODECAL trained leaders who were not sponsored by a group with resources. Furthermore, when such vacuums are created, there are higher risks that CODECAL's beginning efforts will be capitalized upon

---

---

by aggressive organizations whose ultimate goals are in stark contrast to or the opposite of the A.I.D. Democratic Initiatives project's purposes and objectives. As noted before, even CODECAL itself has been concerned with its own promotion and selection procedures. A large number of potential leaders have already been selected and trained, not all of whom have access to resources or may not receive any meaningful follow-up from CODECAL.

*c. Materials*

The evaluators verified that CODECAL produced the materials mentioned in NAPA's Quarterly Reports.

The eight major content areas of CODECAL printed publications are:

- *Social Education* - Family and community orientation, and two texts in human rights
- *Adult Education Methodology* - Books for adults and young people
- *Formal Primary School Textbooks* - Spanish, Mathematics, and Geography
- *Basic Religious Books* - For priest and educators
- *Correspondence Courses for Catechism Teachers*
- *Religion for Primary Schools* - Five texts
- *Religion for Secondary Schools* - Six texts
- *Reflection and Action Series* - Small texts, translations and anthologies on religion and social education

The first seven areas were written by CODECAL staff members and approved by CODECAL's internal editorial board.

During the course of the grant CODECAL produced the following audio visual materials (slide and sound productions):

- *The Island* - An invitation to participate in social activities.
- *We* - Motivations to work together
- *For Security* - Demonstrates three social classes (high school teachers, working people, and clergy) working together
- *Light and Life* - CODECAL promotional show

In contrast to Partners, CODECAL has produced a large variety and amount of published educational materials. To CODECAL's credit many of their publications have been copied and/or adapted to other program needs. For example in Cali, Colombia, the Valle Department of

---

---

Education used CODECAL's Human Rights series as a model for their childrens' rights program. However, the key staff members we interviewed stated that the series had to be rewritten for public school use since most of the examples utilized and rationale given was based on religious doctrine and Biblical quotations. This religious orientation was found in a large portion of CODECAL's education materials. (See Annex C)

The majority of CODECAL's publications are sold and this is the one area where the corporation earns income. Over the last three years publication income has doubled over each prior year's income.

CODECAL reported positive acceptance of their publications in Quarterly Reports and orally to the evaluators. However, we found little or no evidence of any serious and scholarly evaluation or end use analysis of all these publications. In our limited observations of actual training activities we were unable to detect the utilization of CODECAL's publications in the classroom or in any of Partners' programs.

#### **D. Political Problems Related to Human Rights and Civic Education Activities**

Democratic initiatives as defined in this project constitute a challenge for A.I.D. The field falls outside of A.I.D.'s traditional spectrum of economic development projects. In the past, many democratic initiatives have failed in Latin America, not only those sponsored by the U.S. but also by European countries and even those developed locally. While the administration of foreign aid in economic development requires great professional expertise and knowledge, working with democratic initiatives demands even greater sensitivity and flexibility.

In the context of this grant there are three important points related to Latin American politics. The first concerns the fact that political life has more affect than in other more developed regions of the world. Secondly, and as a consequence, many activities such as civic education can become polarized politically. Finally, all issues related to human rights are inevitably tied into the political fabric of Latin American nations.

One of the weaknesses found was that in order to make the implementation simpler, there were very few, if any, adjustments to the specific needs of the different countries and subregions. This standard treatment of individuals from countries as different as Bolivia, Costa Rica, and the Dominican Republic was not realistic.

This section of the report deals with these considerations because issues of this type were found to arise frequently during the evaluation. The prime objective of the evaluation was to measure the effectiveness and efficiency of the project and necessitated an analysis of the context within which the project was implemented. The other objective was to develop a set of recommenda-

---

---

tions for future projects of the same type. Among the conclusions is the recommendation that deeper analyses be carried out of the political environment than those accomplished for this project.

A further consideration is that any significant change in people's minds concerning human rights or civic education will not come about as the result of just one five-day workshop or even a total immersion in U.S. culture or values for three weeks. Political values only develop through long-term exposure and training, and thus the short-term measures under this grant were not appropriate for the stated purposes.

---

---

## **CHAPTER IV**

# **SUGGESTIONS FOR THE DESIGN OF FOLLOW-ON PROJECTS**

---

---

### **A. Background**

As suggested in this evaluation's scope of work (see Annex A), the team members gave particular attention to assessing the potential for using techniques and relationships formed under this project in future A.I.D.- funded leadership development activities in the LAC region. Based on our analysis we developed five specific suggestions for any future projects, which are outlined below.

#### ***1. Follow-on Activity Development***

Any future projects should have adequate design in the following:

- Management and monitoring responsibilities
- Clear definitions of organizational roles, terminology, methodologies, and targets
- How purposes, objectives and outputs of the project are to be met
- Manner in which the project is to be evaluated and mechanisms to make continual project adjustments
- Internal grantee problems have to be identified early and solved as part of project implementation
- An agreed upon definition of network(s) proposed, criteria for inclusion in network(s), and minimum number of targeted institutions
- An agreed upon plan or methodology to ensure reaching the magnitude of any multiplier effect envisioned

The agreed upon terms of reference should be reflected in proposals from prospective grantees.

#### ***2. Implementing Organizations' Role***

To ensure the attainment of purpose and outputs it is suggested that an organization such as NAPA be made responsible for the day-to-day management of any follow-on activities. However, responsibilities and monitoring have to be clearly defined and key personnel should be managers who are qualified and experienced in content areas.

---

---

### ***3. Evaluation and Follow-up Systems***

During the terms of reference development, we propose not only a time phased implementation plan but also a scheduled evaluation plan with the appropriate instruments including grantee responsibilities and programmed external evaluations.

We suggest that special care be allotted in grant designs and proposal preparations to assure planned, programmed, and funded follow-up activities.

### ***4. Reporting Systems***

Reports for follow-on projects should include numerical and narrative sections. We propose that a simplified numerical reporting system with formats geared towards outputs which demonstrate current and cumulative progress and end-of-project status indicators, be integral parts of any future projects. Furthermore, we suggest that such reports identify implementation problems, who is to resolve such problems, and subsequently report on the status of previous problems.

### ***5. Methodologies and Materials***

Based on our experience in this evaluation, we suggest that organizations define their proposed methodologies and once the project has begun, have adequate mechanisms established to review instructional material content before its distribution.

---

**ANNEX A**

**SCOPE OF WORK FOR THIS EVALUATION**

---

## BACKGROUND

In 1979, with funding from the Charles Stewart Mott Foundation, the Partners of the Americas initiated an extensive program in community education, establishing a network of regional training centers that develop and disseminate community education materials, assist in exchange of specialists and support community-based projects through small grants and revolving loans. Each year the Partners carries out regional and national workshops to train trainers to prepare citizens to become informed participants in community and civic affairs. A small grants program also supports community-based projects in civic education and training trainers in community leadership techniques. Underlying all activities is an emphasis on increasing awareness of democratic values and adherence to civic and political rights in a non-partisan, non-ideological context.

In September 1984, the Partners received an A.I.D. grant of \$971,500 under Section 116(e) in support of a three-year regional program of civic and human rights education. This program has been carried out in several Central American and Andean countries in collaboration with CODECAL (Corporacion Integral para el Desarrollo Cultural y Social). CODECAL is a Colombian PVO dedicated to promotion of civic education and community development with an emphasis on human rights. Its work has been primarily among adult peasants and urban poor with minimal education, many being illiterate. Prior to its linkage to the Partners and receiving A.I.D. support, CODECAL was working almost exclusively in Colombia, and beginning to initiate contacts and activities in neighboring Andean countries and in the Dominican Republic. Its principal program areas continue to be materials development and training of trainers to serve the civic and human rights educational needs of sectors of the population that have not previously been able to participate in community development. In 1986, the grant was increased by \$200,000 and extended one year to enable expansion of project activities to additional countries, and to enlarge the network of organizations engaged in human rights and community education. This network now includes nearly 100 organizations in 13 LAC countries.

The purpose of the A.I.D. grant was to enable the Grantee to

--promote the democratic process in decision making at the community level through the training of 18,000 to 20,000 Latin American civic leaders in the techniques of problem solving and community action;

--provide technical and material assistance to strengthen community education and human rights training activities of the Partners network;

--establish cooperative linkages between civic education agencies and organizations in Latin America and their Partner states in the U.S. for exchange of information and for observation training in community action techniques.



Prior to commencing work, the team will consult with the A.I.D. project manager to obtain background information on the project, identify key people to be interviewed, determine locations to be visited, and develop and refine the scope of the issues to be examined.

#### A. Team Composition, Qualifications

The evaluation team will be composed of two specialists, one of whom will be the team leader. Both individuals must be fluent in Spanish and have lived, worked or traveled extensively in Latin America.

--A specialist in non-formal adult education methodologies, curriculum and materials development, instructional practices and evaluation, with substantial first-hand experience in designing and carrying out community or popular education programs in Latin America.

--An expert on grassroots or community-based organizations in Latin America. He or she should be an anthropologist, political scientist, educator or development specialist who has acquired, through study and experience, a deep knowledge of the special needs and situation of grassroots organizations, including church and human rights groups, and their relationships with other sectors of society. Some groups with which the project has worked are isolated Indian communities whose members are extremely wary of contact with strangers. Interviews with these people will necessitate great sensitivity and skill on the part of the evaluator to avoid damaging the relationships and trust level established between them and the project staff and trainers.

#### B. Functions and Level of Effort

Popular Education Specialist (25 days) will evaluate the quality, relevance and impact of the training programs offered under the project by reviewing training materials and methodologies, and the processes of needs assessment and of selecting subject matter and content, training methods, instructors and participants. This person will also be the team leader, responsible for managing and coordinating the evaluation and for writing the final report.

Specialist in Grassroots Organizations (20 days) will be concerned with organizational relationships and the impact of the project on community-based groups that have received training or small grants under the project. He or she will identify these groups as to their nature and purpose, the issues that concern them, and the institutional linkages that exist among them. The specialist will examine the political environment surrounding these organizations,

identify factors of commonality among these groups in different countries and determine whether they are practicing or are willing and able to put into practice the democratic values and processes learned in project training courses.

Both team members will give particular attention to assessing the potential for using techniques and relationships formed under this project in future A.I.D.-funded leadership development activities in the LAC region. If the team concludes that such potential exists, this section of the final report should contain sufficient detail on strategies, methodologies and institutions to maximize its use in new project design.

#### ARTICLE IV -- REPORTS

Not later than October 3, 1988, the contractor will submit for LAC/DI's review a draft report describing the major findings, conclusions and recommendations of the evaluation. Not more than ten days following receipt of A.I.D.'s comments on the draft, the contractor will submit the final report. Both reports will be prepared in English and submitted in six (6) copies.

#### Article V - Technical Directions:

Technical directions during the performance of this delivery order will be provided by the Roma Knee, LAC/DI pursuant to Section F.3 of the contract.

#### Article VI - Term of Performance:

- A. This delivery order becomes effective (see block 11B. The estimated completion date is October 31, 1988.
- B. Subject to the ceiling price established in this delivery order and with prior written approval of the Project Manager (see Block No. 5 on the Cover Page), contractor is authorized to extend the estimated completion date, provided that such extension does not cause the elapsed time for completion of the work, including the furnishing of all deliverables, to extend beyond 30 calendar days from the original estimated completion date. The contractor shall attach copy of the Project Manager's approval for any extension of the term of this delivery order to the final voucher submitted for payment.

- C. It is the contractor's responsibility to ensure that the Project Manager-approved adjustments to the original estimated completion date do not result in costs incurred which exceed the ceiling price of this delivery order. Under no circumstances shall such adjustments authorize the contractor to be paid any sum in excess of the delivery order.
- D. Adjustments which will cause the elapsed time for completion of the work to exceed the original estimated completion date by more than 30 calendar days must be approved in advance by the contracting officer.

**Article VII - Work Days Ordered:**

<u>A. Functional Labor Specialist</u>	<u>Work Days Ordered</u>	<u>Fixed Daily Rate</u>	<u>Total</u>
Mgt. Analyst(Fitzgerald)	28		
Program Analyst (Obando)	28		
Total			

\*Based on a Multiplier of 2.11

- B. Subject to the ceiling price established in this delivery order and the prior written approval of the Project Manager the contractor is authorized to adjust the number of days actually employed in the performance of the work by each position specified in this order. The contractor shall attach a copy of the Project Manager's approval to the final voucher submitted for payment.
- C. It is the contractor's responsibility to ensure that Project Manager-approved adjustments to the work days ordered for each functional labor specialist do not result in costs incurred which exceed the ceiling price of this delivery order. Under no circumstances shall such adjustments authorize the contractor to be paid any sum in excess of the ceiling price.

**Article VIII - Ceiling Price:**

For Work Days Ordered.....  
 For Other Direct Cost.....  
 Ceiling Price (1) + (2).....

The contractor will not be paid any sum in excess of the ceiling price.

38

**Article IX - Use of Government Facilities and Personnel:**

A. The Contractor and any employee or consultant of the Contractor, is prohibited from using U.S. Government facilities (such as office space or equipment), or U.S. Government clerical or technical personnel in the performance of the services specified in the contract, unless the use of Government facilities or personnel is specifically authorized in the contract, or is authorized in advance, in writing, by the Contracting Officer.

B. If at any time it is determined that the Contractor, or any of its employees or consultants have used U.S. Government facilities or personnel without authorization either in the Contract itself, or in advance, in writing, by the Contracting Officer, then the amount payable under the contract shall be reduced by an amount equal to the value of the U.S. Government facilities or personnel used by the Contractor, as determined by the contracting Officer.

C. If the parties fail to agree on an adjustment made pursuant to this clause, it shall be considered a "dispute" and shall be dealt with under the terms of the "Disputes" clause of the Contract.

**Article X - Emergency Locator Information:**

The contractor agrees to provide the following information to the Mission Administrative Officer on or before the arrival in the host country of every contract employee or dependent:

- A. The individual's full name, home address, and telephone number.
- B. The name and number of the contract, and whether the individual is an employee or dependent.
- C. The contractor's name, home office address, and telephone number, including any after-hours emergency number(s), and the name of the contractor's home office staff member having administrative responsibility for the contract.
- D. The name, address, and telephone number(s) of each individual's next of kin.
- E. Any special instructions pertaining to emergency situations such as power of attorney designees or alternate contact persons.

**Article XI - Logistic Support:**

All applicable logistical support is to be provided or arranged for by the supplier.

**Article XII - Access to Classified:**

The contractor will not have access to classified information.

**Article XIII - Duty Post:**

The duty post for this delivery order will be the Caribbean Region.

**Article XV - Work Week:**

The contractor's is authorized up to a 6-day work week.

---

---

**ANNEX B**

**LIST OF PERSONS INTERVIEWED DURING  
EVALUATION BY  
LOCATION AND ORGANIZATION**

---

---

---

---

**ANNEX B**

**LIST OF PERSONS INTERVIEWED DURING  
EVALUATION BY  
LOCATION AND ORGANIZATION**

---

---

## **ANNEX B**

# **LIST OF PERSONS INTERVIEWED DURING EVALUATION BY LOCATION AND ORGANIZATION**

---

---

### **Washington D.C.**

1. AID/LAC/DI

Roma Knee, A.I.D. Project Manager

2. NAPA

William Reese, NAPA President

James Cooney, Director of Program Development

Kate Raftery, Director of Partnerships

David Luria, Director of Administration

### **San Jose, Costa Rica**

1. USAID/San Jose

Carl Cira, RAJO

2. ILANUD (Justice and Human Rights Projects)

Jorge Montero, Director General

Ricardo Ulate, Assistant Director of Operations

Oscar Arce, Chief of Operations

John Helwig, Training Advisor, Florida International University

3. CODECAL Staff from Bogota in San Jose

Jaime Diaz, Executive Director

Hugo Peresson, Academic Coordinator

Jaime Escobar, General Coordinator

Margarita Sanchez F., North Coast CODECAL Coordinator

Gustavo Morales, Human Rights Assistant

#### 4. Participants in CODECAL Regional Seminar

<i>Name</i>	<i>Organization</i>	<i>Country</i>
Patricia Soto	Lay Leaders Training Assoc.	Costa Rica
Magally Mora	Childrens' Catechism Teacher	Costa Rica
Edwin Baltodano	Parish Roman Catholic Priest	Costa Rica
Flor Barrantes	Social Promoter-DINADECO	Costa Rica
Isabel Salzar	Social Promoter - FINCA	Costa Rica
Xima Cota	Catechism Teacher	Costa Rica
Luis Garbanzo	Catechism Teacher	Costa Rica
Rosa Turcios	Social Promoter - CEPFAS	Costa Rica
Doris Emanuelson	Baptist Theological Seminar	Nicaragua
Jorge Valdez	Vice President - DINADECO	Costa Rica
Rocio Cervantes	Legal Coordinator - ODECOR	Costa Rica
Vera Ramirez	Social Worker - Catholic Church	Costa Rica
Magdalena Rajas	Member - Christian Peace Movement	Costa Rica
Francisco Azofoifa	Engineer - Episcopal Church	Costa Rica
* Rosario Gamboa G.	Catechism Teacher - CEPFAS	Costa Rica
Raman Custodia	President - CODEM	Honduras
Yirza Puga	Popular Educator - Catholic Church	Panama
Mayra Perez	Social Promoter - Catholic Church	Panama
Mercedes Cordero	Social Promo - Mother & Child Inst.	Panama
Hugo Zolaque	Catholic Priest	Panama
Juano Armuelles	Coordinator - CEPAS	Panama
Rosario Gutierrez	Rural Women's Coord. - CARITAS	Dominican Republic
Ramon Marty	Executive Director - IEL	Dominican Republic
Ramon Castillo	Executive Director - CARITAS	Dominican Republic
Ariel Gadea	President, IEL	Dominican Republic
Marta Perez	Coordinator, Leadership Trng - IEL	Dominican Republic
Yandir	Catholic Lay Worker	Nicaragua

\* also Seminar Coordinator

#### 5. Partners of the Americas, Region Office

Helio Munos, Regional Representative, Costa Rica

#### 6. Other Costa Ricans Interviewed

Francisco Barahona, Vice Rector, University for Peace, Costa Rica

Liliana Bonilla, Coordinator Programs, ALFORJA, Costa Rica

## **Dominican Republic**

### **1. CODECAL**

**Hernan Quevedo Sarerz, Trainer, Jaracaboa, Dominican Republic**

### **2. USAID**

**Paul Struharik, Chief - EHRD, Dominican Republic**

### **3. IEL**

**Juana Acevedo, Sociologist, Santo Domingo**

### **4. CEDOIS**

**Carlos Pamentel R., Executive Director, Santo Domingo**

**Teleforo Gonzalez, Human Resources Director, Santo Domingo**

### **5. CPIESE**

**Melagros More, President, Santo Domingo**

**Raimimdo Calderon, Agriculture Expert , Santo Domingo**

**Paul Etien, Medical Doctor - Haitian Refugees, Santo Domingo**

### **6. Pueblito Program**

**Antonia Rodriquez, Coordinator - Pueblo Nuevo, Santo Domingo**

**Rosa Santiago, Librarian - Pueblo Nuevo, Santo Domingo**

### **7. Instituto de Entienimiento de Lideres (IEL)**

**Aide Yabreo, Social Promoter, La Victoria**

**Pedro Inoa, Social worker, El Pueblito**

## **Colombia**

### **1. Partners of the Americas**

**Marta Cecilia Villada, Regional Director, Bogota**

**2. CODECAL - Bogota and El Paraiso**

**Yolanda Nossa, Anthropologist/Historian, Bogota/Paraiso**  
**Juan Manuel Calderon, Human Rights Instructor,, Bogota/Paraiso**  
**Carlos Marin, Economics Instructor, Bogota/Paraiso**  
**Rosalba Gomez, Trainee, Paraiso**  
**Brigelio Perdomo, Trainee, Paraiso**  
**Carlos Marin, Human Rights Director, Bogota**  
**Hector Uribe, General Manager, Bogota**

**3. Department of Education, Cali-Valle**

**Herman Lea Vargas, Supervisor - Adult Education, Cali**  
**Alirio Soto, Adult Education Promoter, Cali**  
**Gloria Zully Davila R., Curriculum Coordinator, Cali**  
**Luiz Manna Tamayo, Human Rights Coordinator, Cali**

**4. Partners of the Americas**

**Oscar Mejia, Local Representative, Cali**

**5. Matias Lumumba Institute, Buenaventura**

**Jesus Cuero, Catechism Teacher**  
**Jenny Munez, Secretary**  
**Ignacio H. Estuella, Literacy Program**  
**Lucia Lindino, Health Worker**  
**Luis Alfonso Lopez, Catechism Teacher**  
**Euscbid Garcia, Literacy Program**  
**Juan Domingo Valencia, Driver**  
**Eleazar Ceballar, Agriculture Advisor**  
**Benito Saucedo, Literacy Teacher**  
**Vladimis Sanclemente, Agriculture Advisor**  
**Elcion Valinein, Graphics**  
**Juan Zampini, Catechism Teacher**  
**Abraham Garcia, Catechism Teacher**  
**Emiliano Ruiz, Graphics**  
**Janeth Madrid, Health Worker**  
**Elizabeth Cuero, Secretary**  
**David Rildan, Project Coordinator**  
**Empeatorz Cricedo, Health Worker**

**6. Barranquilla, Colombia (Included visits to five sites outside the city)**

**Roberto Avila, Director of Regional Pastorial Program  
Pablo Perez Rodriguez, CODECAL Promoter  
Carmen Orrayo Arreta, CODECAL Promoter  
Father Padre Sierra, Local Priest, Barabona**

**Notes: Met with local community church council in Barahona - 18 people (all trained by CODECAL)**

**Met with Mora Community Action Group - 70 people**

**Met with Sibarco Community Action Group - 35 people**

**Honduras**

**John Chates, Partners' Local Representative  
Celio Osoria, Partners' Training Director  
Ligia Ruiz, Executive Director Partners, Honduras/Vermont  
Larry Bell, Partners Forestry Engineer  
Eduardo Calderan, President - Partners, El Salvador/Louisiana  
Evilio Ramos, Artificial Flower Making Trainee  
Roberto Sandin, Carpentry Trainee  
Jose Santos, Ceramic Making Trainee  
Tomas Avila, Ceramic Making Trainee  
Juan Mendoza, Plant Disease Trainee**

**Peru**

**Adriana Flores, Ex-Dean of Education, Catholic University of Peru  
Maria Amelia Palacios, Ex-CODECAL Peru Representative  
Elsa Tueros, Investigation Director, Catholic University of Peru  
Jorge Capella, Dean Education Facility, Catholic University of Peru  
Lastenia Fernandez, Principal, Madre Admirable High School  
Carmen Marin, Sociologist and Teacher, Madre Admirable High School  
Nicole Bermex, Director of Canot Grande Project**



**ANNEX C**

**PUBLICATIONS AND DOCUMENTS REVIEWED  
BY ORGANIZATION**



## **ANNEX C**

# **PUBLICATIONS AND DOCUMENTS REVIEWED BY ORGANIZATION**

---

---

### **A.I.D.**

Authorization and Action Memorandum, dated 7/1984

A.I.D. PIO/T 598-0591-6541356 with five amendments

### **NAPA**

NAPA/CODECAL Quarterly Reports, 1985 - 1988

David Luria, NAPA Director of Administration letter to Jaime Diaz, CODECAL Director, which advised funding approval and gave CODECAL \$174,000 for first year funding

NAPA, Program Description of the Latin American Civic Education Program, July 26, 1984, 11 pages of text and 2 budget pages

### **CODECAL**

CODECAL Quarterly Reports, 1985 - 1988, (Spanish), Submitted to NAPA/Bogota

CODECAL Quarterly Financial Reports, 1985 - 1988, (Spanish), Submitted to NAPA/Bogota

CODECAL Internal Evaluation, September 1984 - 1985

CODECAL Summary Report, September 1984 - December 1987, 23 pages with eight tables and graphs as annexes

CODECAL - Original Project Proposal dated February 1985

CODECAL Publicity Pamphlets, Press Releases

## **NAPA Instructional Materials**

None observed

## **CODECAL Instructional Materials (Spanish)**

### **1. CODECAL/Bogota**

Familia y Comunidad (28 carteles y cartilla guia)

Celebraciones de la Palabra

Organizacion Comunitaria (14 dibujos y cartilla guia)

Derechos Humanos (dos textos)

Hagamonos Personas - Educacion Social Basica

Historia Latinoamericana 1

Historia Latinoamericana 2

Economia Politica

Alternativas Sociales

Metodologia de la Investigacion a Nivel Popular

Problemas Obreros y Campesinos

Formacion Politica

### **2. Instituto Matias Lumumba, Buenaventura, Colombia**

Puebla en Dibujos

Matia Mulumba Publication

Sugerencias Para Facilitar la Vida Comunitaria en la Aldea Escuela

Aprendamos Con Nuestra Cultura

Instituto Matia Mulumba - Programa de Alfabetizacion de Adultos

**Despertar - Hacia Una Alternativa en la Comunicacion**

**Instituto Matia Mulumba - Departamento de Catequesis - Comunidades Eclesiales De Base**

**Maach Wounaan Ley Uay P'II D^ Tarrautan (Indigenous Language Textbook)**

**Instituto Matia Mulumba - Modisteria en Casa**

**Instituto Matia Mulumba - Guia Para El Alfabetizador**

**Instituto Matia Mulumba - Manualidades**

**Instituto Matia Mulumba - Una Entidad Sin Animo de Lucro Al Servicio de las Comunidades Rurales de la Costa Pacifica Vallecaucana**

**Inmulumbas En Las Costa - Abril de 1986, Octubre de 1.987, Marzo 1.988 (Newsletter)**

**Instituto Matia Mulumba - El Compromiso de la Alfabetization**

**El Papachinazo, Septiembre 1.988 (Newsletter)**

**Instituto Matia Mulumba - Reglamentos Internos de Empresas Agricolas Comunitarias**

**¿Que es la Iglesia?**

**Dios y su Pueblo - Departamento de Catequesis**

**Instituto Matia Mulumba - Como Construir y Usar Una Letrina de Compost**

**3. *Instituto de Entrenamiento de Lideres, Santo Domingo, Dominican Republic***

**Instituto de Entrenamiento de Lideres Inc. - Cursos de Entrenamiento**

**Instituto de Entrenamiento de Lideres Inc. - Liderazgo es Accion para el Desarrollo**

**Instituto de Entrenamiento de Lideres Inc. - Compartiendo un desafio Orientar**

**Instituto de Entrenamiento de Lideres Inc. - En la ruta del progreso**

**Gadea, Jorge A., Liderazgo Fundamental, 1986**

**Las Inscripciones Estan Abiertas, 11 de Octubre de 1988**

**Cedois, Directorio de Instituciones Privadas de Interes Social de la Republica Dominican 1986 -1988, 1988**

**Gadea, Jorge A. y Will A., Lideres Para El Desarrollo, 1985**

**Instituto de Entrenamiento de Lideres Inc. - Estado de Ingresos y Egresos Del 1° al 30 de Junio, 1988**

**Buen Samaritano Bon Samariten, Septiembre 1987**

**4. *Asociacion Pastoral de Barranquilla, Colombia***

**Secretariado De Pastoral Social, Boletin Informativo, Agosto de 1988**

**Nuestro Curso de Organizacion Comunitaria, Agosto 1988**

**Curso de Organizacion Comunitaria, Ia Parte, El Taller de Complementacion**

**Corporacion Integral Para El Desarrollo Curltural y Social**

**Secretariado de Pastoral Social**

**Instituto Matia Mulumba - Localizacion de Programas**

**Modelo Basico de Desarrollo, Secretariado de Pastoral Social**

**Cursos - Taller Que Ofrece CODECAL en Latinoamerica y el Caribe**

**Cursos Paraiso Junio A Diciembre de 1988**

**Nuestra Opcion Por Los Pobres, Como Hacerla Effectiva, Agosto 1988**

**Flujograma de Capacitacion**

**Secretariado de Pastoral Social, Proyecto**

**5. *Department of Education, Cali, Colombia***

**Departamento Del Valle Gobernacion, Decreto Numero 0307 de 1988 (Abril 6)**

**Medios de Comunicacion Alternativa - El Periodico Popular o Comunitario**

**Contraste, La Revista Para El Educador de Adultos, Enero-Julio 1986, Enero-Julio 1987, Julio-Dic 1987, Enero-Junio 1988**

**Medios Didacticos Audiovisuales, El Sonoviso**



**ANNEX D**

**CODECAL SEMINAR PROGRAM - COSTA RICA  
SEPTEMBER 12 - 16, 1988  
(In the Spanish Language)**



**ANNEX D**

**CODECAL SEMINAR PROGRAM - COSTA RICA SEPTEMBER 12 - 16, 1988  
(In the Spanish Language)**

**COMUNICACION INTEGRAL PARA EL DESARROLLO CULTURAL Y SOCIAL**

**LA EDUCACION POPULAR EN CENTROAMERICA Y EL CARIBE:  
ANALISIS COYUNTURAL, EVALUACION Y PERSPECTIVAS**

**P R O G R A M A**

**Bogotá, D.E., Colombia**

**Page 1 of 13**

*"La paz exige un orden justo" (Juan XXIII)*

Carrera 21 No. 46 - 11 telefones 245020, 2412125, 2412470 - Apartado 20439 - Bogotá - Colombia  
Personería Jurídica No. 3794, Septiembre 14/72

54

**LA EDUCACION POPULAR EN CENTROAMERICA Y EL CARIBE:  
ANALISIS COYUNTURAL, EVALUACION Y PERSPECTIVAS**

1. ANTECEDENTES
2. JUSTIFICACION Y PROPUESTA
3. OBJETIVOS
  - 3.1 OBJETIVO GENERAL
  - 3.2 OBJETIVO ESPECIFICO
4. DESARROLLO TEMATICO Y METODOLOGICO
5. ORGANIZACION
  - 5.1 COORDINACION GENERAL
  - 5.2 COMISION ORGANIZADORA
    - 5.2.1 Responsabilidades del CEFPAS
    - 5.2.2 Responsabilidades de CODECAL
  - 5.3 METODOLOGIA
  - 5.4 LUGAR Y FECHA DE REALIZACION
  - 5.5 PARTICIPANTES, REQUISITOS Y COMPROMISOS
  - 5.6 INVITADOS ESPECIALES
  - 5.7 COMPROMISOS QUE ASUMEN LOS PARTICIPANTES DESPUES DEL ENCUENTRO.
  - 5.8 SEGUIMIENTO
6. INFORMACION COMPLEMENTARIA

.../

## **1. ANTECEDENTES**

Durante 3 años CODECAL ha estado impulsando a través del proyecto de Educación Ciudadana su presencia en Centroamérica, principalmente mediante talleres, dedicados a la preparación y formación de animadores de grupos dentro de un marco de Educación Popular de Adultos, con énfasis en los Derechos Humanos y La Paz.

Al finalizar el proyecto, se presenta una coyuntura especial para no solamente revisar nuestro trabajo y su incidencia dentro del proceso formador de grupos y comunidades sino valorar las aportaciones de nuestra acción dentro de todo el contexto socio-político y de situación crítica Centroamericana.

## **2. JUSTIFICACION Y PROPUESTA**

Sin entrar a un análisis ni como una simple constatación, vemos que Centroamérica se ha convertido en el centro de resonancia y de convergencia de las realidades y expectativas de América Latina. Los pueblos Centroamericanos están gestando y participando un proceso Educativo Popular de tal envergadura y trascendencia que bien podríamos hablar que son sujetos de una "Universidad Popular". Numerosas instituciones políticas confesionales ecuménicas, gubernamentales, están presentes en ese proceso educativo, generando, impulsando, promoviendo, sistematizando y socializando experiencias y reflexiones que partiendo de la base han creado un nuevo modo de generar modelos educativos diferentes y de hacer de la Educación, algo absolutamente ligado con los elementos socio-productivos y de organización del movimiento popular.

Dentro de este marco general, CODECAL propone realizar un encuentro en el que participen las diversas instituciones ya sea que hayan estado presentes en los talleres de CODECAL o que paralelamente trabajen con proyectos y objetivos similares a los de CODECAL. Este encuentro daría oportunidad de tener una óptica más global de la coyuntura Centroamericana y así poder establecer y o intercambiar estrategias, criterios, objetivos y metas comunes que permitan impulsar la cooperación y el intercambio.

## **3. OBJETIVOS**

### **3.1 OBJETIVO GENERAL**

Estudiar juntos la situación regional y nacional, para identificar necesidades y acordar estrategias, objetivos, metas, criterios, prioridades y mecanismos de acción, en interrelación y cooperación, en el campo de la Educación Popular.

### **3.2 OBJETIVOS ESPECIFICOS**

- 3.2.1 Promover el mutuo conocimiento, el intercambio crítico de experiencias, el diálogo, y la cooperación entre instituciones y grupos de Educación Popular de Centroamérica y el Caribe, con los cuales especialmente CODECAL ha colaborado, en los programas de Educación para la participación social y los Derechos Humanos.
- 3.2.2 Evaluar los servicios prestados por CODECAL, a partir del trabajo que los participantes en los talleres realizados en los diversos países, han impulsado en su propio campo de acción.
- 3.2.3 Impulsar conjuntamente acciones significativas que respondan a las exigencias del momento en este campo y reforzar así la organización de redes de Educación de Adultos.
- 3.2.4 Programar conjuntamente nuevas metas y acciones para el futuro y determinar el tipo de colaboración que se desea de CODECAL.

### **4. DESARROLLO TEMATICO Y METODOLOGICO**

- 4.1 CODECAL propone el desarrollo de este evento en la siguientes circunstancias y dentro del esquema que se desglosa a continuación:

**Domingo 11 de Septiembre ( día de llegada)**

- Recepción en el aeropuerto e instalación en la sede del Encuentro.
- En las horas de la noche, Vino de Honor para los participantes, y evento cultural a cargo de los Costaricenses.

**Lunes 12 de Septiembre**

**A.M.**

- Celebración de La Palabra
- Inauguración, Bienvenida y Objetivos
- Metodología del encuentro: Organización Interna del Evento, Comisiones.
- Técnicas de Integración

- **Análisis de realidades:** Intercambio de experiencias y formulación de constantes, en 3 grupos diferentes según sus objetivos y acciones educadoras:

Quiénes somos? Qué hacemos? Por qué?, En qué situación o problemas locales buscamos generar procesos de solución?

**P.M.**

- **Plenario con técnica de Panel:** Síntesis de realidades y manejos de constantes según guía, dos o un representante por grupo.
- **Audiovisual, Evaluación y recreación**

**Martes 13 de Septiembre**

**A.M.**

- **Análisis de la situación Centroamericana:** "Hacia una aproximación interpretativa política económica y cultural". A cargo del Dr. Julio Quan.
- **Exposición, preguntas y determinación de conclusiones para ser trabajada en subgrupos:**
  - Estas situaciones y análisis plantean retos y desafíos a nuestras instituciones, Cuáles?
  - Qué aprovechamiento y repercusión han tenido los talleres coordinados por CODECAL en nuestras instituciones, a nivel de:
    - Profundización de contenidos
    - Multiplicación de los talleres
    - Producción de materiales
    - Coordinación con otras instituciones y organización de redes.
  - Mayor conciencia de procesos grupales
  - Qué necesidades tenemos como institución en materia de capacitación, para responder a las situaciones analizadas?
  - En cuanto a materiales populares producidos qué vacíos y necesidades hay en la renovación y creación de éstos?
  - Los listados de fuerzas restrictivas e impulsoras de nuestras instituciones e iglesias, deducidas del documento CRIE, qué urgencias nos plantean frente a estos análisis?

55

- Plenario: con la técnica de rejas o bases compartir respuestas a planteamientos anteriores y definir documento.

**P.M.**

Análisis conceptual Centroamericano: "Hacia una aproximación interpretativa, desde la óptica de la fe, en la perspectiva ecuménica" a cargo de Pablo Richard directivo del DEI en San José.

- Trabajo en subgrupos para análisis de los planteamientos
- Audiovisual, Evaluación, Recreación

**Miércoles 14 de Septiembre**

**A.M.**

- Refuerzo conceptual: Panel sobre Educación Popular: objetivos, metodología, técnicas participativas y redes.

- Panelistas:

- Oscar Jara de ALFORJA - Costa Rica
- Ana María de CEPAD - Nicaragua
- Luis Batista de CEPAS - Panamá
- Hugo Peresson o Hernán Quevedo de CODECAL- Colombia

- Trabajo en subgrupos: análisis de planteamientos, discusión y conclusiones.

Audiovisual, Evaluación y recreación

**P.M.**

- Análisis crítico frente a la acción capacitadora de CODECAL en los diversos países.
- Por subgrupos institucionales y con ficha guía, se elaborará documento sobre la acción capacitadora de CODECAL.
- Plenario para compartir análisis crítico, sobre CODECAL.
- Audiovisual, Evaluación recreación

## **Jueves 15 de Septiembre**

### **A.M.**

- Programar conjuntamente nuevas metas y acciones para el futuro y determinar el tipo de colaboración que se desea de CODECAL.
- Este trabajo se hará en subgrupos según objetivos, proyectos, destinatarios y naciones de las instituciones presentes.
- Establecimiento de redes y su puesta en marcha.

### **P.M.**

- Propuesta prospectiva de CODECAL, ciclos modulares de la Capacitación Popular.
- Acuerdos y evaluación del encuentro
- Clausura : Eucaristía y acto cultural

## **Viernes 16 de Septiembre (Día opcional)**

- Visita a Instituciones de Educación Popular y sus proyectos: Proponemos : ALFORJA, CECODERS, PRIEC, MOVIMIENTO CRISTIANO POR LA PAZ Y EL CEFPAS.

## **5. ORGANIZACION**

### **5.1 COORDINACION GENERAL**

La organización de este evento estará a cargo de CODECAL de Colombia y el CEFPAS de Costa Rica, y la asesoría de la Universidad de la Paz, bajo el marco del Convenio establecido con estas 3 instituciones.

### **5.2 COMISION ORGANIZADORA**

La comisión organizadora estará integrada por miembros de las tres instituciones la cual no pasará de 6 personas, se proponen por CODECAL: P. Jaime Diaz, Hugo Peresson y Hernán Quevedo. Por el CEFPAS y la Universidad de la Paz a quienes designen.

La distribución de responsabilidades sería así:

### **5.2.1 POR EL CEFPAS:**

- Coordinará el Encuentro en lo relacionado con la preparación, realización y memoria del evento. Para ello:  
  
Promocionará el Encuentro entre las organizaciones e instituciones que han sido seleccionadas para participar.
- Organizará el Encuentro Evaluativo Prospectivo en los aspectos logístico y administrativo; Para ello: asumirá la promoción, información y definición de los participantes en Costa Rica.
- Conseguirá instalaciones aptas tanto para el desarrollo de los trabajos como para el descanso y refrigerio de los participantes.
- Suministrará los instrumentos necesarios para la realización del Encuentro: secretaría, fotocopias, papelería, publicidad...
- Realizará el seguimiento posterior al Encuentro, con cada uno de los participantes e Instituciones convocadas, haciendo llegar información al respecto y en forma periódica a CODECAL.
- Organizará comisiones de recepción, y transporte, materiales, animación, espiritualidad y memoria.
- Organizará la visita a las Instituciones de Educación Popular en San José de Costa Rica para el día 16 de Septiembre Viernes, que es un programa opcional.

### **5.2.2 POR CODECAL:**

1. Efectuará la convocación e invitación oficial inicial.
2. Asumirá los gastos de: alojamiento, alimentación de los participantes, transportes a y desde el lugar del encuentro y el internacional según lista y límites
3. Se responsabilizará del diseño y coordinación metodológico del Encuentro.
4. Elaborará la redacción final y difusión de la memoria del encuentro.
5. Definirá los esquemas de Evaluación parcial y final.

61.

### **5.3 METODOLOGIA**

Dada la rica experiencia de los participantes por sus diversa nacionalidad, proyectos, tareas y compromisos, la metodología será participativa, creativa, y conceptual; con esto estamos diciendo que los trabajos de grupo serán el eje estructural y a través de esta estrategia se pedirá a los subgrupos producir documentos que recojan sus reflexiones, su conceptualización y prospección sobre el quehacer y la continuidad de la educación popular en América Latina. Se trata entonces de construir juntos el encuentro a partir de la experiencia social sistematizada, comparada, analizada y enriquecida.

### **5.4 LUGAR Y FECHA DE REALIZACION**

San José, Costa Rica del 12 al 15 de Septiembre de 1988 (Lunes a Jueves) en lugar que está por definir.

Dirección del CEFPAS: San Sebastián 200 Métrros Sur de la Plaza de Deportes, San José - Costa Rica. Tel: 277105

### **5.5 PARTICIPANTES, REQUISITOS Y COMPROMISOS**

Los mínimos criterios que deben tenerse en cuenta para seleccionar a los participantes son:

- 5.5.1 Haber participado en alguno de los talleres coordinados por CODECAL.
- 5.5.2 Tener un compromiso serio, una actividad comprobada en el campo de la Educación Popular de Adultos.
- 5.5.3 Llevar al encuentro algún tipo de material educativo fruto de su trabajo como animador, o de los que publica la institución que representa.
- 5.5.4 Estar vinculado en la actualidad con la institución o grupo que va a representar.

### **5.6 INVITADOS ESPECIALES**

Señor  
JANDIR SANTIN  
CCB  
Managua- Nicaragua

Padre  
HUGO SOLAQUE  
Parroquia Santa Teresita  
Panamá

## **5.7 COMPROMISOS QUE ASUMEN LOS PARTICIPANTES DESPUES DEL ENCUENTRO**

Estan relacionados con ser los animadores de los acuerdos tomados en el Encuentro y sobretodo en fortalecer las redes de tipo nacional como internacional y a llevar a la práctica las estrategias metodológicas que fortalezcan los programas de Educación de Adultos en y para los Derechos Humanos y la paz.

## **5.8 SEGUIMIENTO**

Todos los participantes acordaran las respectivas responsabilidades a través de mecanismos nacionales y regionales que ayuden a las instituciones a realizar el seguimiento de sus procesos educativos populares, con el fin de lograr posteriormente su sistematización.

## **6. INFORMACION COMPLEMENTARIA**

Se presentan ahora algunas informaciones generales que pueden ser de utilidad a los participantes.

- 6.1 Segun cada pais, el participante debe averiguar si para entrar a Costa Rica se necesita visa.
- 6.2 Llegada a San José : se sugiere a los participantes envíen cablegrama indicando el número de vuelo compañía aérea , fecha y hora de llegada a : Rosario Gamboa, CEFPAS, Apartado 231-2120 San José Costa Rica. Teléfono Oficina : 277105.
- 6.3 Fecha de llegada a San José: se sugiere llegar a San José el día 11 de Septiembre a más tardar.
- 6.4 El clima de San José es de 19 a 23 grados de temperatura promedio.
- 6.5 Sistema de cambio: el cambio del dólar está aproximadamente a 80 Colones por un dólar.

A: 4PEPCC  
E: HQS/glc./.  
F: 8V1188

63

PARTICIPANTES AL ENCUENTRO EVALUATIVO- PROSPECTIVO

NO.	INSTITUCION	PAIS	DIRECCION Y TELEFONO	SCUPOS-CANDIDATOS	CO M
01	CEFFAS	COSTA RICA	APARTADO 2312120 TELEFONO: 277105 SAN JOSE LIC. JORGE E. RODRIGUEZ	(4) ROSARIO TRINO ALFREDO, VERA	ROSAR
02	CECODIPS	COSTA RICA	D. ORLANDO NAVARRO APARTADO POSTAL: 155-1011 SAN JOSE C.RICA TEL: 267332	(2) ORLANDO N. ANTONIO RENAVIDEZ	TRINO
03	COMUNIDAD SAN SERASTIAN	COSTA RICA	D. GILBERTO CECILIANO M. APARTADO POSTAL: 291002 S. JOSE COSTA RICA TEL: 260867	(2) GILBERTO PATRICIA SOTO JUDIT GONZALEZ	ROSAR
04	CEJUNA FUNDACION INTEGRAL CAMPESTINA	COSTA RICA	LIC. MARIA M. DE JIMENEZ APARTADO No. 462-2010 S. JOSE COSTA RICA TEL: 535052	(1) ISABEL	ROSAR
05	A.C.I. ASOCIACION CRISTIANA DE JOVENES	COSTA RICA	STIMIA BRENES APARTADO 201-1007 ENTRO COLON S. JOSE	(1)	ROSAR
06	PROGRAMA PARA REFUGIADOS PROEC	COSTA RICA	DPA. IRINEO CHAVEZ P. APARTADO 1004 SAN JOSE TEL: 270817	(1) MARLENE ROJAS VALVERDE	ROSAR
07	MOVIMIENTO CRISTIANO POR LA PAZ	COSTA RICA	JACINTO ORDONEZ APARTADO 2053-1000 S. JOSE TEL: 243340	(1) JUAN MANUEL CASTRO	ROSAR
08	UNIVERSIDAD PARA LA PAZ	COSTA RICA	D. TAPIO VERIS A.A. 199	(1)	ROSAR
09	CEJUNA	COSTA RICA	CEJUNA ABITA APARTADO POSTA 379 SAN JOSE 1011 TEL: 213462	(1)	ROSAR
10	COMUNIDAD TILARAN	COSTA RICA	PADRE EDWIN BALTODANO TILARAN- COSTA RICA	(1)	ROSAR
11	CEPAD CENTRO ECUMENICO PARA EL DESARROLLO	NICARAGUA	ANA MARIA PEYES APARTADO 3091 MANAGUA TEL: 666102-666071	(2)	ROSAR

13	COMITE CENTRO INTERECCLESIAL DE EDUCACION TEOLOGICA Y SOCIAL	NICARAGUA		(1)	ROSARI
17	CONVENCION BAPTISTA	NICARAGUA		(1)	ROSARI
14	COMISION DE DERECHOS HUMANOS DE HONDURAS	HONDURAS	PANON CUSTODIO APARTADO POSTAL 169 TEGUCIGALPA TEL: 220410	(1)	HERNA
15	PARROQUIA CATEDRAL SAN PEDRO SULA	HONDURAS	P. ANTONIO QUETGLAS PARROQUIA CATEDRAL. SAN PEDRO SULA TEL: 521231-531152	(2)	JOSE MARTINEZ HERNA
16	I.F.I. INSTITUTO DE ENTRENAMIENTO DE LIDERESES	P. DOMINICANA	PANON MARTI I.E.L. APARTADO POSTAL 2849 SANTO DOMINGO. TEL: 5324621	(2)	MARTA
17	CAPTAS APOCRIPTICAS	P. DOMINICANA	SALOMON APIAS R. APARTADO 93 STO. DOMINGO R.D. TEL: 697-2430	(2)	MIGUEL VEGA RANON
18	CAPTAS DOMINICANA	P. DOMINICANA	LICENCIADO PANON A. CASTILLO APARTADO 254 TEL: 5657746	(2)	RANON
19	SECRETARIA SERVICIO DE PAZ Y JUSTICIA	PANAMA	P. PATRICIO HANSEMS. SEPPA). APARTADO POSTAL 861 PANAMA I R DE P. TEL: 228180	(2)	LAURE
20	CAPTAS APOCRIPTICAS	PANAMA	P. LAUREANO DIIPAN. CAPTAS APOCRIPTICAS. APARTADO 6446 ZONA 5. PANAMA. TEL: 602144	(3)	LAURE
21	MADRES Y MAESTRAS	PANAMA	FLORA EUGENIA DE MOLINA. JARDINES DE PARVULOS DE LA IGLESIA CATOLICA. APARTADO 74. PANAMA 15. TEL: 312269	(2)	CHINA GUILLERMINA FLORA
22	SECRETARIA DE PASTORAL SOCIAL	PANAMA	CENTRO DE ESTUDIOS PROMOCION Y ASISTENCIA SOCIAL CEPAS. APARTADO POSTAL 48. SANTIAGO DE VERAGUAS, PANAMA. TEL: 984437. LUIS BATISTA	(2)	LUIS BATISTA LUIS

65

13	ESQUELA MALANDRO	PANAMA	HNA, LOIPDES REISS TEL: 282225	(1)	LAURE
14	BOGOTA	COLOMBIA	P. JAIME DIAZ APARTADO AEREO 20439 BOGOTA- TEL: 2113125- 2113420	(3)	P. JAIME DIAZ HUGO PERESSON HERNAN QUEVEDO
TOTAL PARTICIPANTES...				(4)	

---

**ANNEX E**

**CODECAL EVALUATION FORMS**  
**FOR ANNEX D**  
**(In the Spanish Language)**

---

ANNEX E: CODECAL EVALUATION FORMS FOR ANNEX D  
(In the Spanish Language)  
CODECAL. REUNION CENTROAMERICANA Y EL CARIBE

San José, Costa Rica, 12-15 de setiembre

EVALUACION FINAL

Sólo una actitud crítica frente a la vida y sus fenómenos, permite avanzar en el proceso histórico. Su aporte crítico al evento que estamos por concluir es importantísimo. Agradecemos su aportación.

1. Grado de motivación para participar en la reunión.

1.1 ¿Se encontraba usted motivado a venir a la reunión?

( ) Nada            ( ) Un poco            ( ) Bastante            ( ) Mucho

¿Por qué?

1.2 ¿Su ánimo e interés, durante el Seminario?

( ) Bajó            ( ) Se mantuvo            ( ) Aumentó

¿Qué pasó?

2. Grado de Satisfacción personal

Al finalizar el taller-seminario usted se encuentra?

( ) Poco satisfecho            ( ) Medianamente satisfecho

( ) Satisfecho            ( ) Altamente satisfecho

¿A qué atribuye usted esto?

3. Logro de objetivos

3.1 Al repasar usted los objetivos de ésta reunión, puede asegurar en lo que a usted se refiere, se lograron en un:

( ) 20%            ( ) 40%            ( ) 60%            ( ) 80%            ( ) 100%

¿Por qué?

3.2 ¿Usted cree que los participantes alcanzaron socialmente (grupalmente) los objetivos en un:

20%     40%     60%     80%     100%

¿Por qué?

3.3 Ordene según el grado de importancia descendente, qué elementos contribuyeron al logro grupal de los objetivos: (de 1 a 5).

- Los contenidos manejados
- El método utilizado
- La coordinación del evento
- La dinámica misma del grupo
- El aspecto organizativo del evento

#### 4. Análisis de Utilidad de los contenidos

Durante el taller, elaboramos grupalmente (socializamos) un "paquete" de contenidos y compartimos unos aportes desde distintas ópticas y experiencias.

##### 4.1 Claridad de los contenidos

¿Para usted los contenidos manejados fueron:

poco claros     medianamente claros     muy claros

##### 4.2 Utilidad

¿Qué tan útiles o ~~eliminadoras~~ <sup>eliminadoras</sup> fueron para el proceso de la Educación Popular, los contenidos manejados?

Poco útiles     Medianamente útiles     Muy útiles

¿Por qué?

#### 5. La metodología (Forma de trabajo)

5.1 El método de trabajo fue:

Poco adecuado     Medianamente adecuado     Muy adecuado

Comente por favor:

5.2 ¿Qué elementos, comportamientos, actitudes, provocó o desarrolló el método en el grupo? (complete los 4 restantes).

1. Participación

2.

3.

4.

5.

5.3 ¿Qué fallas en el desarrollo del evento son atribuibles al método utilizado

1.

2.

3.

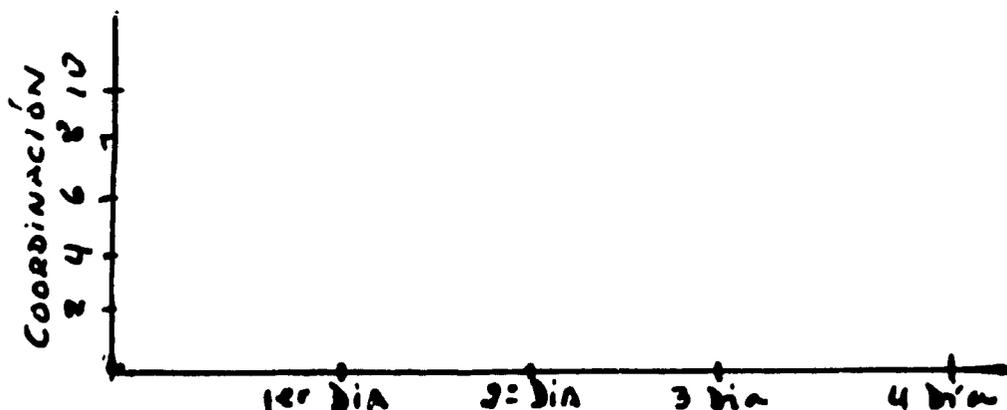
4.

5.

## 6. Coordinación

La coordinación del evento se necesita en la medida en que agiliza desarrollo del mismo.

¿Cómo graficaría usted la coordinación según los días?



Algún comentario adicional a la coordinación.

6. Dinámica grupal

6.1 El grupo alcanzó un grado de:

escaso( )      Mediocre( )      suficiente( )      Muy bueno( )

Conocimiento

Relación

Integración

Participación

Posibilidad  
De opinión

Capacidad  
De reflexión

6.2 La función de los grupos de trabajo en la marcha del evento significó:

Una carga de trabajo adicional pero valiosa ( ) Sí ( ) No

Un esfuerzo extra sin muchos resultados ( ) Sí ( ) No

Un factor de distracción para el trabajo central del evento

( ) Sí ( ) NO

Una oportunidad de conocer y darse a conocer ( ) Sí ( ) No

Una forma poco recomendada de trabajo ( ) Sí ( ) No

Comente brevemente su respuesta.

7.

7. La organización del evento se materializa en Aspectos evaluables como los que se enumeran a continuación:

- |  | Suficientes( )  | Parciales( ) | Pobres( ) |
|--|-----------------|--------------|-----------|
| 1. Información previa                                      | ( )             | ( )          | ( )       |
|  | Inexistentes( ) |              |           |
| 2. Materiales de estudio previo                            | ( )             | ( )          | ( )       |
|  | ( )             |              |           |
| 3. Actividades coordinadas en el evento                    | ( )             | ( )          | ( )       |
|  | ( )             |              |           |
| 4. Funciones definidas en las personas con responsabilidad | ( )             | ( )          | ( )       |
|  | ( )             |              |           |
| 5. Elementos de trabajo en el Encuentro                    | ( )             | ( )          | ( )       |
|  | ( )             |              |           |
| 6. Solución de problemas durante el evento                 | ( )             | ( )          | ( )       |
|  | ( )             |              |           |
| 7. Tiempos definidos para actividades                      | ( )             | ( )          | ( )       |
|  | ( )             |              |           |
| 8. Cumplimiento grupal de tiempos                          | ( )             | ( )          | ( )       |
|  | ( )             |              |           |

---

---

**ANNEX F**

**SAMPLE NAPA SMALL BUSINESS SEMINAR  
PROGRAM**

---

---

**ANNEX F**  
**SAMPLE NAPA SMALL BUSINESS SEMINAR**  
**PROGRAM**

**MEMORANDUM**

**TO:** All Central American Partnership Chairpersons  
**FROM:** Kate Raftery, Regional Director for Central America  
**SUBJ:** Small Business Seminar  
**DATE:** July 19, 1988

**WHERE:** San Jose, Costa Rica

**WHEN:** September 24, 1988      Travel to Costa Rica  
September 25-28      Small Business Seminar  
September 29      Travel to Southern Partnership  
September 20-October      Work in the Partnership  
October      Travel Home

**WHO:** The type of people we are inviting are:

- individuals involved in management of small business
- representatives of chambers of commerce, small business development centers, or state economic offices
- individuals involved in training in the area of small business development

If there are any questions about the appropriateness of either of your candidates, please contact your Partnership Representative.

**WHAT:** The objectives for the three phases are:

**PHASE 1 September 25 - 28 At the Seminar**

1. discuss the key elements of small business development such as credit, product selection, technical assistance
2. visit successful small business projects being implemented by various groups throughout the country
3. define an appropriate role for Partners of the Americas in the development of small business programs on a partnership level
4. determine training needs within the various components of business, i.e. quality control, import/export regulations, credit, accounting systems

## **PHASE 2 In the Partnership**

1. share with the local committee information, skills acquired at the Costa Rica seminar
2. visit with various agencies and organizations involved in successful small business development
3. discuss future Partners programming in the area
4. discuss the role and make up of a small business sub-committee

## **PHASE 3 Follow up When you get home**

1. share with local committee information, skills acquired at the Costa Rica Seminar.
2. present the proposed small business programming ideas and strategize their implementation
3. recruit new individuals and institutions on to the partnership small business sub-committee

## **ACTION NEEDED**

- Return attached registration form by August 29
- The team from your committee should meet to discuss the expertise and experience which the team shares
- The team should meet with the leadership of the partnership to discuss the past activity in the field of small business development, economic development and ideas for the future.
- Travelers should go ahead and make tentative airline arrangements with Delara Travel

**A FOLLOW UP PACKET WILL GO OUT TO EACH OF YOUR PARTICIPANTS AS SOON AS WE RECEIVE NAMES AND ADDRESSES.**

---

---

**ANNEX G**

**PRE-COURSE QUESTIONNAIRE**  
**FOR ANNEX F**

---

---

**ANNEX C**  
**PRE-COURSE QUESTIONNAIRE**  
**FOR ANNEX F**

**CURSO PARA PEQUEÑOS EMPRESARIOS HONDUREÑOS**  
**ADMINISTRACION DE PEQUEÑAS EMPRESAS**  
**COMPAÑEROS DE LAS AMERICAS: HONDURAS - VERMONT**

**QUESTIONARIO DE PRE-CURSO**

El presente cuestionario tiene como objetivo establecer sus prácticas como pequeño empresario de manera que sea posible conocer que cambios Ud. haga después de participar en este curso. Le rogamos que conteste a cada pregunta en la forma más honesta posible y que no deje ninguna pregunta sin contestar.

1) Nombre \_\_\_\_\_

2) Dirección particular \_\_\_\_\_  
\_\_\_\_\_

3) Dirección del taller \_\_\_\_\_  
\_\_\_\_\_

4) Teléfono \_\_\_\_\_

5) Nombre sus principales productos:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6) Marque los tipos de promoción que Ud. le haya hecho a sus productos o negocio:

Rótulo

Avisos por el periódico

Avisos por la radio

Hojas fotocopiadas para entregar a los vecinos

Ofertas a los clientes

Arreglos especiales del local de ventas

Tarjetas de visita

Ningún tipo de promoción

7) Desde que existe su negocio, ¿ha aumentado su mercado, es decir, vende ahora en lugares o a tipos de clientes que no les vendía antes?

Si

No

8) ¿Lleva controles de existencias, es decir tiene algún sistema para saber lo que tiene en su negocio en materiales, productos en proceso y productos acabados?

Si

No

9) ¿Lleva Ud. registros de todo el dinero que entra y que sale del negocio?

Si

No

10) ¿Sabe Ud. cuanto le cuesta producir un producto?

Si

No

11) Si responde si, ¿como lo sabe?

---

---

---

12) ¿Sabe Ud. cuanto gana o pierde en su negocio?

Si

No

13) Si responde si, ¿como lo sabe?

---

---

---

14) ¿Calcula Ud. entre sus costos el valor de las máquinas y herramientas que utiliza para producir?

Si

No

15) Si responde si, ¿como lo hace?

---

---

---

16) ¿Hace presupuestos?

Si  No

17) Si responde si, ¿para qué le sirven?

---

---

---

18) ¿Hace planes en su negocio?

Si  No

19) Si responde si, ¿como los hace?

---

---

---

20) ¿Cómo selecciona a sus trabajadores?

Contrata a la primera persona que necesite trabajo

Tiene un sistema de selección

79

---

---

**ANNEX H**

**EVALUATION TEAM  
TRAVEL SCHEDULES  
(In English and Spanish)**

# ANNEX H

## EVALUATION TEAM

### TRAVEL SCHEDULES

IQC No. PDC-0085-I-00-6097-00

Delivery Order #43

Evaluation of grass roots organizations related to CODECAL

#### Hunter Fitzgerald Management Analyst

<u>Arrival</u>	<u>Date</u>	<u>Location</u>	<u>Departure</u>	<u>Date</u>
		Washington, D.C.	12:30pm	9/8
7:41pm	9/8	San Jose, Costa Rica	8:15am	9/17
8:40pm	9/17	Santo Domingo, D.R.	4:00pm	9/22
6:30pm	9/22	Bogota, Colombia	9:35pm	9/24
	9/24	Paraiso, Colombia (all day)		
9:30pm	9/24	Cali, Colombia	8:00am	9/27
	9/27	Buenaventura, Colombia	10:00	9/28
11:00	9/28	Barranquilla, Colombia	10:00am	9/30
4:25pm	9/30	Bogota, Colombia	10:00am	10/5
6:35pm	10/5	Washington, D.C.		

#### Jorge Obando Program Analyst

<u>Arrival</u>	<u>Date</u>	<u>Location</u>	<u>Departure</u>	<u>Date</u>
		Washington, D.C.	12:30pm	9/8
7:41pm	9/8	San Jose, Costa Rica	6:00am	9/17
7:30pm	9/10	Tegucigalpa, Honduras	5:30pm	9/22
7:00pm	9/22	San Jose, Costa Rica	10:00am	9/23
2:30pm	9/23	Bogota, Colombia	9:35pm	9/27
	9/24	Paraiso, Colombia (all day)		
12:15pm	9/27	Lima, Peru	1:35pm	9/30
4:25pm	9/30	Bogota, Colombia	10:00am	10/5
6:35pm	10/5	Washington, D.C.		

**PLAN DE TRABAJO PARA  
EVALUACION COMPAÑEROS DE LAS AMERICAS**

DIA	HORA	LUGAR	EVEN TO	OBJETIVO	RESPONSABLE	DOCUMENTOS REQUERIDOS
DOMINGO 11 SEPTIEMBRE	10:00 A.M. 1:00 P.M.	HOTEL SAN JOSE- COTA RICA	A. REUNION EVALUADORES CON EQUIPO DE CODECAL.	PRESENTACION, DISCUSION Y APROBACION DE OBJETIVOS Y METODOLOGIA DE LA EVALUACION.	P. JAIME DIAZ	PLAN COMPAÑEROS INFORME GLOBAL 3 AÑOS PLAN WASHINGTON DE EVALUACION
			B. UBICACION Y PRESENTACION DE INSTITUCIONES PARTICIPANTES.	QUE LOS EVALUADORES CONOZCAN Y TENGAN INFORMACION DE LAS INSTITUCIONES PARTICIPANTES Y DEL OBJETIVO, METODOLOGIA Y CONTENIDOS DE ENCUENTRO.	ROSARIO GAMBOA EQUIPO DE CODECAL	
	14:00 HORAS		C. DEFINICION PLAN TRABAJO DEL 7 AL 20 DE SEPTIEMBRE	PROGRAMAR INSTITUCIONES A VISITAR EN COSTA RICA Y HONDURAS.	EQUIPO- ROSARIO GAMBOA, EVALUADORES	
LUNES 11 AL JUEVES 15 SEPTIEMBRE	INTERNOS	CLUB DE LA GLORIA	SEMINARIO DE EVALUACION	PARTICIPAR EN EL SEMINARIO Y PONDERAR LA ACCION DE CODECAL INTERINSTITUCIONAL- MENTE.	EQUIPO CODECAL	SEGUN PROGRAMA
VIERNES 16 SEPTIEMBRE	8-17 HORAS	SAN JOSE COSTA RICA	RECORRIDO POR ALGUNAS INSTITUCIONES.	CONOCER INSTITUCIONES QUE TRABAJAN EN EDUCACION POPULAR EN SAN JOSE.	ROSARIO GAMBOA	
VIERNES 17			VIAJE DE H. FITZGERALD A REPUBLICA DOMINICANA VIA MIAMI.		POR SU CUENTA	ACORDAR CON PERSONAL DEL IEL Y CARITAS.
VIERNES 17 A MIERCOLES 21	IVARIAS	COSTA RICA	VISITA A INSTITUCIONES CON INTERCAMBIO DE CODECAL. COSTA RICA HONDURAS	EVALUAR LOS EFECTOS DE LA ACCION DE CODECAL EN LAS INSTITUCIONES, GRUPOS, DESTINATARIOS, ETC.	ACOMPANAR ROSARIO GAMBOA	HACER CONTACTOS CON INSTITUCIONES A VISITAR.

92'

LUNES 19 SEPTIEMBRE	REPUBLICA DOMINICANA	SEMINARIO EN LA VEGA.  OTRAS VISITAS	ANALIZAR EN CAMPO LA METODOLOGIA DE LOS TALLERES DE CODECAL.	HERNAN GUEVEDO	MATERIAL DEL TALLER.
JUEVES 22 SEPTIEMBRE	BOGOTA	VIAJE DESDE COSTA RICA Y REPUBLICA DOMINICA A BOGOTA. LLEGADA.	INICIAR EVALUACION EN COLOMBIA.		AVERIGUAR HORAS DE LLEGADA.  RECIBIRLOS Y SEPARAR HOTEL.
VIERNES 23:9 A 17 SEPTIEMBRE:HORAS	BOGOTA	VISITA A SEDE CODECAL	INFORMACION GENERAL DE PROYECTOS Y PROGRAMAS DE CODECAL.  PRESENTACION Y ESTUDIO DE DOCUMENTOS.	HERNAN GUEVEDO  PREPERACION DOCUMENTOS:  RAQUEL GARCIA GLADYS LEON C.	5 MEMORIAS DE CURSOS  INFORMES FLUJOGRAMA EVALUACION NACIONAL. CARTILLAS
21:00 HORA:		ATENCION CODECAL	INVITACION A UN RESTAURANTE.	Dra. MARTA CECILIA VILLADA IP. JAIME DIAZ DR. HECTOR URIBE JAIME ESCOBAR H. FITZGERALD JOSE OBANDO CARLOS A. MARIN HUGO PEREGBON	
SABADO 24 7 A.M. SEPTIEMBRE:	BOGOTA- MACHETA	VIAJE AL PARAISO	CONOCER INSTALACIONES Y DESARROLLO DE UN TALLER.	JUAN MANUEL GONIALEZ	PLAN DE TALLER

DOMINGO 25: SEPTIEMBRE:	14:00 HORAS	TIBIRITA MACHETA		ANALIZAR TRABAJOS RECUPERACION HISTORICA.	JUAN MANUEL GONZALEZ YOLANDA MOSSA	CARTILLA DE RECUPERACION HISTORICA TRABAJO GLOBAL
PROGRAMA PARA EVALUADOR I						
DOMINGO 25: LUNES 26 SEPTIEMBRE:	14:00 HORAS	GIROM SANTANDER	SEMINARIO DE NO VIOLENCIA	PARTICIPAR EN TALLER INTERDIOCESANO SOBRE NO VIOLENCIA	EQUIPO DE CODECAL DERECHOS HUMANOS	PROGRAMA DE TALLER.
MARTES 27 SEPTIEMBRE:	7:00 A.M. 20:00 HORAS	B/QUILLA REGRESO A BOGOTA	VISITA A PASTORAL SOCIAL.	VERIFICAR PROCESOS MULTIPLICADORES A PARTIR DE PRESENCIA DE CODECAL.	MARGARITA SANCHEZ F.	GUIA DE LA VISITA
MIERCOLES 28 SEPT.	8:00 A.M. 20:00 HORAS	BOGOTA	VISITA A PROGRAMAS DE DERECHOS HUMANOS.	CONOCER LOS PROGRAMAS DE EDUCACION CIUDADANA PROMOVIDOS POR DERECHOS HUMANOS.	DOCTOR CARLOS A. MARIN Y EQUIPO DERECHOS HUMANOS DE CODECAL.	HACER PROGRAMA
JUEVES 29 SEPTIEMBRE:	8:00 A 12:00 A.M.			DIE: PADRES DE FAMILIA. TALLER DE EDUCADORES:		
JUEVES 29 SEPTIEMBRE:	15:00 P.M.	VIAJE FLORENCIA	VISITAR CENTROS DE TRABAJO.	EVALUAR LA INTEGRACION DE PROYECTOS EN UNA ZONA ESPECIFICA DE CONFLICTO.	BLAS BLANCO JULIO A. REINOSA	HACER PROGRAMA
VIERNES 30 SEPTIEMBRE:	17:00 P.M.	REGRESO DE FLORENCIA				

DOMINGO 25: SEPTIEMBRE:	A.M. TIBIRITA MACHETA		ANALIZAR TRABAJOS RECUPERACION HISTORICA.	JUAN MANUEL GONZALEZ: YOLANDA NOSSA	CARTILLA DE RECUPERACION HISTORICA: TRABAJO GLOBAL
PROGRAMA PARA EVALUADOR 2					
DOMINGO 25: SEPTIEMBRE:	P.M. CALI B/VENTURA CALI	VISITA INSTITUTO MATIA MULUNDA.	ESTUDIAR TRABAJO EN EL INSTITUTO MATIA MULUNDA.	HERNAN GUEVEDO	MEMORIA DE LOS CURSOS Y PROGRAMA
MARTES 27 VIERNES 30: SEPTIEMBRE:	VARIAS LIMA	CONTACTOS CON INSTITU - CIONES DE DERECHOS HUMANOS EN LIMA	COMOZCA LA ACTIVIDAD Y CONTACTOS DE CODECAL EN ORDEN A UN PROYECTO FUTURO.	DOCTOR CARLOS A. MARIN	DOCUMENTOS DE PROPUESTA DEL PROYECTO INTERREGIONAL.
PROGRAMACION FINAL CONJUNTA PARA LOS DOS EVALUADORES					
SABADO 1 MARTES 3 OCTUBRE:	8:00 A.M. 20:00 HORAS	BOGOTA	ELABORACION PRIMER BORRADOR DE INFORME	ELABORAR UN INFORME PRELIMINAR SOBRE LA EVALUACION	EVALUADORES
MIERCOLES 4 OCTUBRE:	9:00 A.M. 12:00 M.	BOGOTA	DISCUSION DEL BORRADOR.	INTERCAMBIAR PUNTOS DE VISTA Y APORTAR CLARIDAD EN TORNO AL INFORME.	EQUIPO COORDINADOR Y ASISTE CARLOS A. MARIN, P. CARLOS MARIN, BLAS BLANCO Y HERNAN GUEVEDO.
MIERCOLES 4 OCTUBRE:	20:00 HORAS	CENA DE BESPEDIDA	AGRADECIMIENTO	JAI ME DIAZ JAI ME ESCOBAR DR. HECTOR URIBE MARTA CECILIA VILLADA	

A: 4PTECA  
E: HP/glc./.  
F: 81100

PLAN DE TRABAJO  
EVALUACION PROYECTO EDUCACION CIUDADANA - CODECAL  
22 DE SEPTIEMBRE A 04 OCTUBRE-88

FECHA	H O R A	A C T I V I D A D	R E S P O N S A B L E
JUEVES 22 SEPTIEMBRE	18:30	LLEGADA E INSTALACION EN EL HOTEL.	HUGO PERESSON
VIEPNES 23 SEPTIEMBRE	9:00 A.M.	ESTUDIO DOCUMENTOS, ENTREVISTAS.	DRA. MARTA CECILIA VILLADA
	12:00 M.	A L M U E R Z O	
	TARDE	REUNION EN CODECAL. PRESENTACION DEL EQUIPO. ENTREVISTAS	JAIME DIAZ JAIME ESCOBAR HUGO PERESSON
	7:00 P.M.	CENA DE BIENVENIDA	DRA. MARTA CECILIA P. JAIME DIAZ DR. HECTOR URIBE JAIME ESCOBAR HUNTER FITZGERALD JOSE OBANDO CARLOS A. MARIN HUGO PERESSON T.
SABADO 24 SEPTIEMBRE	8:00 A.M.	VIAJE A MACHETA	JUAN MANUEL GONZALEZ YOLANDA NOSSA
	6:00 P.M.	REGRESO A BOGOTA	
DOMINGO 25 SEPTIEMBRE		HUNTER FITZGERALD VIAJE A CALI HERNAN QUEVEDO	JORGE OBANDO BOGOTA
LUNES 26 SEPTIEMBRE		CALI	BOGOTA/LIMA
MARTES 27 SEPTIEMBRE		BUENAVENTURA INST. MARIA MULUMBA HERNAN QUEVEDO	LIMA DR. CARLOS A. MARIN
MIERCOLES 28 SEPTIEMBRE		CALI/BARRANQUILLA PASTORAL SOCIAL DIOCESANA MARGARITA SANCHEZ	LIMA
JUEVES 29 SEPTIEMBRE		BARRANQUILLA	LIMA

26

VIERNES 30 SEPTIEMBRE		BARRANQUILLA/BOGOTA AV 533 10:15 AM.	LIMA/BOGOTA
SABADO 01 OCTUBRE		BOGOTA- REPORTE	BOGOTA- REPORTE
DOMINGO 02 OCTUBRE		BOGOTA	BOGOTA
LUNES 03 OCTUBRE		BOGOTA- REPORTE	BOGOTA- REPORTE
MARTES 04 OCTUBRE		BOGOTA- REPORTE	BOGOTA- REPORTE
	9 A 12 M.	DISCUSION DEL BORRADOR DEL REPORTE EN LA SEDE DE CODECAL.	
	20:00 HORAS	CENA DE DESPEDIDA	JAIMES ESCOBAR HUGO PERESSON
MIERCOLES 5 OCTUBRE		REGRESO	REGRESO

FECHA: 21IX88  
 ARCHIVO: 4PTE  
 HP/glc./.

---

**ANNEX I**

**CODECAL's HUMAN RIGHTS TEXTBOOK  
OUTLINES FOR PRIMARY AND  
SECONDARY SCHOOLS  
(In the Spanish Language)**

---

ANNEX I

CODECAL's HUMAN RIGHTS TEXTBOOK OUTLINES FOR  
PRIMARY AND SECONDARY SCHOOLS  
(In the Spanish Language)  
ESQUEMA GENERAL DEL TEXTO DE DERECHOS HUMANOS PARA  
SECUNDARIA

I. COMO VIVIMOS ?

- Examen de la situación del barrio, de la ciudad, del país.
- Contexto del continente latinoamericano
- Contexto Mundial (condicionamientos para la Paz y los Derechos Humanos).

II. DIGNIDAD Y DERECHOS HUMANOS

- Relación de los Derechos Humanos con la: economía, el nivel de vida y la cultura. (Relacionar el tema con otras materias del pñsum).
- La política como arma de doble filo: de promoción de la dignidad o de rebajamiento y violación de los Derechos Humanos. (Relacionar con historia).
- Cuáles son los Derechos Humanos? (Declaraciones de la ONU, la UNESCO, la iglesia, etc.).

III. LOS DERECHOS DE LA PERSONA

- Derechos Individuales (repaso sintético de la cartilla para niños)
- Formas de defensa jurídica de estos derechos
- A cada derecho corresponde un deber(examen de "situaciones de vida").
- Derechos de sectores especiales: niños, mujer, minorías.

IV. LOS DERECHOS SOCIALES

- El sistema sociopolítico y sus condicionamientos económicos-sociales.

- **Cómo promover los derechos sociales?**
  - \* La responsabilidad política estatal
  - \* El papel de las instancias intermedias (Asociaciones, grupos, entidades, gremios).
  - \* La necesaria iniciativa personal y comunitaria: estudio de casos sobre iniciativas para el desarrollo.

#### **V. LOS DERECHOS DE LOS PUEBLOS**

- **Qué es el Nuevo Orden Económico Internacional?** (trabajo de investigación, recortes de prensa, juegos de simulación).
- **Todo pueblo tiene derecho a su propia identidad** (trabajar el tema cultural, el influjo de los Medios de Comunicación, la aculturación y la inculturación, la transnacionalización y la adveniente cultura universal. Unidad de la humanidad en la diversidad de cultura. Respeto y solidaridad entre los pueblos).
- **La Deuda Externa y la brecha Norte Sur** (también las transnacionales) y su relación con los Derechos de los Pueblos.

#### **VI. EL ARMAMENTISMO Y LOS DERECHOS HUMANOS**

- **Carrera armamentista y violación de los derechos individuales, sociales y de los Pueblos.**
- **Hechos y alternativas a la carrera armamentista** (realizaciones, expectativas).
- **El papel de la ONU y el Desarme**

#### **VII. DOCUMENTOS AUXILIARES PARA EL TRABAJO DE CLASE**

## ESQUEMA PARA PROYECTO DE TEXTO SOBRE DERECHOS HUMANOS PARA SECUNDARIA

### 1. OBJETIVO

Elaborar un texto sobre Derechos Humanos para la educación Secundaria, que permita a los profesores del área de sociales y eventualmente de la materia de Derechos Humanos (propuesta por el Procurador General de Colombia), para sensibilizar a los alumnos en torno al respeto y defensa de los Derechos Humanos desde el mismo ambiente escolar, proyectándose a la familia y al grupo social.

### 2. DESTINATARIOS

Estudiantes de 2º grado (9º a 11º)

### 3. ANTECEDENTES

CODECAL ya ha publicado dos libros sobre el tema: uno para la educación de adultos y otro para el sector escolar en el nivel primario: la cartilla de Derechos Humanos para niños, auspiciada por la OEA.

Esta cartilla para niños ha tenido gran acogida en Colombia y otros países en los que ha venido trabajando CODECAL, debido a la posibilidad de utilizarla en materias como: sociales, educación para la democracia, catequesis, historia y otras.

Se ha venido notando la necesidad de una cartilla para secundaria, con una metodología y unos contenidos adecuados a este nivel, más aún cuando hay la posibilidad de instituir como materia la temática de los Derechos Humanos. Tener un apoyo conceptual y metodológico es muy importante para presionar hacia la viabilidad de este proyecto.

CODECAL cuenta además, con un grupo profesional conocedor de la materia y también de la técnica pedagógica en la redacción de textos escolares, de los cuales ha producido colecciones completas en las materias de : sociales, geografía, historia, Religión.

Por otra parte nuestra experiencia en los últimos 3 años en el Proyecto "Hacia la Cooperación y la Autoestima en el Currículo escolar para la Educación Básica Primaria en Colombia, Venezuela y Perú", nos ha aportado elementos valiosos que recogíamos en el texto que se propone.

#### 4. JUSTIFICACION

4.A. "Para iniciar en la ciencia de la destrucción a cada uno de los 25 millones de individuos con uniforme militar, se gastan 60 veces más recursos que para enseñar a un niño las actividades creadoras". (Sokolov e Ivanian).

4.B. La coyuntura latinoamericana y colombiana de los últimos años, se muestra favorable a la educación por la Paz y los Derechos Humanos. Tanto los gobiernos como entidades no gubernamentales han tomado conciencia de la necesidad de llegar al sector educativo formal para sensibilizar y educar en torno al respeto de la dignidad humana, a la aceptación del pluralismo y el manejo de las divergencias respetando los Derechos de los demás.

Por otra parte, las mismas organizaciones de Derechos Humanos manifiestan un creciente interés por la educación, ya que se ha detectado que la sola actividad de defensa no garantiza consolidación del respeto a los Derechos Humanos; se requiere incidir en la formación.

Ante este creciente interés y la necesidad de institutos y materiales adecuados ( inexistentes hasta ahora), CODECAL tiene la experiencia y el objetivo de extender este sector como una actividad prioritaria.

---

**ANNEX J**

**CODECAL's NETWORK**  
**(In the Spanish Language)**

---

**ANNEX J**  
**CODECAL'S NETWORK**  
**ESTADO ACTUAL DE RELACIONES INTERINSTITUCIONALES**

**ARGENTINA**

Centro Ecuménico de Educación Popular (CEDEPO), Centro de Comunicación Educativa La Crujía; Centro de Estudios de Estado y Sociedad (CEDES), Servicio de Acción Popular (SEAP).

**BOLIVIA**

Plan Padrinos Internacional, CEBIAE, Conferencia Episcopal Boliviana, Secretariado Ejecutivo de la Comisión Episcopal de Educación, Secretariado Nacional de la Comunicación Social, Secretariado Nacional de Pastoral Social; Taller Historia Oral Andina.

**BRASIL**

CEHILA Popular, Maza Edicoes

**COSTA RICA**

Universidad para la Paz\*, Instituto Interamericano de Derechos Humanos (IIDH), Diócesis de Puntarenas, Centro Nacional de Pastoral (CENAP), Comisión para la Defensa de los Derechos Humanos en Centro América (CODEHUCA), Centro Ecuménico de Formación Pastoral y Acción Social (CEFPAS)\*

**CHILE**

Consejo de Educación de Adultos de América Latina (CEAAL), SERPAJ, Programa Alternativo de Extensión en Salud Materno-Infantil (PAESMD) (materiales).

**ECUADOR**

Fondo Educativo Populorum Progressio (FEPP), Servicio Ecuatoriano de Comunicación Popular (SECOP), Comisión Ecuménica de Derechos Humanos (CEDHU).

---

\*Entidades con convenio

## **HONDURAS**

Conferencia Episcopal, Secretariado Nacional de Pastoral.

## **MEXICO**

CREFAL, Centro de Comunicación y Difusión (CECODIF).

## **PANAMA**

SERPAJ\*; Hogar Monerri\*; Caritas Arquidiocesana\*; Centro de Estudios; Promoción y Asistencia Social (CEPAS).

## **PERU**

Centro de Divulgación de Historia Popular (CEDHIP)\*, Sonoviso de Cajamarca, PUBLITEC, Librería San Pablo, Instituto Afro Peruano (INADE), CIPCA, TAREA.

## **REPUBLICA DOMINICANA**

Instituto de Entrenamiento de Líderes (I.E.L.)\*, Caritas Nacional, Instituto Nacional de Pastoral\*.

URUGUAY : SERPAJ \*

---

\* Entidades con convenio

---

**ANNEX K**

**SUMMARY OF NAPA'S AND CODECAL'S  
FINANCIAL INPUT AND OUTPUT INFORMATION**

---

## ANNEX K

### SUMMARY OF NAPA'S AND CODECAL'S FINANCIAL INPUT AND OUTPUT INFORMATION

*a. Partners of The Americas' (NAPA) Grant:*

Inputs were:	A.I.D. Contribution	Other Sources	Total
Salaries	\$ 49,500	\$ 49,500	\$ 99,000
Plant/equipment	12,490	12,490	24,980
Travel/Honoraria	115,488	60,000	175,488
Civic Education	65,000	65,000	130,000
NAPA's Management	55,772	44,157	99,929
	\$ 298,250	\$ 231,147	\$ 529,397

**Total NAPA outputs were:**

- 96 volunteer travel grants for 30 partnerships in 19 countries
- 7 community development projects in 4 countries for 7 partnerships
- 6 training grants all for Honduras

*b. CODECAL Sub-Grant :*

Inputs were:	A.I.D. Contribution	Other Sources	Total
Salaries	\$ 231,500	\$ 231,000	\$ 462,000
Plant/equipment	20,250	20,250	40,500
Travel/Honoraria	192,000	40,000	232,000
Editorial Production	---	285,000	285,000
Civic Education	230,000	515,000	745,000
	\$ 673,250	\$ 1,091,250	\$ 1,764,500

**Total CODECAL outputs were:**

- 199 four day workshops
- 4,948 participants
- Workshops were held in the following countries: Honduras, Nicaragua, Costa Rica, Panama, Dominican Republic, Peru, Argentina, Chile, Uruguay and Colombia.