PD-ABH-627
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PARTNERS
OF THE AMERICAS

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February 14, 1994

Ms. Rosalie Norem
Project Manager
Office of Women in Development
USAID Room 714
SA-18
Washington, DC 20523-1816

Dear Rosalie:

Enclosed is the fourth quarterly report for 1993 of the Partners of the Americas WID grant for democratic initiatives in the Central American Region. There was a lot of activity in the quarter. Therefore, I attached three relevant reports done by the Nicaragua-Wisconsin, Costa Rica-Guatemala and Honduras-Vermont project coordinators. Since a portion of small grant funds went towards adapting and designing materials for the various workshops I have also enclosed samples of those in both Spanish and English.

I am taking this opportunity to alert you to the fact that the next quarterly report coincides with the end of the grant funding period (9/29/92 through 3/31/94). Rather than submit a quarterly report followed by a final report within ninety days of March 31, I am requesting a waiver of the quarterly report for the next period.

I look forward to meeting you later this week to review the WID activities in which Partners has been involved and to discuss future collaboration.

Sincerely,

Barbara Bloch

Barbara Bloch
Regional Director
for Central America

Enc.: 5 copies of report

cc: POL/CDIE/DI
Leo Garza

COPY

QUARTERLY REPORT
LAC-0793-G-00-2021-00
PROJECT NUMBER: 936-2750, AID/W

OCTOBER 1 - DECEMBER 31, 1993

Fourth quarter 1993 activities were abundant as four partnerships (Guatemala, Costa Rica, Honduras and Nicaragua) organized in-country participatory seminars around the theme of democracy. In addition, a region-wide workshop on conflict resolution and reaching consensus took place in San José, Costa Rica. The latter preceded the Partners of the Americas International Convention focusing on "Democracy in the Hemisphere".

The **goals and objectives** of the quarter were:

(1) identify civic education initiatives that can be replicated in other countries;

(2) assess technical assistance, training and small project grants previously disbursed;

(3) evaluate project success and feasibility of expanding and/or replicating project activities in Central America and other regions.

Highlights of the Quarter

- 43 specialists representing women and youth organizations, municipal governments, ministries (health, education and planning), schools and special interest groups in health and the environment participated in the Central American Regional workshop held in San José, Costa Rica. Participants came from all the Central American countries, including Belize, Panama and the Dominican Republic as well as counterparts in the United States.

  The workshop was designed to (1) address the need for additional training in the democratic arts skills of conflict resolution/ problem solving and managing diversity; (2) share civic education project experiences and evaluate their impact and (3) strengthen the network of civic groups in Central America. This meeting provided an opportunity to achieve the goals of the period. It is worth mentioning that in the spirit of applying democratic principles the partnerships drafted and signed an agreement to develop a network in the region. Each committee identified a "communicator" responsible for providing information to their counterparts in the region on common projects and the availability of technical assistance and training within the region. Areas of common concern and information networking are youth development, agriculture, emergency preparedness and the environment. The feasibility of establishing computer linkages was discussed and will be part of the follow on activities in 1994. (workshop agenda and training materials attached)

- A consultant/sociologist in community education traveled with the President of the Costa Rica Partners to Belize, Guatemala, Honduras, El Salvador and Panama at the end of September to attend meetings related to civic education and to lay the groundwork for the November workshops in citizen participation and community

education. In addition to sharing the Costa Rica experience with their neighbors, they identified common areas of concern in organizational management of the Partnerships and recommended further opportunities for south-south technical assistance in strategic planning, project implementation and monitoring.

- Three executive directors of community development organizations from Talamanca, Limon and Hojancha traveled to Oregon in November to receive further training in basic group facilitation methods: techniques for team building, event planning, decision making and problem solving. Talamanca and Hojancha plan to host follow up meetings as part of the Costa Rica-Oregon project plans in civic education - to strengthen the role of community organizations vis a vis their interaction with local government related to a decentralization effort in Costa Rica.

  The first follow up seminar held in Talamanca, Costa Rica from November 5 and 6 was designed to review implementation of projects and to evaluate training techniques. Ten organizations participating in the meetings filled out needs assessment questionnaires.

- The Nicaragua-Wisconsin Partners coordinated a "Winning Through Participation" meeting November 23 and 24, 1993. Twenty seven civic leaders from six cities (Rivas, Matagalpa, Jinotepe, Diriamba, Chinandega and Granada) along with representatives from the Ministry of Education attended. In addition to newspaper coverage, the local television station in Rivas covered the closing of the meeting. The purpose was to define and plan activities to promote greater citizen participation on issues confronting each of the cities and to empower local groups to take action in their respective communities on issues such as women's health, integration of the handicapped into the workplace and the schools and youth alternative education.

- With assistance from the Costa Rica Partners, Guatemala-Alabama held a two day workshop December 5 and 6. Materials designed by the committee in Costa Rica were used. A trainer from Costa Rica facilitated the meeting. (A report on the workshop and samples of materials developed attached)

  17 volunteer technicians attended. Five represented organizations from Coban, Flores (El Peten), Quetzaltenango and Huehuetanango. An important result was the identification of specific educational projects which would motivate community action without posing perceived threats to local government. One such project is a television program targeting middle school age children in which they would have a dialogue with specialists on the constitution, laws related to environment and preservation of the patrimony, emigration, penal and civil code,etc. Capitalizing on a long time journalism exchange program between Alabama and Guatemala, the group also proposed setting up a radio program on these same issues in the other departments of the country, specifically those where the partnership has affiliated chapters which will provide program assistance. Radio journalists who participated in these exchanges would be tapped to run these shows weekly.

- The executive secretary of the Ministry of Education spent two weeks in Vermont to observe civic education school programs, to consult with the Vermont Center for Democracy and leaders of women's civic organizations. Her visit was followed by the second Zamorano workshop on developing a civic education curriculum for Honduras. Three members of the Vermont Partners also traveled to Honduras to participate in Zamorano II.

An important spin off of this exchange is the proposed involvement of the Vermont Center for Democracy in working with Honduran women's groups to form support groups for women seeking electoral positions in national and local government.

45 people attended Zamorano II representing the three major political parties, the Association of Women for Peace, labor unions, the university associations and the Federation of Women's Associations. It was recommended by the working groups that a directory of public and private civic organizations and an inventory of available resources be drafted for distribution throughout the country.

National elections occurred in November as well. The Vermont Partners were, therefore, invited to act as observers and to recommend activities for future implementation which would encourage women from urban and rural lifestyles to become involved in community welfare projects.

The Belize-Michigan Partners were given a small grant to organize a "Meet the Politicians" Forum for high school age children scheduled for February 1994.

Lessons Learned

Seven of the eight Partnerships in Central America have been the catalyst for initiating a dialogue with all sectors of society to define civic education and democracy within the framework of their individual countries' systems. Four of the seven directed resources towards preparation of materials for workshops to address the concept of empowerment - training "new leaders for democracy", as the Costa Rican's put it, so that organizations can do a better job of mobilizing constituents to take action, to view their governments differently, to not only work together to improve their communities but to also make political leaders responsible to the citizenry. These are the long term goals and need constant reinforcing. There has been some frustration with dialogue in that it has diverted funds from discrete projects, the product used to involve people.

Central American Partners indicate that the region is in conflict and grappling with the issues of "democratization". Therefore, the region-wide workshop in San José, focused on sharing some techniques to deal with conflicts and decision making or reaching a consensus amongst diverse groups with different agendas.

In the case of the El Salvador-Louisiana Partners they chose to immediately work on a project before engaging in consensus building. The project had to be temporarily suspended. After the meeting in Costa Rica, the committee is seeking other collaborating organizations and redefining its goals in light of current political circumstances and limited financial resources.

Substantive reports for evaluative purposes are slow in coming and make documenting impact and results in the short term difficult. In the final months of the grant our efforts will be directed at collecting information on the citizen participation activities in the region and fine-tuning the niche that NGOs can fill in strengthening local governments.

Financial Report

92% of the grant has been spent. The remaining funds will be used toward collecting and analyzing information for an evaluation of the project. Overruns in administration (staff salaries and G&A) will be covered by the excess of funds allocated to the regional center.

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National Association of the Partners of the Americas Inc.
1424 K St. N.W. #700
Washington DC 20005

Financial Report LAC-0793-G-00-2021
As of December 31, 1993 Prepared: February 9, 1993

Award: $171,000
Obligated: $171,000
Term: September 29, 1992 to March 31, 1994

Description	Budget	Inception To Date Expenses	Unexpended Balance
Partnership Reps	$14,000	$14,442	($442)
Regional Reps	5,000	6,759	(1,759)
Regional Center	27,000	19,688	7,312
Volunteer Travel	22,000	16,430	5,570
Staff Travel	8,000	6,615	1,385
Other Program Costs	40,000	36,241	3,759
Other Direct Costs	3,000	3,805	(805)
Small Grants	25,000	24,943	57
DIRECT COSTS	$144,000	$128,923	$15,077
Indirect Costs	27,000	29,041	(2,041)
TOTAL	$171,000	$157,964	$13,036

WORKSHOP REPORTS

PARA: Bárbara Bloch
Directora de Programas
NAPA

DE: Luis Angel Acevedo A.
Director de Proyecto de Participación Ciudadana
Compañerismo Costa Rica-Oregon

ASUNTO: Informe Técnico de Seminario realizado en Guatemala

FECHA: 13 de diciembre de 1993

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* El seminario taller fue realizado durante los días 6 y 7 de diciembre en las instlaciones del Instituto Guatemalteco-Americano (IGA) de acuerdo a programa de trabajo establecido.

* Para el desarrollo del taller se partió de la realidad guatemalteca y de la experiencia organizativa, práctica de liderazgo, de las percepciones , ejemplos exitosos y errores de los participantes, que permitiera como recurso metodológico y técnico el análisis de las fuerzas vitales de las organizaciones, sus debilidades, los peligros en la implementación de un proyecto de participación ciudadana y los beneficios a corto y mediano plazo.

* Se hizo un trabajo grupal con guías de discusión y apoyos conceptuales que provocó un proceso reflexivo, interpretativo y decisional en relación a :
°Nuevo escenario sociopolítico de la región y Guatemala.
°Nueva concepción de Estado y de los procesos sociales.
°Procesos de descentralización, desconcentración, regionalización y de participación ciudadana.
°Rearticulación, integración y alianza de fuerzas en procesos de participación ciudadana.
°Plan de acción para la formulación de un proyecto de participación ciudadana.
°Nueva concepción, características y papel del nuevo liderazgo social.

* Como resultado de este proceso de trabajo grupal se formularon 2 proyectos específicos, estrechamente relacionados con procesos de comunicación radial en los departamentos regionales y gestión o participación comunitaria en proyectos de conservación ambiental y de educación cívica.

* Por razones estratégicas en Guatemala, no se puede hablar de participación ciudadana, por ser un término de una connotación ideológica y partidaria.

* A partir de los objetivos y metas de los proyectos, se definió un trabajo de fortalecimiento de las filiales del Compañerimos y la incorporación de la FLACSO, en el desarrollo de procesos de participación en donde esté implícita la acción gubernamental que favorezcan estas inicativas participativas.

* La presentación definitiva de los proyectos de acuerdo a procedimientos técnicos establecidos será presentada a NAPA por la Lic. Edna de Rodas en este mismo mes y las actividades de implementación y asignación de recursos y responsabilidades se harán en jornada de trabajo programada para el mes de enero de 1994 (el día 22 o el 24).

* Por parte del Compañerismo de Guatemala se me entregó la suma de $ 79 (equivalentes a 450 quetzales), que fueron insuficientes para cubrir gastos de alimentación y hospedaje, que fueron cubiertos por mi persona directamente.

* Es necesario pensar a corto plazo en una capacitación sobre aspectos teóricos y técnicos de organizaciones sociales, estilos motivacionales de liderazgo a nivel comunitario y evaluación de proyectos sociales, que fortalezca el trabajo de las filiales del Compañerismos y de las instituciones que formaran parte del (os) proyecto (s).

* Por último mencionarle que la actividad se hizo con la participación de 17 personas y no de 35, como se me había comunicado. Sin embargo, el No. y la calidad de los representantes de las organizaciones participantes, facilitó más bien mayor profundización de los temas y lograr al final un formulación en detalle de los proyectos y con el calendario respectivo.

* Adjunto programa, guías de discusión, documentos de apoyo, lista de los participantes y liquidación en detalle de gastos incurridos de mi parte.

En espera de atención a la presente y deseándole feliz navidad y año nuevo, así como a Stuart, Anita, Paul, se suscribe,

Con todo respeto, un servidor,

PARTNERS OF THE AMERICAS
VERMONT - HONDURAS
REPORT – Civics Education Committee
12/92 – 12/93

After being elected to the Board of Trustees, in January 1993 I, Dolores Sandoval assumed the Chair of the Civics Education Committee. My first exposure to the activities of the Civics Education Committees both North and South came with the visit of Carlotta de Garcia to Vermont in the Fall of 1992.

The proposed joint project to strengthen democratic initiatives was presented from the Honduras Committee. They had outlined a project to educate citizens by working through women's groups, unions, and various socio-political organizations. A national conference to kick-off this effort was planned for Spring 1993.

The proposed national conference, **Zamorano I,** was scheduled for May 28-29 at the Pan American Agricultural College at Zamorano. Upon Sandoval's arrival in Honduras on May 24th discussions on final points and aspects of the **Z I** Conference program were held.

May 25, following meetings in the Companeras office, Divina de Tercera, Irma Maradiaga and Sandoval attended a farewell reception for an outgoing USIS project director and met the new appointee, Kennedy Veal, whom we later met with in his office for a more formal discussision.

The Conference included representatives from a broad range of organizations as well as individuals from AID, and Juan Ramon Martinez, professor and well-known lawyer.

May 29, second day of the conference the representatives from El Salvador and Nicaragua helped draft a joint letter requesting a a special pre-convention meeting in Costa Rica in order to aid in coordinating efforts of Central American Partners program with their Northern counterparts.

A tour of the Zamorano campus with the Assistant to the President resulted in greetings for Dr. William Christmas of UVM who had been there and helped them develop their emergency health program.

May 29 there was a trip to Siguatepeca to visit the ceramics workshop project and meet the students and faculty from UVM on the course the Companeros had planned for them. We continued with them to Comayagua to see the old cathedral.

May 30 the de Terceras took Sandoval to visit Santa Ana and Ojojojona, two towns from the mid-1800's.

May 31st worked in Office on reports/evaluations from **Z I,** and

developed plan outlines for **Zamorano II and III.** Also planned two luncheons to which business people would be invited to try and win their support of the democratic initiatives project.

June 1, John Chater joined group in discussion of the **Z II** and **III** efforts. In the evening the two faculty Helen Wagg and Gil McCann met with us at Ligia Velasquez's home.

June 2, Met with Kennedy Lechman Veal, Director of Cultural Programs for USIS. He offered the assistance of his office in setting up video conferences with other Central American countries. He indicated he could provide monies to support professors' travel and NGO experts. This support could go VT to Honduras as well as Honduras to VT. He outlined the interest-topics USIS would support such as human rights, NGO's, legal professors, institutes, forum speakers, civil liberties experts, and democratic institutions programming. Several months lead time would be required.

Later met with Guaros (Inclusionary Education Program) in preparation meeting for August Conference. Discussed possibility of their visiting Vermont to spend more time in school classrooms for a hands on experience.

Later discussed possibility of a photo exhibit by Dr. David Andrews of Middlebury as part of the Cultural Committee projects. Met at Teacher's College with UVM students.

June 3, visit by UVM students to Companeros Office and then to the Alcalde of Tegucigalpa's Office to receive plaque and certificates.

June 4 lunch meeting with Vice President of the Honduras/US Chamber of Commerce to discuss ways in which she might assist Companeros civic education project to include more of the private sector.

June 5, Picnic with students from UVM and their Honduran hosts at Valle de Los Angeles.

June 7, met with Ron Glass, representative from AID to discuss possible role for Companeros with his program which was seeking an umbrella organization.

June 8, returned to Vermont.

Discussion of efforts underway with VT Board followed and with John Chater who was visiting Vermont.

During summer of 1993 newpaper accounts of the Vermont Secretary of

State's project, The Vermont Commission on Demcracy, appeared. Correspondence was exchanged about the possibility of a connection between the Partner's Civic Education Project and his Commission activities.

Oct. 15, Maria Luis de Pass and Divina de Tercera arrived from Honduras to follow up on Civics Education and Emergency Preparedness Programs. Annabella Bruch arrived on October 16th and attended the Partners Board Meeting. Also, two representatives of the Guaros arrived for their visit-participation in Vermont schools.

Sandoval, Aleong, de Tercera and de Pass met with Don Hooper, Secretary of State and discussed possible connections with the democratic iniatives aspects of the two programs. Annabella Bruch and Dolores Sandoval attended one of the Vermont Commission on Democracy open hearings in Springfield, Vermont. The option of Nat Frothingham, coordinator of the Commission project, attending the Honduras **Z II** meetings and attending the NAPA Convention and pre-convention workshop was examined.

Chandra Aleong, was designated to present in Spanish at the **Z II** Conference, a synopsis of the Vermont Partners Project on Civics Education.

Nov. 9, Chandra Aleong and Dolores Sandoval left for Honduras and **Z II** Conference to be held in Tegucigalpa. Nat Frothingham was unable to participate but will prepare to do so for **Z III.**

Nov 11 & 12 the two day **Z II** took place and Ron Glass of AID, as well as Ambassador and Mrs. Pryce were Conference participants. The Conference was well attended and proceeded according to plan. An executive committee was elected from the participants which will continue to work on the outreach aspects which will lead up to **Z III.**

Aleong and Sandoval along with Maradiaga, Garcia and Enamorada went to Costa Rica for the Pre-Convention workshop on Leadership Development and Problem Solving. Ute Regan joined them there. Chandra Aleong returned to Vermont before the Pre-Convention and did not complete her committment to the project.

The Vermont-Honduras partnership was one of three selected to present their Democratic initiatives project. The videotape from **Z I**, was well received and it appeared this was the only project where both North and South are working on similiar objectives simultaneously.

The Nov. 18-20 Convention at San Jose was a good opportunity for the Central American partners to network and develop projects which they will

coordinate and work on individually with their Northern partnerships. Over several days in numerous meetings these efforts are structured and an agreement signed in an apparent first step for greater coordination and partnering.

Nov. 19 Dolores Sandoval moderated the panel "The Role of Women in the Consolidation of Democracy" with panelists from the USA, Central and South America.

Nov. 21 group returned to Honduras.

Nov. 22 meetings were held to evaluate the Costa Rica activtities and discuss outcomes and plan next activities.

Nov. 24 meeting with Executive Committee elected at Zamorano II is held in Companeros Office. Sandoval began to prepare for election observation tasks. Various meetings were held in this conjunction. Official Observation credentials are received.

Nov. 26 a reception at the Presidential Palace yielded references from several people who had in past years participated in Companeros activities such as the Youth, now National, Symphony and a dancer from the folklorico group which had performed throughout Vermont. Also, President Callejas mentioned Senator Leahy's upcoming visit to Honduras.

Sunday, Nov. 28 was election day and a national holiday. The Assistant to Sr. Juan Ramon Martinez, head of the Tribunale Nacionale Elecciones (TNE) was assigned to accompany Dolores Sandoval, Companeros Delegate, to election sites, in particular to Ojojona, and later to the Banccentrale headquarters for tabulations. President-elect Reina of the Liberal Party was declared the winner that evening.

Nov. 29 Sandoval, Maradiaga and de Tercera held a meeting to discuss inviting members of the new Honduran government to Vermont to observe Town Meetings in March and visit with Vermont Legislators. Sandoval left for Vermont and arrived November 30th. She immediately delivered a letter from the the President of the Board of the Companeros to Senator Leahy's Office in Burlington which was inviting him to visit their office during his trip to Honduras on December 6th.

Submitted by
Dolores Sandoval, Ph.D.
December 12, 1993

COMPAÑEROS DE LAS AMERICAS
NICARAGUA-WISCONSIN
APARTADO POSTAL 20
FAX 505 (61) 3470
MATAGALPA, NICARAGUA

INFORME SOBRE TALLER
EDUCACION CIVICA/ PARTICIPACION CIUDADANA

Como desarrollo de una de las actividades dentro del Proyecto de Educación Cívica/Participación Ciudadana se realizó el seminario-taller " Ganando a través de la Participación" impartido por el Lic. Manuel Samayoa del Instituto de Asuntos Culturales (ICA) de Guatemala.

El seminario se realizó el dia 23 y 24 de noviembre cumpliendo con su reprogramación, ya que éste fué suspendido en el mes de septiembre por fuerza mayor.

Al seminario asistieron representantes de los compañerismos y líderes de organizaciones cívicas de las ciudades de: Rivas, Matagalpa, Jinotepe, Diriamba, Chinandega y Granada, ésta última fué una alternativa en la segunda programación ya que se previó la posible ausencia de la ciudad de Ocotal por motivos de distancia pues hubo un cambio en cuanto al local del seminario que originalmente iba a realizarse en Managua y se pasó para la ciudad de Granada. .

Para la realización de la actividad se tuvo en inicio problemas de tipo económico, pues no teníamos recursos para comunicación, viajes a Managua, gasto de papelería etc., lo que dificultó el apoyo de la oficina central en Managua. Los gastos incurridos fueron reembolsados en el mes de septiembre con la suma de $250.00 dólares que entregó Sherin Bowen. Soportes de estos gastos fueron entregados en parte a Sherin con copia a la oficina central, el resto de gastos incurridos directamente por la oficina fueron reembolsados con ese mismo dinero, entendiendo que ellos enviaron sus copias de gastos a Wisconsin.

La organización y preparación del seminario en su reprogramación fue más fácil, pues solo implicaba confirmar las ciudades y las personas ya seleccionadas para la primera actividad no realizada.

El seminario se realizó en el tiempo previsto, iniciándose el dia 23 a las 9 A.M. y terminando el dia 24 a las 5 P.M. en el lugar de retiro llamado el Tepeyac, Granada. Se ofrecieron a los participantes, dos almuerzos, un desayuno y una cena. Se sirvieron 4 refrigerios. Los participantes pagaron su transporte y no se les cobró ninguna cuota de asistencia.

El dia 22 de noviembre por la noche nos reunimos el equipo del Norte y del Sur junto con el facilitador para planificar juntos el desarrollo de la actividad la cual fue considerada por los asistentes como una excelente experiencia donde aprendieron un método práctico que vendria a fortalecer las organizaciones respectivas de los líderes propórcionándoles herramientas nuevas para lograr concensos dentro de las mismas y con grupos diversos.

COMPAÑEROS DE LAS AMERICAS
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MATAGALPA, NICARAGUA

Al finalizar el taller los participantes se separaron por ciudades para diseñar un esquema de proyecto cívico a ser desarrollado en sus respectivas comunidades, los que quedaron de compartirse con los diferentes comités a fin de completarlos y recavar nuevas ideas y una vez consultados remitirlos a Wisconsin para el apoyo de sus respectivas ciudades compañeras o por NAPA.

Se dió publicidad a la realización del seminario durante el desarrollo del mismo y después por la radio con cobertuna a nivel nacional y se publicó un artículo en el diario La Prensa. Tambien se presentó en la ciudad de Rivas parte de la clausura del seminario a través de la televisión local.

El seminario fué para las coordinadoras una magnífica experiencia y un reto, ya que no nos dimos por vencidas cuando se tuvo que cancelar la primera programación ya que ésto había reducido al presupuesto a $1.200.00 para cubrir todos los gastos que ocasionaría volver a preparar el seminario para el mes de noviembre. Tambien implicaba riesgo realizar este seminario tomando en cuenta la inestabilidad del pais y los peligros que aún representa tratar de impulsar actividades de carácter democrático en una sociedad altamente polarizada donde hay que escoger muy bien a los participantes para evitar la politización de las mismas.

Fué tambien una experiencia motivadora y enriquecedora a través de la participacion de los demás. También nos permitió que renacieran esperanzas de que nuestra sociedad se vaya transformando teniendo como meta gozar de una verdadera democracia.

Grace Lacayo
Grace Lacayo
Coordinadora

Lic. Arelis de Vita
Coordinadora.

4 de diciembre de 1993.

cc: Dr. J. A. Cantón
Sra. Sherin Bowen

14

Jean Batha, Coordinator

SMALL GRANTS PROGRAM

MAIN ACTIVITIES OF PROJECT;

This project is truly a partnership. North and South are working together as equal partners to bring about better trained Nicaraguan citizen-leaders who will be instrumental in facilitating projects in the area of Citizen Participation/Civic Education in a more peaceful, more prosperous Nicaragua. To that end, North and South working together convened a workshop or seminar ("taller/seminario") in Tepeyac just outside of Granada, Nicaragua, from November 23 to November 24, 1993. A total of 27 people attended representing Wisconsin and the Nicaraguan Minister of Education as well as civic leaders from 6 cities in Nicaragua. (Ocotal was unable to attend because of the distance to Granada. This points up the fact that for future seminars we need to be geographically dispersed throughout the country so as not to exclude any city from participating.)

The method of facilitation education that was used was new to all of the Nicaraguans present. We in the North had had a previous exposure to the approach, but were by no means competent to teach it, especially considering the complexities of the political scene in Nicaragua. Therefore, we went outside of our organization and employed a young Guatemalan facilitator trained and experienced in the method taught by the International Cultural Institute of Chicago.

PRINCIPAL RESULTS AND ACHIEVEMENTS

Attached please find the evaluations of the participants of the workshop. They speak very well of the results of the training. The final activitiy of the workshop was to write, city by city, a project "doable" in 6 months time.Each group has returned to their city and is at this time presumably working toward completion of their project. We are in the process of preparing a mid-point evaluation for the participants to complete and return to us so that we can evaluate progress and volunteer help and assitance from the North if needed. The mid-point evaluations will be mailed and returned to the Southern coordinators, then forwarded to the North. Final project evaluations will be due sometime in June. This has been considered a "pilot" project since all of the interested Nicaraguan cities could not participate because of limited funds. Therefore, we expect to learn from this first endeavor and feel we are in a position to make corrections along the way. North and South definitely view this process as a learning experience.

The most gratifiying result of the workshop for those of us in the North has been to see the deep feeling and commitment of the Nicaraguans to Civic Education. During the brain storming portions of the workshop (and that is an very important part of the method) we were able to observe the interactions of the

Nicaraguans in their discussions of how to improve their country and how to make the government more responsive to citizens needs and wants. The variety of ideas was immense and the depth of feeling, even passion, was impressive. To be sure, the needs in the South are very different from ours in the North, so that Nicaraguans doing for themselves is the only way we can possibly hope to have success in the area of Civic Education. Our role, according to our grant is now to aid and support any of their undertakings in any way we can, working with Northern civic groups whose goals and interests are compatible with Nicaraguan counterparts.

Please find attached a two page "informe" written by our Southern coodinators. I'll translate just the final paragraph to underline the type of result we had at our workshop. "It was a motivating, enriching experience reached through the participation of all. Also, it permitted us to give new birth to our hopes that our society can change and go forward, having as our goal the enjoyment of a true democracy."

One last word. Because this workshop was in effect a continuation of our September effort, (cancelled because of the transportation strike) we were forced to be "creative" to accomplish our goals since we had already expended a considerable portion of our budget on the first go round. In order to economize, we chose to convene the workshop in Tepeyac, a "retiro" run by nuns. There were limitations such as no telephone, no means of copying documents, etc; however, the benefits far outweighed the limitations. The atmosphere was rural, the vegetation was lush, the quiet was shattered only by the howl of monkeys and the alarmed cries of the flock of "watchdog" geese, plus a few other assorted wild sounds. The nuns fed us well, the accomodations were absolutely bare bones, (very cell-like) but all of this worked beautifully for us. We were isolated, congenially. Concentrating on our task was no problem. There were no distractions. All in all, we came away having almost had a spiritual kind of experience. The serendipitous setting added greatly to the success of the workshop. We would do it again, just so.

(I'll attach an envelope with a few slides.)

MATERIALS DEVEEOPED BY PARTNERSHIBS

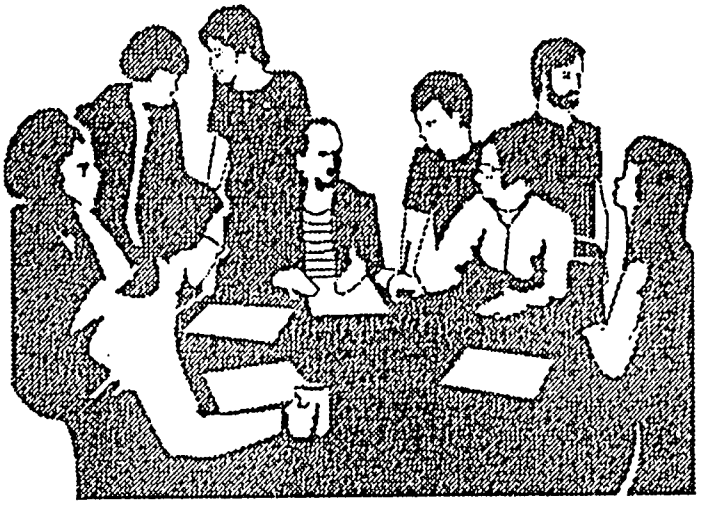
FOR

LEADERSHIP IN A DEMOCRATIC SOCIETY

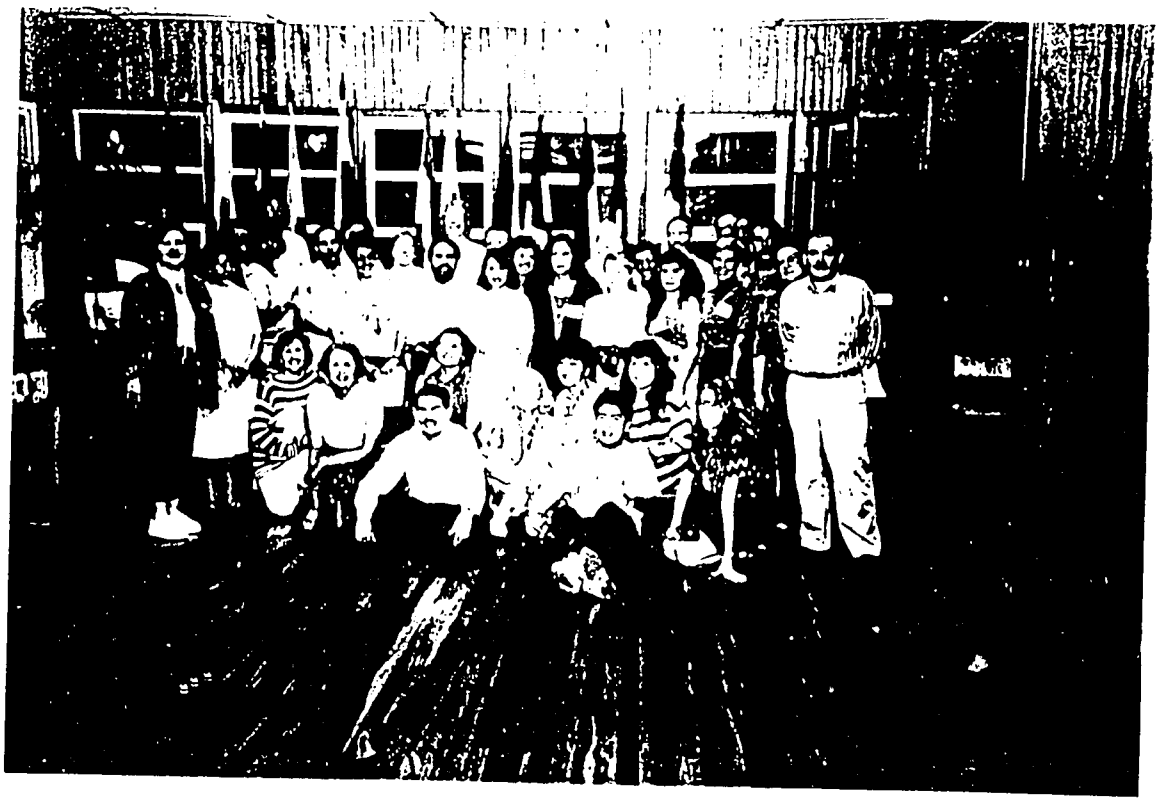
Partners of the Americas

Democratic Arts Skills Building

Facilitator: Miguel Valenciano
Director
Interface Network
Beaverton, Oregon



La Catalina
Heredia, Costa Rica
November, 16-18, 1993



Partners of the Americas

Democratic Arts Skills Building Workshop

La Catalina, Heredia, Costa Rica

November 15 - 17, 1993

Facilitator: **Miguel Valenciano, Director, Interface Network, Beaverton, Oregon**

Workshop Purposes:

- To provide participants in Partners' Central American Citizen Participation Project with training in democratic arts skills - skills that are necessary to work effectively and democratically with civic organizations;
- To share partnership civic education project experiences and evaluate project impact;
- To discuss issues related to democracy and citizen participation; and
- To strengthen the network of civic organizations in Central America.

November 14 - 15

Participants arrive and settle into La Catalina.

Monday, November 15

6:30 p.m. Dinner

8:00 p.m. Keynote Speech: "Managing Democratic Organizations for Advocacy, Empowerment and Grassroots Participation," Benjamin Son Turnil, President, Asociación de Cooperación para el Desarrollo Rural de Occidente (CDRO), Guatemala.

Tuesday, November 16

8:00 am Breakfast

9:00 am - 12 noon Introduction

Community Building

Democratic Skills Building: Creative Problem Solving: *Bridge of Knowledge*

12 noon Lunch

1:00 - 5:00 p.m.	Democratic Leadership:	*One Up, One Down*
	Democratic Skills Building:	Consensus Building Negotiation Decision Making
6:00 p.m.	Dinner	
7:00 p.m.	"Partners of the Americas, A Model for Democratic Leadership," talk by William S. Reese, President, Partners of the Americas, and Sherman Thomas, Central American Representative to Partners of the Americas' Board of Directors	

Wednesday, November 17

8:00 am Breakfast & Roundtable Discussions:
"Managing Diversity" - Delight Allen, Michigan-Dominican Republic Partners;
"Effective Volunteer Management" - Sally DeLeuw, Oregon-Costa Rica Partners

9:00 am - 12 noon Community Building

Team Building

Partnership Project Presentations:

- El Salvador/Louisiana "Alternative Communication for Civic Education"
- Honduras/Vermont "Development & Consolidation of a Civic Ed. Program Design to Strengthen Democracy"
- Nicaragua/Wisconsin "Citizen Participation/Civic Education"
- Dominican Republic/Michigan "Media Training for Non-Profits"
- Belize/Michigan "Meet the Politicians" and "Citizens and the Law"
- Costa Rica/Oregon "Citizen Participation for the Democratic Revitalization of Community Organizations"

The Change Process

12 noon Lunch

1:00 - 5:00 p.m. Action Plans: Application of Democratic Skills to Partnership Projects

What's in store for Citizen Participation? Partners' New Program

Closure/Evaluation

6:00 p.m. Barbecue Dinner

Thursday, November 18

8:00 am Breakfast and Transportation back to San José

CONFLICT STAGES

1. People want something, but run into someone who disagrees with them or obstructs their progress.

2. Both parties feel frustrated because they can't do or get what they want.

3. They explain their frustration by blaming each other.

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CONFLICT STAGES

(cont.)

4. They feel angry and do or say things based on how they have come to interpret what happened.

5. Both parties react and the conflict escalates.

6. Someone perceives that the conflict could get out of hand and initiates a way to manage it. Conflict management skills are needed at this point.

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REASONS FOR

INTER-GROUP CONFLICT

- Interdependency
- Limited Resources
- Independent Rewards
- Different Goals
- Different Time Periods
- Status Incongruity
- Different Perceptions

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MANAGING CONFLICT

BETWEEN PEOPLE

- Being Dominant or Forceful
- Giving in or Compromising
- Creating a Tradeoff of Compromise
- Avoiding or Postponing the Conflict
- Collaborating for "Win-Win," Integrative Solution

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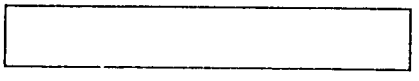
DIRECTIONS FOR

BRIDGE OF KNOWLEDGE

1. Place sheet of aluminum foil on working area.



2. Pretend this sheet represents the width of a river.

3. Your group task is to construct abridge using nothing but the materials provided by your instructor. The bridge must span the width of the "river" with no supports in the "water" area.

4. Your project will be valued as followed:

   a. Aesthetic value: the looks of the bridge. Subjective value by observers--award up to 100 points maximum. Be sure to judge aesthetic value before strength.

   b. Creativity: a subjective value by observers.

   c. Strength: how much weight the bridge will hold. Find items such as pencils, chalk, etc.

5. Your group has 30 minutes to accomplish the task.

6. Group members may talk to each other, but not to other groups, the observers, or facilitator during the 30 minute time period.

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INSTRUCCIONES

EL PUENTE DE CONOCIMIENTO

1. Ponga un pedazo de papel de aluminio en su área de trabajo.

2. Pretenda que ese pedazo de papel de aluminio representa la anchura de un río.

3. Su grupo debe de construir un puente usando SOLAMENTE los materiales entregados por el/la Facilitador(a). El puente debe atravesar la anchura del río sin ninguna base/soporte en el área del agua.

4. Su projecto será evaluado debido a:

   a. Valor Astético: la fachada del puente. Valor sujetivo de los observadores. Concéntresen en el valor astético y no en lo fuerte.

   b. Creatividad: Valor sujetivo de los observadores.

   c. Fuerza: cuánto peso puede soportar el puente. Busque lápices, tiza, etc. para comprobar.

5. Su grupo tiene 30 minutos para finalizar.

6. Los miembros del grupo pueden conversar entre sí solamente, pero no con otros grupos, los observadores, o facilitatores durante los 30 minutos.

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The Cycle of Oppression

1) Initial World View
Includes our openess, curiousity, and interest in our differences and similarities. Also our expectation of goodness and cooperation in ourselves and others.

2) Early Hurts
We are separated from our initial world view through thousands of incidents in which we receive misinformation and are mistreated based on stereotypes. In this process we learn the societal steoretypes for various groups and to limit ourselves and others based on these stereotypes.

For groups in which we are one up, we learn we are better than, and superior to others.	*For groups in which we are one down, we learn we are are less than, and inferior to others.*

3) Reaction to Incidents
There are three common reactions to the early hurts; denial of, embracing and resisting the oppression.

3a) Denial *We do not see oppression. We hold the perspective that everyone has an equal chance and can make it if they try hard enough.*

3b) Embrace the Oppression *We beieve the content of oppression and act out the stereotypes.*

3c) Resistance *We acknowledge and fight oppression but as a reaction to the problems of oppression.*

4) Misinformation Updated

4a) Misinformation Updated

4b) Misinformation Updated

5) Adapt Behavior

5a) Adapt Behavior

5b) Adapt Behavior

6) Breaking the Cycle of Oppression *Get correct information, interupt oppressive behavior on an ongoing basis (our own and that of others), heal the places we've been hurt by oppression and begin to live on the basis of our initial world view.*

Break the Cycle

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El Ciclo de Opresión

1. **Panorama Inicial Del Mundo** *Incluye nuestra curiosidad e interés en nuestras semejanz. s y diferencias. También incluye nuestras expectativas de bondad y cooperación en mosotros mismos y otros.*

2. **Heridas Prematuras** *Nos separamos de nuestro panorama inicial del mundo a través de miles de incidentes en los cuales recibimos información errónea y somos maltratados debido a estereotipos.*

UNO ARRIBA - Aprendemos que somos MEJOR QUE y superior a otros.

UNO ABAJO - Aprendemos que somos MENOS QUE e inferior a otros.

3. **Reacción a Incidentes** *Hay tres reacciones comunes a las heridas prematuras: Rechazo, Adopción y Resistencia a la*

3a. **Rechazo** *Nos vemos la opresión. Mantemos la noción de que todos tenemos las mismas oportunidades y que tenemos éxito*

3b. **Adopción de la opresión** *Creemos en la opresión y actuamos de acuerdo a los estereiotipos. causadas por la opresión y empiece a vivir en base a nuestro panorama incicial del mundo.*

3c. **Resistencia** *Reconocemos y combatimos la opresión como reacción a los problemas de ella causa.*

4. **Adapte el comportamiento**

4a. **Corrija la información errónea**

4b. **Corrija la información errónea**

5. **Adapte el comportamiento**

5a. **Adapte el comportamiento**

5b. **Adapte el comportamiento**

6. **Rompa el Ciclo de Opresión** *Obtenga información correcta, interrumpa el comportamiento opresivo a todo instante (el propio y el de otros), sane las heridas que nos han quedado causadas por la opresión y empiece a vivir en base a nuestro panorama incicial del mundo.*

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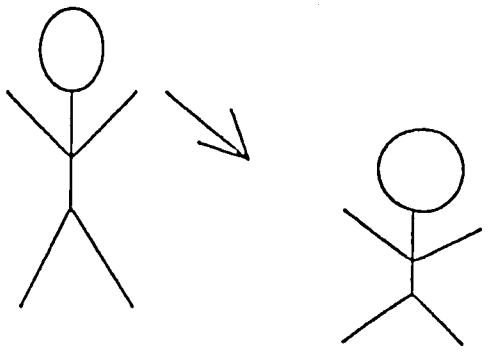
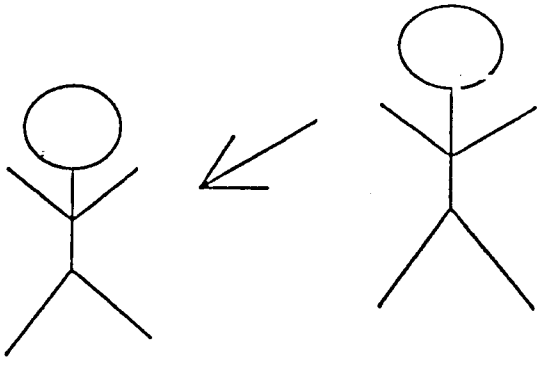
Adaptado de *Tools For Diversity*

TARGETING

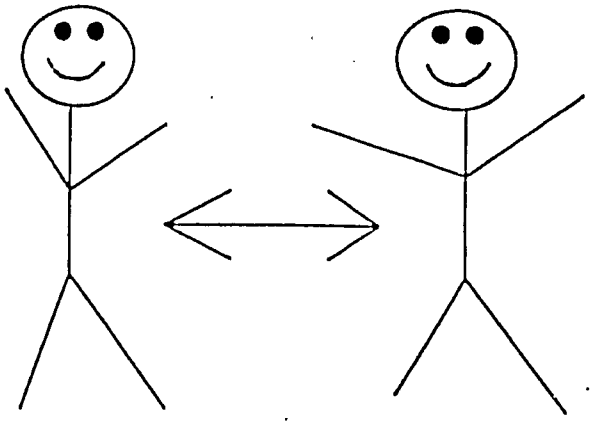


Moving from one up...

BEING TARGETED



one down...



through empathy to equality.

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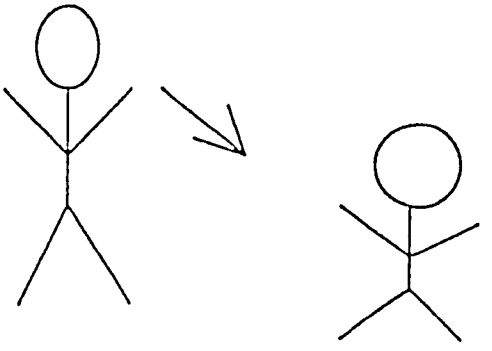
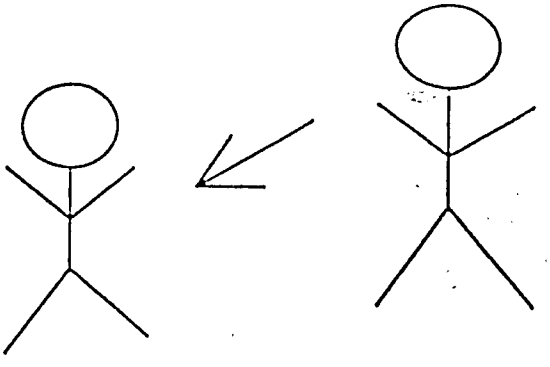
TIRANDO AL BLANCO

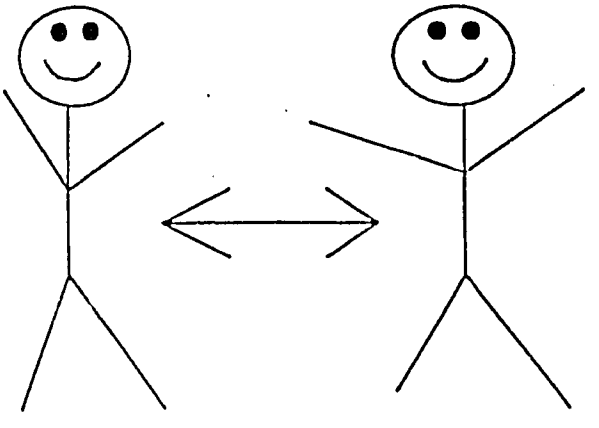


PARTIENDO DE UNO ARRIBA...

CUANDO SE NOS TIRA AL BLANCO



UNO ABAJO...



LA SENSITIVIDAD LLEVA A LA IGUALDAD.

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SOCIETAL CATEGORIZATION	ONE UP	ONE DOWN

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CATEGORIZACION DE LA SOCIEDAD	UNO ARRIBA	UNO ABAJO

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BEING TARGETED

AWARENESS WHEEL

1. Identify a targeted group that you are a member of (i.e. women, men, young, old, ethnic/racial, class background, religion, gay/lesbian/bisexual, person with a disability).

2. Describe a specific incident when you were mistreated as a member of that group. What happened? How did you feel?

3. What conclusions did you draw - about yourself - about other members of your group?

4. How did you resist the misinformation/stereotyping/targeting?

5. What do you love and hate about other members of your own group? Why do you think they do the things you hate?

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TIRANDO AL BLANCO
Círculo de Conocimiento

1. Identifique un grupo al que Ud pertenece (mujeres, hombres, jóvenes, raza, origen nacional, política, gay, social, reto físico, etc.)

2. Describa un incidente específico en el cual Ud. fue maltratado(a) como miembro de ese grupo. ¿Qué pasó? ¿Cómo se sintió?

3. ¿A qué conclusiones llegó acerca de Ud. y de otros miembros de su grupo?

4. ¿Cómo trató Ud. de combatir la información errónea?

5. ¿Qué admira y lamenta Ud. de otros miembros de su grupo? ¿Por qué cree Ud. que ellos(as) hacen las cosas que Ud. lamenta de ellos?

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Adapted from *Tools For Diversity*

DIVERSITY SELF-ASSESSMENT

1. Name a Targeted Group	2. Some behavior or characteristic I can't stand about this group. *Be specific!*	3. Identify the feelings that come up in reaction to this behavior/characteristic.	4. What are my earliest memories of these feelings and/or behavior(s)?	5. Review everything you've written so far. Do you get any insights from this?	6. How am I limited by this?

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AUTO-EVALUACIÓN DE LA DIVERSIDAD

1. Identifique a un grupo que se le tra al blanco.	2. Alguna conducta ó característica que no puedo soportar de este grupo. *¡Sea específico!*	3. Identifique los sentimientos que le causan en reacción a esta conducta ó característica.	4. ¿Cuales son mis primeros recuerdos de esos sentimientos ó comportamientos?	5. Revise todo lo que ha escrito hasta el momento. ¿Se le forma alguna idea de esto?	6. ¿Como me limito por esto?

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COMPAÑEROS DE LAS AMERICAS
GUATEMALA-ALABAMA-COSTA RICA-OREGON

PROYECTO DE PARTICIPACION CIUDADANA
COOPERACION SUR-SUR

SEMINARIO TALLER PARA LA FORMULACION Y DESARROLLO DE PROYECTO DE PARTICIPACION CIUDADANA

Ciudad de Guatemala, Guatemala
6 y 7 de diciembre de 1993

OBJETIVO

El inicio de un proceso de enseñanza-aprendizaje, intercambio, de ideas y experiencias que facilite la formulación y ejecución de un proyecto de participación ciudadana de Guatemala.

OBJETIVOS ESPECIFICOS:

- Producir un primer consenso de lenguaje sobre el contexto mediato o inmediato en que actúan las organizaciones e instituciones y que inciden de una u otra forma en el desarrollo de los proyectos.

- Analizar la situación estructural, organizacional, y funcional de las organizaciones e instituciones.

- Orientar sobre procesos de planificación y de carácter programático a las organizaciones e instituciones dentro de un esquema de participación ciudadana.

- Establecer las bases de la formulación y ejecución del proyecto de participación ciudadana y la definición de responsabilidades de las organizaciones y entidades en este proceso de trabajo.

- Dar a conocer nuevo enfoque de liderazgo sobre los procesos de crisis y cambio, desarrollo de proyectos, que oriente el trabajo de participación ciudadana propuesto por las organizaciones y entidades participantes a partir de esta actividad inicial de capacitación.

PROGRAMA

Lunes 6 de diciembre:

8:30	a.m.	Inauguración y Orientación Metodológica
9:00	a.m.	Trabajo grupal: Análisis contextual Proceso de crisis y cambio
10:00	a.m.	Receso
10:30	a.m.	Plenario
11:00	a.m.	Apoyo conceptual
11:30	a.m.	Trabajo grupal: Planificación estratégica en procesos de participación ciudadana.
12:30	p.m.	Almuerzo
1:30	p.m.	Plenario
2:15	p.m.	Apoyo Conceptual
2:45	p.m.	Receso
3:15	p.m.	Trabajo grupal: Bases para la formulación y ejecución del (os) proyecto (os) de participación ciudadana
4:00	p.m.	Plenario
4:30	p.m.	Apoyo conceptual
5:00	p.m.	Cierre primer día

Martes 7 de diciembre:

8:30	a.m.	Trabajo grupal: Elementos constitutivos del (os) proyectos (s) propuesto (s). Determinación del proyecto que se realizará en Guatemala.
10:00	a.m.	Receso
10:30	a.m.	Plenario
11:30	a.m.	Trabajo grupal: Nuevo liderazgo en el desarrollo de proyectos.
12:30	p.m.	Almuerzo
1:30	p.m.	Plenario
2:30	p.m.	Receso
3:00	p.m.	Video: Liderazgo para el cambio
3:30	p.m.	Comentarios y resumen en relación al video.
4:00	p.m.	Clausura

GUIA No: 1: CONTEXTO CRISIS Y CAMBIO

1. Cómo califica el grupo la crisis por la que atraviesa la sociedad guatemalteca y Centroamericana?

2. Cuáles son sus más importantes manifestaciones? Cuáles cree que son las causas principales de la crisis?

3. Cuál es la responsabilidad del ciudadano y de las organizaciones e instituciones ante la crisis? Pueden hacer algo o lo debe hacer el Estado?

4. Cómo valora el grupo los cambios que se operan en el mundo, en la economía, la producción y la cultura? Son profundos o superficiales?

5. Qué opciones cree el grupo que tiene Guatemala frente a la crisis y los cambios?

6. Cómo está afectando a las organizaciones, instituciones, otras?

7. Cuál debe ser el rol de las organizaciones, instituciones ante este proceso de crisis y cambio?

GUIA No. 2: LA PLANIFICACION ESTRATEGICA

1. Tiene el hábito de planificar su trabajo y acciones su organización o institución?

2. Qué es la planificación para usted y el grupo?

3. Cómo planifica su organización o institución? Cuáles son sus elementos y etapas?

4. qué debe hacer la organización o institución para realizar un proceso de planificación efectivo?

GUIA No. 3: PLANIFICACION ESTRATEGICA

1. Señale fortalezas por orden de prioridad de las organizaciones e instituciones.

2. Indique las debilidades más importantes en orden de prioridad.

3. Determine las necesidades fundamentales de las organizaciones e instituciones.

4. Qué elementos se consideran esenciales para una estrategia de participación ciudadana?

5. De acuerdo a la realidad nacional Ud. y el grupo consideran la factibilidad de desarrollar un proyecto de participación ciudadana? Cuáles deben ser sus áreas de trabajo y prioridades para generar un proceso de cambio y transformación en los beneficiarios? Qué instituciones y organizaciones deben involucrarse para su ejecución?

GUIA No. 4: NUEVO LIDERAZGO SOCIAL PARA EL CAMBIO

1. Cuál es el concepto del grupo sobre el liderazgo?

2. Existen liderazgos definidos en el seno de la organización e institución en la que usted participa?

3. Qué tipo de liderazgo necesitan las organizaciones e instituciones en la presente etapa de crisis y cambio y en la ejecución de un proyecto de participación ciudadana.

PLANIFICACION

ESTRATEGICA

P L A N I F I C A C I O N

TRADICIONAL	ESTRATEGICA
* Visión rutinaria de la organización. * Preocupación más por las normas y procedimientos.	* Visión sistemática de la organización dentro del contexto. * Su énfasis es el cambio como condición de desarrollo.

CONCEPTO	TRADICIONAL	LA PLANIFICACION ES EL PROCESO QUE NOS INDICA QUE ES O QUE SE DEBE HACER COMO Y CUANDO, QUE RECURSOS SON NECESARIOS Y CUALES SON LOS RESULTADOS QUE SE ESPERAN.
	ESTRATEGIA	LA PLANIFICACION ESTRATEGICA ES EL PROCESO SISTEMATICO DE MANEJAR EL CAMBIO Y CONFIGURAR EL FUTURO APLICABLE A CUALQUIER PROCESO DE TRABAJO, QUE IDENTIFICA LOS RECURSOS INTERNOS, LAS VIRTUDES Y DEBILIDADES Y LAS FUERZAS EXTERNAS QUE REPRESENTAN OPORTUNIDADES Y PELIGROS POTENCIALES PARA LOGRAR LOS OBJETIVOS.

ELEMENTOS DE ANALISIS

* PROCESOS DE CAMBIO EN EL NUEVO CICLO DE DESARROLLO DE LAS SOCIEDADES Y DE LAS ORGANIZACIONES.

* CONTEXTO INTERNACIONAL. POLITICAS ECONOMICAS REGIONALES. MEDIO ECONOMICO Y POLITICO NACIONAL. CODYUNTURA.

* CONFLICTOS QUE INTERFIEREN EN LA AUTONOMIA DE LA ORGANIZACION COMUNITARIA. Y PROCESOS DE DESARROLLO COMUNAL. REGIONAL Y NACIONAL. AGENTES Y ACTORES QUE INTERVIENEN EN ESTOS CONFLICTOS Y SUS ESTRATEGIAS. (formulación y ejecución).

* LIDERAZGO. CONCEPCIONES A NIVEL INTERNO Y EXTERNO DE LAS ORGANIZACIONES Y EN LOS PROCESOS DE DESARROLLO COMUNAL. REGIONAL Y NACIONAL.

* ESTRATEGIAS. (form. y ejec.

CARACTERISTICAS DE LA PLANIFICIACION ESTRATEGICA

* REALISTA Y PRAGMATICA.
* ESTRATEGIA. (negociación y consenso de participantes)
* EDUCATIVA Y TRANSFORMADORA.
* PROGRESIVA. (paso a paso).
* RECEPTIVA. (sujeta a cambios) (realidad social).
* AUTONOMA.
* DESCENTRALIZADA.
* PARTICIPATIVA.
* PLURALISTA.
* INTEGRATIVA.
* TECNICA E INSTERDISCIPLINARIA.

FASES DE LA PLANIFICACION ESTRATEGICA

* ORGANIZACION Y EDUCACION. Estudio de caso
* DIAGNOSTICA PARTICIPATIVA. Talleres.
* ANALISIS CRITICO Y PRIORIZACION DE LOS PROBLEMAS. (Participativo).
* PLAN
* PREPARATIVOS PARA LA ACCION
* ACCION Y DESARROLLO PARA LA GESTION COMUNITARIA Y CIUDADANA.
* EVALUATIVA.

INSTRUMENTOS PARA LA PLANIFICACION ESTRATEGICA

INSTRUMENTOS	CARACTERISTICAS	DURACION
PLAN	• Es de carácter global • Fija objetivos y metas • Identifica los medios que se emplearán para lograr esos objetivos y metas.	Suele ser a largo plazo.
PROGRAMA	• Es más específico que el plan. • Fija objetivos y metas concretas. • Identifica proyectos que lo componen.	Suele ser de mediano plazo.
PROYECTO	• Es la unidad más concreta • Fija objetivos específicos y metas a corto plazo. • Da detalle de las acciones para lograr los objetivos y metas.	Suele ser a corto plazo.

Calendario
Presupuesto
Responsables
Resultados