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**FINAL EVALUATION OF
NATIONAL RURAL
TRAINING CENTER
(SNCR)
and
NATIONAL CAMPESINO
TRAINING INSTITUTE
(INCCA)**

USAID/ECUADOR

BY JOEL GOMEZ

AND LEONEL VALDIVIA

APRIL 1985

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INTRODUCTION

This report presents the findings of the final evaluation of the National Rural Training Center (SNCR) conducted by Creative Associates, Inc., (CA) under Contract S & T/ED 931-1054 with the Agency for International Development (AID). This activity was conducted by a two-member team sent to Quito, Ecuador, by Creative Associates between April 1 and April 22, 1985, to evaluate the performance of the National Rural Training System - Sistema Nacional de Especificación Rural (SNCR) and of the National Campesino Training Institute- Instituto Nacional de Capacitación Campesina (INCCA), its implementing agency, to determine to what degree the following had been accomplished:

- o Design adequate methodologies to achieve transfer of appropriate technologies for small farmers in technical and social areas.
- o Prepare and train personnel with appropriate non-formal education (NFE) skills for application of appropriate methodologies.
- o Design and produce appropriate printed and audio-visual materials to carry out and reinforce NFE processes.
- o Institutionalize the NFE system within the Ecuadorian Ministry of Agriculture and Livestock and propagate its extension to other institutions in rural development and farmer training.

The methodology used to conduct the evaluation consisted of the following:

- o Interviews with the central office SNCR and INCCA staffs.
- o Interviews in the field with SNCR staff.
- o Trips with INCCA staff to SNCR projects in the field.
- o Trips to rural communities implementing SNCR activities.
- o Interviews with agencies coordinating with the implementation of SNCR projects.
- o Meetings with officials representing the Ministry of Agriculture and Livestock Ministerio de Agricultura y Ganadería (MAG).

The major findings resulting from the evaluation include:

METHODOLOGY

INCCA has perfected a number of training techniques such as: observation trips, field trips, demonstrations, community learning, the use of community radio instruction, etc. These techniques are eminently participatory and proven to be effective.

TRAINING

One of the main INCCA outcomes has been a high volume of training activities with a very original methodological focus. During the existing contract period, 2,800 training events have been held for more than 102,000 participants.

MATERIALS

INCCA has overcome the general tendency of centrally producing a massive number of materials which at a later date are not useful nor acceptable to rural communities. To date, it has produced not only centrally, but in the field as well, over 80 types of materials, including placards, bulletins, booklets, posters, newsletters and books with a total print run of about 200,000 copies.

COORDINATION

INCCA should gradually diminish its role as a direct provider of services, and increase its assessment and coordination function. This corresponds to its role as the implementing agency of the SNCR.

INSTITUTIONALIZATION

INCCA has used its funding resources from AID primarily to support direct training activities, thus delaying its becoming institutionalized as a Service Agency.

OTHER

A shortcoming of INCCA has been the implementation of the Rural Training Fund loan program, which accounts for 25 percent of its total budget and is of great programmatic significance. This is, however, largely due to the original placement of loans. Various of the cooperatives receiving loans from this fund had already been receiving loans from the Center for Agricultural Services in Ecuador (CESA) for up to ten years. For this reason, this aspect of INCCA's operation cannot, therefore, be described as being innovative or experimental.

INCCA has successfully begun to be involved in a rural educational radio program. Even though the program has not been evaluated, since it is premature to do so, it is evident that this is one of its most innovative agricultural and rural extension initiatives.

INCCA's operational problems identified by the interim evaluation have been, for the most part, resolved. However, its internal coordination needs to be improved since there is little evidence that good communications exist between the administrative and programmatic components, or even among the programmatic components themselves.

The evaluation team has formulated additional conclusions which can be found in Section 8 of this report.

Of significance, is the recommendation made by the evaluation team that the existing SNCR contract with MAG be extended until December, 1985.

This recommendation has been made with the following concessions in mind:

- o That MAG commit itself in writing to find comparable, appropriate positions that will help maintain the central office and the field-based SNCR staff once the contract expires.
- o That the four parties which administer the Rural Training Fund Loan Program convene to revise the manner in which it is implemented to make it conform with the letter and the spirit of the contract.
- o That INCCA prepare a work plan for June to December, 1985, which incorporates the recommendations made in this report.
- o That MAG commit itself to maintaining its present administrative leadership. It does not appear possible that a new director without previous experience in SNCR can offer the leadership necessary without assistance from the present administrative staff.

These, and additional recommendations are found in Section 9 of this report.

The cooperation and dedication of the INCCA and SNCR staff have contributed to the wealth of information contained in this final evaluation report. They have contributed to most of the narrative dealing with INCCA training methodologies, research and materials development.

2.0 ORGANIZATION AND ADMINISTRATION

The National Campesino Training Institute-El Instituto Nacional de Capacitacion Campesina (INCCA) was created within the Ministry of Agriculture and Livestock (MAG) by Articles 62, 63, and 64 of the Law for Furthering Agriculture and Livestock Development:

Art. 62 -- Training of rural groups shall be considered a fundamental component in the plans, projects, and socio-economic development of the country.

Art. 63 -- To make the aforementioned a reality, INCCA shall be created.

Art. 64 -- The training of social promoters and other personnel shall be under the direction of INCCA, created by law, beginning when it becomes organized and its policies established.

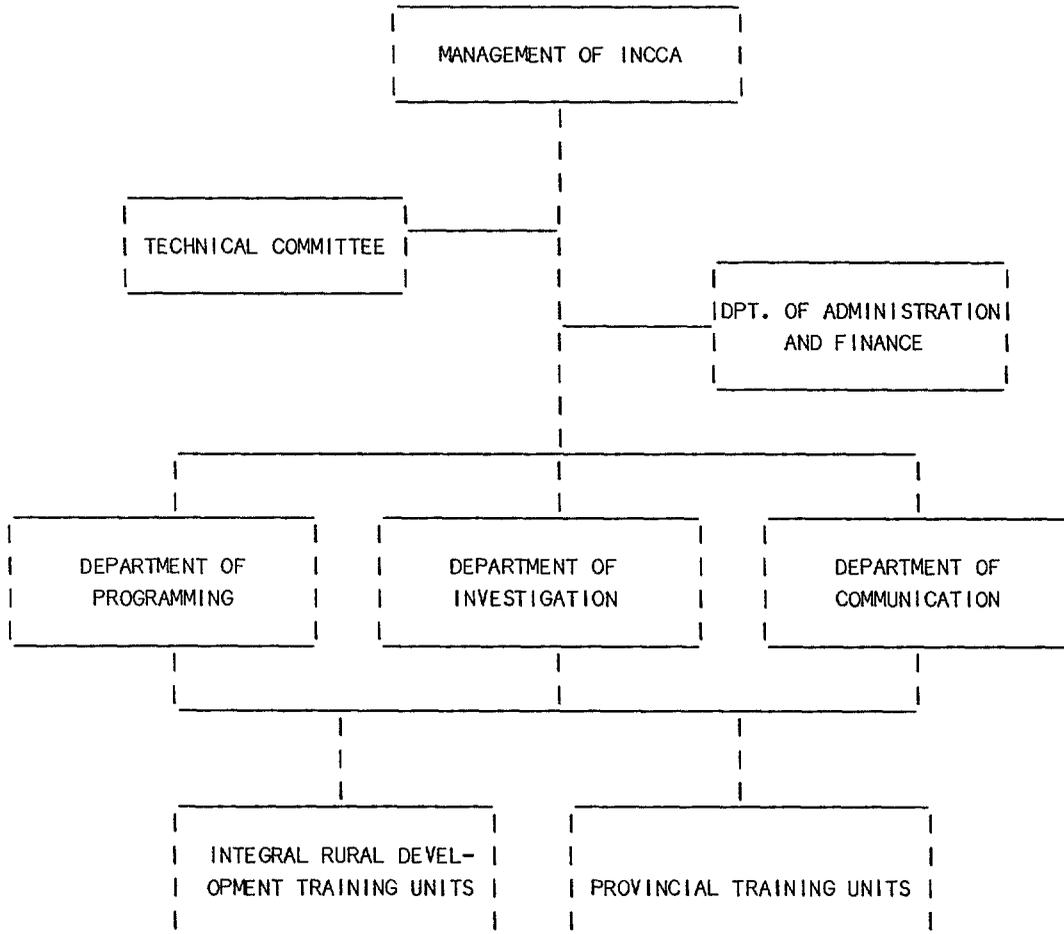
The Institute began to function effectively in October, 1982, when technical, administrative, and service delivery staff was contracted.

2.1 ORGANIZATION

INCCA's organization consists of four major components. The first contains the Director's office. The second comprises the Technical Committee and the Finance and Administrative Office. The third consists of Operations and contains three departments: Program Development, Research, and Communications. The fourth component consists of field-based implementation units for rural training services: Integral Rural Development Training Units- Unidades de Capacitacion de Desarrollo Rural Integral (DRI) and Provincial Training Units-Unidades Provinciales de Capacitación (UPCs). This organization described for INCCA is represented in the organization chart on the following page.

ORGANIZATIONAL CHART OF THE NATIONAL CAMPESINOS TRAINING INSTITUTE

(INCCA)



INCCA is responsible for operating the SNCR. Representatives of the United States and the Ecuador governments signed a non-reimbursable Agreement (No. 931-1054) in August, 1980. The major part of the services under the Agreement is made available to the rural sector through ten Regional Project Implementation Units-Unidades Ejecutoras de Proyectos (UEPs) which are administratively under the Secretary of Integral Rural Development-Secretaría de Desarrollo Rural Integral (SEDRI).

The agreement established coordinator positions within each UEP. The Director of each UEP supervises the coordinators who act as resource persons for all rural training activities within the UEP. Given their placement within the UEP, the coordinators are provided the opportunity to have constant rapport with other technicians and to participate in the process for developing the UEP annual operational plan serving as the main implement for delivery of services to the rural sector.

INCCA coordinators working at each UEP are responsible for working in eleven areas:

- o Agriculture
- o Livestock
- o Forestry/Land Conservation
- o Training in Arts and Crafts
- o Socio-Organizational Training
- o Educational Radio
- o Health Education
- o Training of Trainers
- o Institutional Relations
- o Educational Material Development and Distribution

There are 17 UEPs in existence under DRI's operated by SEDRI. The map on the following page indicates where these UEPs are located. A list with a thorough description of the UEPs then follows the map. The description is followed by an organizational chart that shows the UEPs receiving support services from INCCA. Finally, the second map shows where these INCCA-supported UEPs are located.

The Provincial Training Units already mentioned form the other part of the INCCA rural training network. There are 18 Provinces in Ecuador with Agriculture and Livestock Offices. Their programmatic parameters include training for campesinos in rural communities in topics dealing with community development, techniques in agriculture and livestock production, small business development and arts and crafts. These offices are located for each Province at the following sites:

<u>Province</u>	<u>Site</u>
Carchi	Tulcan
Imbabura	Ibarra
Pichincha	Quito
Cotopaxi	Latacunga
Tungurahua	Ambato
Chimborazo	Riobamba
Bolívar	Guaranda
Cajar	Azogues
Azuay	Cuenca
Loja	Loja

Pastaza

Puyo

Napo

Tena

Morono Sontia

Macas

Zamora Ch.

Zamora

Nababí Porto

Viejo

Esmeraldas

Esmeraldas

Los Ríos

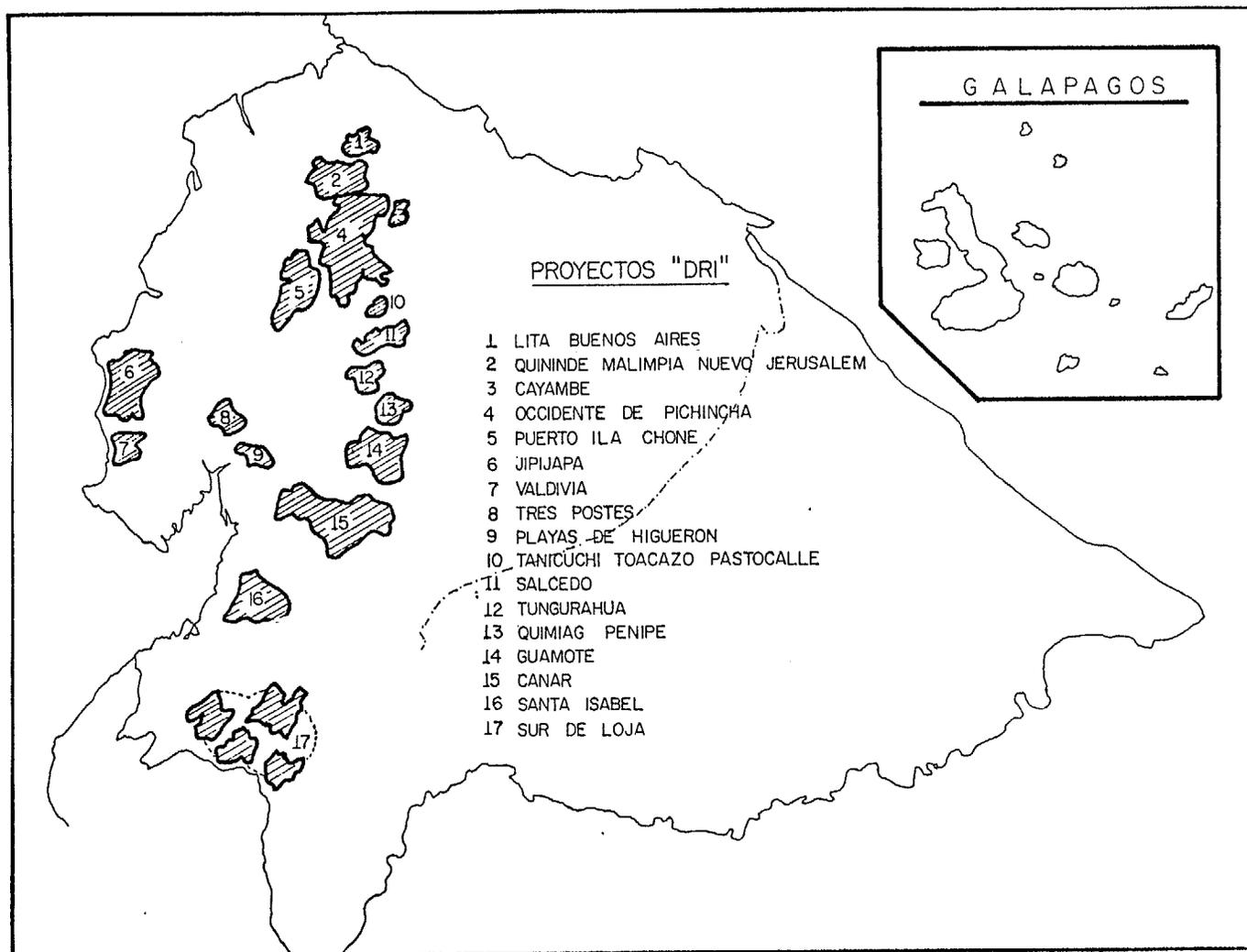
Los Ríos

El Oro

Machala

The Program Development Component within INCCA has the primary responsibility for providing assistance to these Projects.

MAP OF REGIONAL PROJECT IMPLEMENTATION UNITS (DRI)



RURAL DEVELOPMENT TRAINING UNIT (DRI) PROJECTS

NAME	SITE	START-UP DATE	END DATE	OBJECTIVES	NO. OF BENEFICIARIES	ESTIMATED COST	FINANCING SOURCE	INCCA COORDINATOR
Tunagurahua	Centro Oriente de	Oct. 1979	December 1986	To raise the standard of living by increasing agricultural and livestock production in the area.	63,000	30,000.000	BIRF (BM)	-
Zomora Nangaritza	Valle-de los Rios Zamora y Nangaritza	March 1978	December, 1984	Increase production and productivity.	18,000	31,303.300	BID	-
Valdivia	Cantón-Santa Elena			Raise the standard of living by providing Public Assistance to members of the community.	32,000		-	
Occidente de	Occidente de la Provincia de Pichincha	March 1982	March 1987	Increase productivity and production levels	200,000	44,000.000	BID	

RURAL DEVELOPMENT TRAINING UNIT (DRI) PROJECTS

(Continued)

NAME	SITE	START-UP DATE	END DATE	OBJECTIVES	NUMBER BENEFICIARIES	ESTIMATED COST	FINANCING SOURCE	INCCA COORDINATOR
Sur de Loja	Provincia de Loja	March 1984	March 1988	Improve the standard of living, the social and financial infrastructure and strengthen community organization.	96,000	18,900.000	FIDA y BID	-
Qufmiag P.	Norocci dente de Chimborazo	Nov. 1981	December, 1986	Create new sources of employment, increased income by increasing production.	42,410		AID	Yes Lcdo. José Marifio
Puerto Ila Chone	Manabí Los Ríos y Pichincha	March 1982	March 1987	Raise the standard of living, producing & create new job opportunities.	60,000	57,100.00	BIRF	Yes Marco Ortiz
Qunindé Malimpia Nueva Jerusalem	Prov. de Esmeraldas	March 1982	March 1987	Improve the standard of living and community organization by creating new job sources and increasing production and productivity.	28,000	49,000.000	BIRF Vidal Mecias	Yes Agr.

RURAL DEVELOPMENT TRAINING UNIT (DRI) PROJECTS
Continued

NAME	SITE	START-UP DATE	END DATE	OBJECTIVES	NUMBER OF BENEFICIARIES	ESTIMATED COST	FINANCING SOURCE	INCCA COORDINATOR
Tanicuchi Toacaso- Pasrocalle	Noroccidente de Cotopazi			Improve the social and pro- ductivity in- frastructure. Improve the stan- dard of living and the level of income of benefi- ciaries.	38,000		Lcdo	Yes Alicia Muñoz
Cañar	Pro. del Cañar			Improve the standard of living, produc- tion, producti- vity. Create a social and financial in- frastructure.	49,000			
Santa Isabel	Sur Occi- dente, Prov. del Azuay			Raise the standard of living, improve production and productivity. Strengthen the community orga- nization.	25,000			
Salcedo	Sur Code paxi	Nov. 1981	Decem. 1986	Improve the standard of living, im- prove Public Assistance Ser- vices.	25,000	6,711.000	AID Alicia Muñoz	Yes Lcda

RURAL DEVELOPMENT TRAINING UNIT (DRI) PROJECTS

Continued

NAME	SITE	START-UP DATE	END DATE	OBJECTIVES	NO. OF BENEFICIARIES	ESTIMATED COST	FINANCING SOURCE	INCCA COORDINATOR
Guamote	Centro Oriente de Chimborazo	Oct. 1984	December 1986	Strengthen rural communi- ty organization, raise their standard of living, and raise their income levels. Improve financial in- frastructure.	26,000	22,880,000 Internal not known	CAF Ing.	Yes César Guzmán
Jipijapa	Sur Oriente de Maná			Raise the stand- ard production, standard of living, create jobs, encourage participation in social activities	88,000	4,392,000	AID	Yes Lcda. Susan Lopéz
Cuenca de Baja del Río Guayas	Pro. del Guayas			Improve social and economic conditions, improve their infrastructure, provide Public and Social Assist- ance.	15,000	5,652,000 External fund- ing not known	FIDA	Yes Gen Andagoya

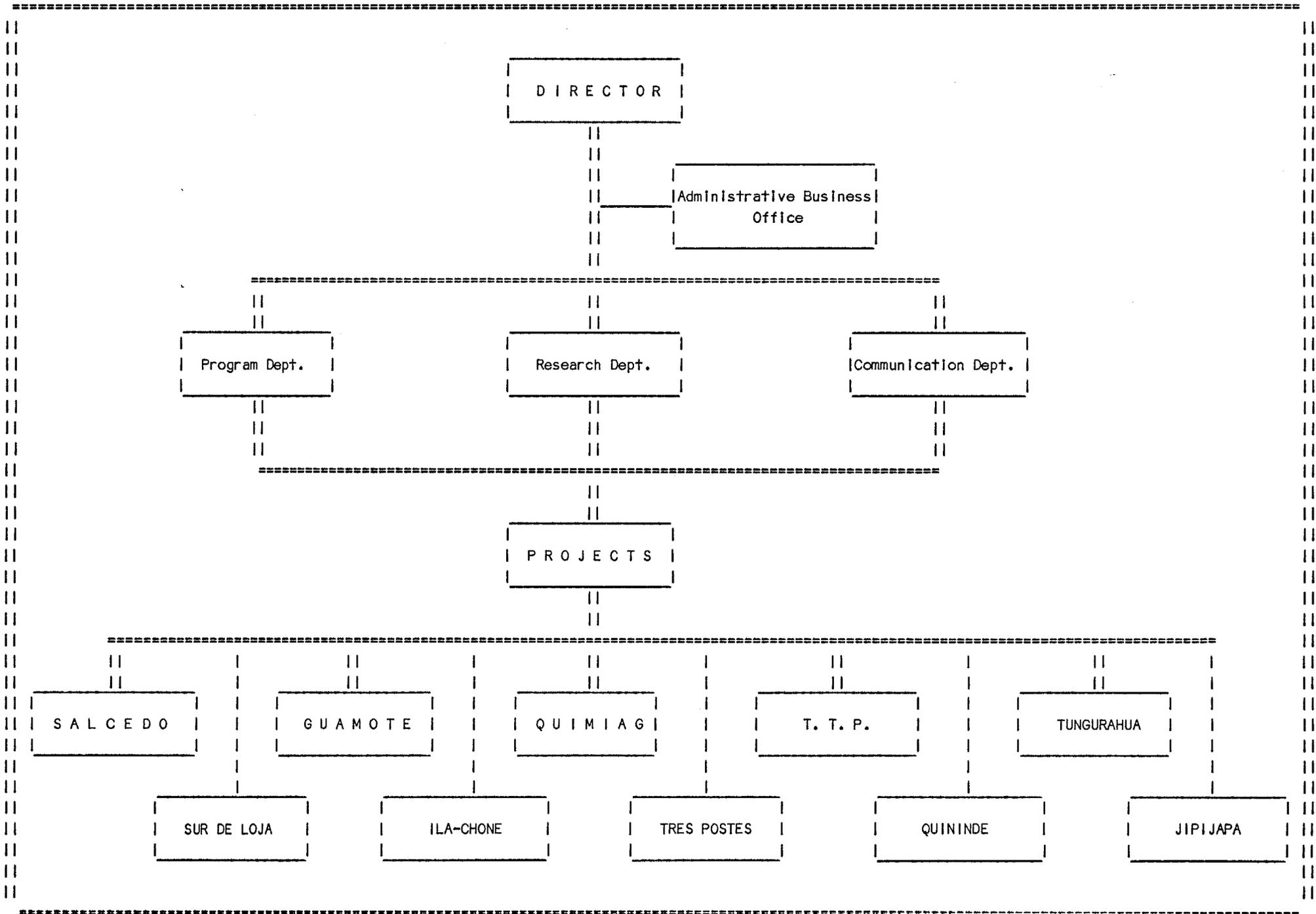
RURAL DEVELOPMENT TRAINING UNIT (DRI) PROJECTS
Continued

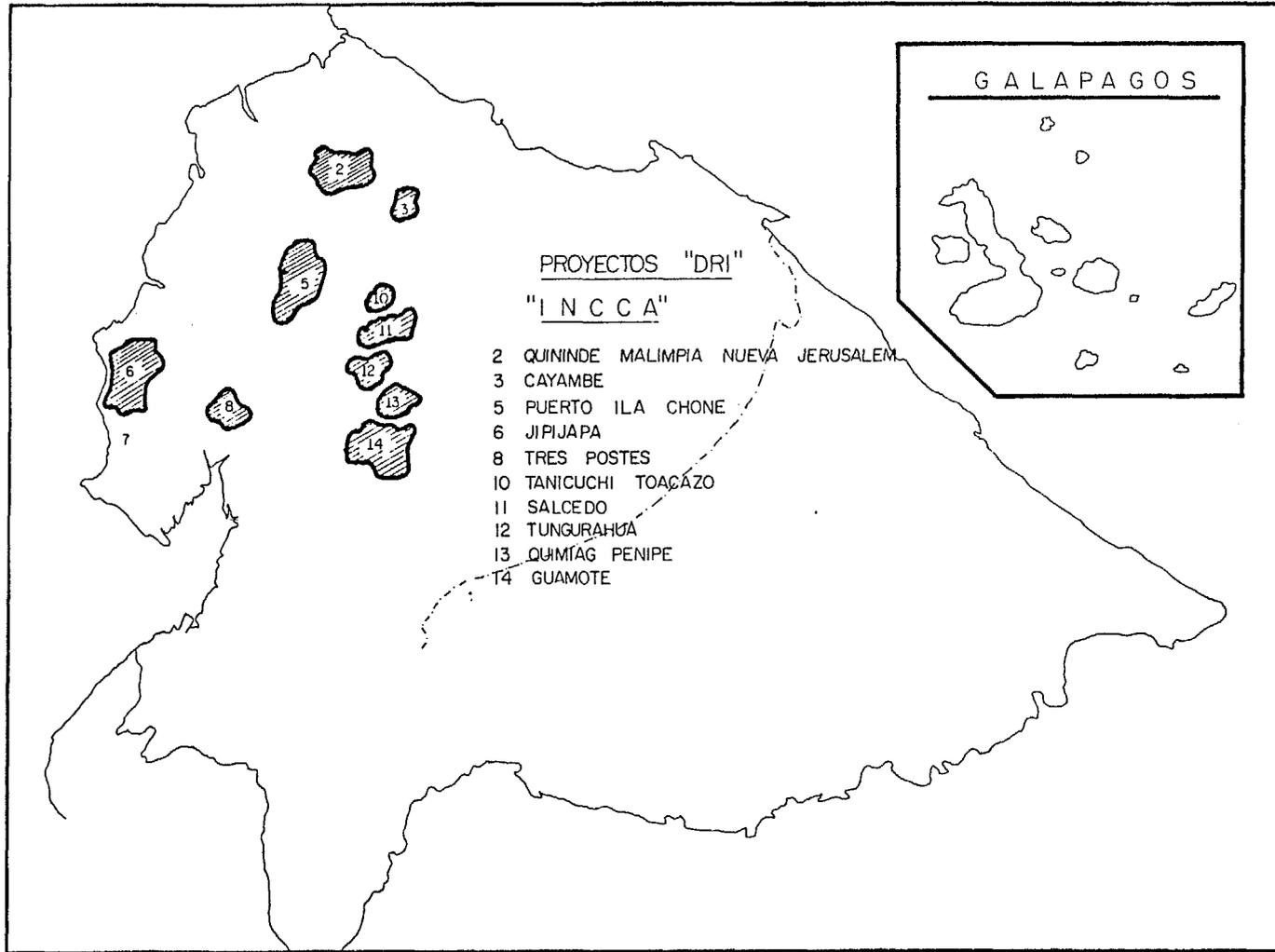
NAME	SITE	START-UP DATE	END DATE	OBJECTIVES	NO. OF BENEFICIARIES	ESTIMATED COST	FINANCING SOURCE	INCCA COORDINATOR
Areas de reforma Agraria (Playas de Higueron)	Prov. del Guayas y Los Ríos			Increase production & productivity levels, improve the unfastruc-ture. Create new job opportunities	24,975	896,000	FIDA	

Internal Fund-
ing

NOTE: BID = InterAmerican Development Bank (IDB)
BIRF = World Bank (WB)
FIDA = FIDA
CAF = CAF

ORGANIZATIONAL CHART





The Projects for Community Development (Proyectos de Desarrollo Comunitario or PDCs) form another part of the INCCA rural training network. Seventeen of these PDCs are located in 15 Districts in 13 Provinces:

<u>Province</u>	<u>District</u>	<u>PDC</u>
Carchi	Montufar	Area oriental de Montufar
Imbabura	Otavalo	Calpagui
Napo	Archidona	Jondachi
Cotopaxi	Latacunga	Silvicusig San Marcos
Tungurahua	Patate Banos	Poatug-Patate Ureo Vizcaya
Bolívar	Guaranda	El Congreso
Cañar	Asoquez	Queseras Cochahuaico
Azuay	Gualaceo	Gualeaceo
Loja	Loja	Quinara Tumianuma Sontorum
Manolu	Porto Viejo 24 de Mayo	Bijahual Alajuela Bella Vista
Guayas	Yaguachi	San Fernando Chilintomo
Los Ríos	Vinces	Nueva Esperanza
El Oro	Santa Rosa	Jumon

The INCCA Department of Program Development is primarily responsible for providing assistance to these PDCs.

2.2 HUMAN RESOURCES

During the life of INCCA, 79 persons have been part of the staff and 42 are currently with the project:

Component	No. Total Staff During its Life	No. Current Staff
Director's Office	7	3
Administrative/Finance Office	17	9
Program Development	6	10
Communications	14	10
Research	9	6
DRI Coordinators	19	9
National Consultants	4	0
International Consultants	3	0
Total	79	47

Of the 47 remaining persons within INCCA, only 12 receive their salaries out of the SNCR budget. Nine of the twelve are field-based DRI Coordinators and the remaining three work centrally within the INCCA Administrative and Finance Office.

More information about the INCCA staff is provided in Appendix I, including position, salary, date of hiring, and termination date.

2.3 FINANCIAL RESOURCES

INCCA has two main sources of revenues: a National Annual Budget, and the SNCR Budget. The National Budget provides for all of the INCCA non-SNCR staff salaries, travel, and subsistence allowances. It also supports training activities for the Provincial Agriculture and Livestock Offices, and the

Projects for Community Development.

AID and MA have contributed 5.117,189,822 Sucres to the operation of INCCA as of December, 1984, based on the figures provided by the INCCA Administrative and Finance Department. The following tables present a comparison of the funds contributed by AID and MA during 1981-1984 towards the operation of INCCA.

COMPARISON OF FINANCIAL CONTRIBUTION TO INCCA BY AID AND MAG

1981 TABLE

Line Item	AID	MAG
Remunerations	91.700,00	3,203.506,79
Services	73.015,00	1,050.000,00
Materials and Supplies	114.490,00	
Transference	9.400,00	
Other		
TOTAL	<hr/> 288.605,00	<hr/> 4,253.506,79
Percentage	6.35%	93.65%

The data available for MAG expenditures were provided by its Finance Office.

It is estimated that Ecuador has contributed 450.000.00 sucres towards the infrastructure of INCCA, in addition to the sums provided above.

COMPARISON OF FINANCIAL CONTRIBUTION TO INCCA BY AID AND MAG

1982 TABLE

Line Item	AID	MAG
Remunerations	4,335.096,31	5,433.849,00
Services	3,092.093,13	6,852.940,38
Materials and Supplies	907.692,33	1,398.583,00
Transference	3,073.070,77	
Other		
	<hr/>	<hr/>
TOTAL	12,307.952,54	13,685.372,38
Percentage	47.35%	52.65%

The data available for MAG expenditures were provided by its Finance Office.

COMPARISON OF FINANCIAL CONTRIBUTION TO INCCA BY AID AND MAG

1983 TABLE

Line Item	AID	MAG
Remunerations	11,893.358,92	6,438.047,00
Services	9,352.171,87	1,370.829,00
Materials and Supplies	1,462.159,98	1,339.292,00
Transference	7,534.196,55	
Other	<u>25.169,00</u>	<u> </u>
TOTAL	30,267.056,32	9,148.168,00
Percentage	69.93%	30.07%

The data available for MAG expenditures were provided by its Finance Office.

2.4 FINANCIAL AND ACCOUNTING PROCEDURES FOR ADMINISTERING SNCR FUNDS

INCCA became independent from the Division of Campesino Development at MAG on May 5, 1983, as a result of action taken by the Minister of MAG. This administrative independence did not, however, allow the Administrative and Finance Department within INCCA a similar degree of independence due to lack of appropriate accounting training of most of its staff.

As the result of a special audit conducted internally by MAG, it was determined that, among other things, most of the Administrative and Finance Department's staff were not conversant with the principles, policies and practices of accounting. Shortly after the results of the audit were released by the Minister of MAG on November 20, 1984, the INCCA Director made public a procurement announcement seeking firms that specialized in computerized accounting practices. The Director saw this as the most expeditious manner by which to obtain accurate financial information concerning the operation of SNCR by the end of its contract.

After receiving approval from appropriate INCCA and USAID/Ecuador staff, the computerization of the INCCA accounting system began on January 11, 1985, following USAID approval in writing on December 26, 1984.

To perform this high priority activity, INCCA reorganized its Administrative and Finance Department to satisfy its immediate accounting needs, and to be able to meet the requirements and deliverable dates in installing the computerized accounting system with the contractor, DATAMATICS. The Acting INCCA Director ordered the Director of the Administrative and Finance Department to establish, in the most expedient manner, a computerized system of accounting to implement accounting activities. At this point, the Administrative and Finance Department staff started to provide the required information to DATAMATICS, having concluded

that the following tasks were required:

1. Prepare a work plan for developing a computerized system of accounting.
2. Intervene in DRI Projects to recompile, verify, and correct original source documents which provided back-up information on all expenditures for 1982-1984.
3. Order sequentially, all incoming and expense receipts for INCCA and field-based projects.
4. Organize a chronological archive of all accounting documents by establishing an easy access system.
5. Implement an accounting system preceded by an analysis of accounting activity which would be in accord with the administrative, finance and control laws of Ecuador.
6. Develop an accounting plan in coordination with DATAMATICS which conforms to the spending pattern of INCCA. This accounting plan will serve to generate unique, detailed spending pattern reports.
7. Code all accounting documents for entry into the computerized system.
8. DATAMATICS has coded and processed all relevant accounting documents generated between 1981 and 1984 and has produced the corresponding printed reports.
9. Establish quality control procedures for all data entry and validation procedures for each accounting period, including the one just processed (1981-1984).
10. Produce required and other printed reports congruent with the data sets required by AID.

The computerized accounting system customized for INCCA by DATAMATICS is in COBOL and follows the national accounting standards. The hardware utilized for developing the software application and for running it is a Cromenco System One.

2.5 INCCA STAFF TRAINING

Between November 1981 and June 1984, INCCA staff participated in 363 instances of staff training in 64 events for a total of 418 staff training

days. Of these only 8 staff members received training abroad for a total of 118 days.

2.6 OBSERVATIONS ON THE ADMINISTRATION AND ORGANIZATION OF INCCA

The following comments are based on interviews with INCCA staff and on an analytical review of INCCA internal documents.

1. INCCA exists as an autonomous entity within the organization of MAG. This has served to facilitate the successful operation of the various activities conducted by the SNCR.
2. Internal communications and collaboration among the different components of INCCA; the Director's Office, Program Development, Communications and Research, could be improved. This would serve to avoid a duplication of effort and to be more cost effective.
3. There is little evidence to support a sharing of information concerning the activities which are planned and implemented at DRI and other Rural Community Development Projects.
4. There has been a lack of continuity in the leadership at INCCA, since it has had five directors within a brief span of less than five years.
5. The financial contributions reported by MAG for the operation of INCCA are conservative, since the expenses related to DRI Projects collaborating with SNCR Coordinators have not been included. These costs include transportation for SNCR Coordinators, supervision and office space, secretarial services, and maintenance.
6. The computerized accounting system could be expanded to accommodate planning, implementation and evaluation activities within INCCA.
7. During the last phase of the implementation of SNCR by INCCA, additional staff should be trained in how to manage, evaluate and market national and international projects dealing with rural development.

3.0 TRAINING

3.1 WEAKNESSES IN TRADITIONAL CAMPESINO TRAINING APPROACHES

INCCA was established to improve the social, cultural, and economic life of campesinos by means of new training methodologies totally different from previous ones with inherent weaknesses such as:

- o isolated, diverse methodologies, at times contradictory to each other.
- o rigid subject matter imposed from a central office without concern for the cultural values and needs of those sectors receiving the services.
- o a continual vertical training structure, reinforcing deeply the status of the trainer compared to the campesinos, thus seriously impeding their participation at all levels of the training program.
- o orientation was aimed at training leaders, thereby creating an "elite" campesino group within each organization.
- o infrequently or never using appropriate means of communication and, producing materials which were culturally inappropriate and alienating for the campesino sectors.

Confronted with this reality, INCCA accepted the challenge to develop alternative training methods which would respond to the interests, needs and values of the campesino sector.

It was decided that the design, the programming and the implementation of all rural training events should be based on participatory research results which took into account campesino organizations, field-based and centrally-located trainers. This type of research has to be oriented towards problems, training needs, folk knowledge, cultural subtleties and the socio-productive context. The objective of this type of research was to

establish areas of training needs, as well as the development and production of training materials.

3.2 HOW AN INCCA TRAINING EVENT IS PREPARED

Training events planned and organized by INCCA, taking into account the varied and broad nature of training needs, have been based on a model with four phases: information exchange, diagnosis of potential needs, implementation of group learning activities, and provision for self-testing and reporting opportunities.

3.2.1 Information Exchange

Meetings are held with campesino communities to exchange information on the general progress of each training activity or program.

3.2.2 Diagnosis of Needs

The community evaluates the progress and set-backs in their work, especially as it relates to matters dealing with training. It identifies needs at the conceptual level as well as at the methodological, practical and organizational levels. This phase centers on identifying problems and needs but not solving them. Generic topics for diagnosis can include planning and implementing training units or multiplier activities, the proper use of audio-visual and written materials, group building activities, determining the level of community participation as it relates to intermediate outcomes attributed to training activities, training as it relates to developing community organization, raising the level of social awareness of campesinos and increasing the levels of integration and coordination among institutions providing rural

training. These generic topics are evaluated by the campesinos in the context where they exist.

3.2.3 Community Participation

Based on the needs assessment results, members of the community select one of the following training modules:

Module 1. Problem Resolution

Members of the community study a previously-identified problem to try to establish a causality relation and to prepare a problem solving plan. In this manner the community makes problem solving part of its daily routine.

Module 2. Determining Technical Support Needs

The community identifies and specifies in detail the kinds of technical support it needs. Then it integrates that support into the planning phase of a complete project which is part of a beginning or final activity.

Module 3. Determining Training Units for Trainers

Training units are proposed to train trainers to meet the needs or fill the gaps identified by a previous needs assessment. This means preparing the core, title and structure of the unit objectives, and, if possible, the content and course of events. The community uses this unit to program its future training activities.

Module 4. Conceptual Considerations and Methodology

This module looks at the theory behind the training, at its underlying concepts, and at the methodology it

employs. This type of consideration is essential in order to escape the boundaries of empiricism and pragmatism. It makes possible a better understanding of actual training practices for the trainers and promotes a higher level of critical consciousness.

Module 5. Projections

The community plans its future activities including generating or terminal activities and training units for selected members of the community. This module allows for planning concrete training activities or events.

Module 6. Orientation

An attempt is made to provide an orientation to the community of learners to avoid conceptual, methodological or implementation faults. The orientation may be assigned to a member of the training project or to a non-participant, such as someone from INCCA or another cooperating institution. The orientation can be essentially brief and precise, or, it could be a complete and distinct training unit.

Module 7. Internal Contributions

An analysis is made of any written or audio-visual materials (articles, texts, bulletins, posters, slide-tape presentations, films etc.) by a member of the community of learners. This module allows any member of the community to contribute to the project.

Module 8. Formation of a Community of Learners

An effort is made to strengthen the community of learners by encouraging the active participation of everyone in the training activities through the use of creative games, dramatizations, and similar group dynamics. This module is more affective domain-oriented than cognitive.

Module 9. Evaluation of Technical Support Training Activities

Members of the community evaluate the training activities provided to them by INCCA or other institutions. The evaluation is both qualitative and quantitative in nature.

3.2.4 Self-Evaluation of Training Sessions

Members of the community of learners evaluate the training sessions from the point of view of the outcomes gained and the inclusion of different members of the community (women, youth, elders, etc.) in training activities. The evaluators take into account the following factors:

- o Level of Participation. True community action implies a high degree of participation and prevents one or two persons from monopolizing the session by doing most of the talking.
- o Lateral Direction. The relationships established in a community among its members should be based on the principle of equality. This should not prevent proper direction. It should, however, be flexible, democratic, and interrogatory whenever the community deems it necessary.
- o Progress in the Session. An attempt is made to determine if any progress was made during the session and if the objectives were met.
- o Learning. The community asks itself if new information was presented during the session. To

what degree were the participants able to strengthen their skills through the new information?

- o Consolidation of the Community of Learners. An attempt is made to evaluate to what degree the members of the learning community were unified as a result of the training session(s). Did the participants behave like a community by behaving as an integrated group, exchanging points of view and pursuing the same objectives?

3.3 THE METHODOLOGICAL FOCUS EMPLOYED BY INCCA IN ITS TRAINING ACTIVITIES

INCCA has established a methodology for training based on five central themes:

- o Planning;
- o Presenting activities, events and methods for training technicians;
- o Presenting activities, events and means for training campesinos;
- o Establishing community of learners; and
- o Conducting research.

Each of these is described below.

3.3.1 Planning

The open and flexible characteristics of training sessions do not invalidate the need to cast training activities within the framework of participatory, development strategies. Training activities should not be planned with only short term gains in mind, but should also take long-range outcomes into consideration.

Training, as a set of activities, events, services, methods, and processes, etc. placed at the disposition of campesinos, requires that planning be as concrete as possible. It should provide for all the desired outcomes as a function of a predetermined concept and model of rural development.

Planning begins with a critical and participatory analysis of the government development plan. The objectives should be related directly to the conditions of the lives of campesinos. Such objectives decided upon by the members of the community can lead to training events, motivation, information, self-instruction and activation of processes addressing the problems of the training recipients.

To obtain these results, it is necessary to modify the organization of institutions which are working in the area of rural development. This is necessary to make crucial and participatory development objectives easier and more effective to obtain. At the same time, training must provide feedback mechanisms, follow-up and formative evaluation allowing the verification of the quality and practicality of the results achieved through training activities.

In planning training sessions, activities, events and delivery approaches must be taken into account for two types of audiences: campesinos, the targets of rural development; and the trainers, who will constantly be working with the campesinos.

3.3.2 Activities, Events and Methods for Training Campesinos

Planning results from a basic action called a "generating activity". Development projects consist of a variety of activities aimed at solving socio-organizational and educational problems in the areas of health, nutrition, housing, etc., felt to be a need by campesinos. Any or several of these activities can become training "generating activities" because through them participating communities can find opportunities to improve their

living conditions. They can do this by acquiring new knowledge, values, technical skills, and habits.

A generating activity is a basic productive project selected because of its capability to improve the lives of campesinos through a series of significant and interrelated activities tending to relate the educational opportunities of the project to the living conditions of the training participants. All development activities are training activities. Upon implementing them, it is important to take this fact into account in order to make the greatest use of all the opportunities they present to motivate, inform, teach/learn, and to reflectively and critically bring to life diverse training processes, especially those related to community development.

One should keep in mind that not all development activities can be considered to be "generating activities" in the sense already presented. There are two general criteria which assist in making the best choice of activities: "generating ability" and "economy".

The activities included in an operational plan for training should be analyzed for their ability to generate systematized training activities. The following list of appropriate criteria should clarify this. For each criterion identified in the list, a check-mark is made in the appropriate column to indicate its importance relative to the training activity.

Criteria

Little Medium Much

The proposed development activity:

1. Focuses on the region.
2. Impacts, because of its multiplier effect, on a sufficiently large population area.
3. Involves a cross-section of the community: men, women, youth, children, elders.
4. Is centrally located within the region.
5. Focuses directly on economic conditions of the rural community.
6. Generates an explicit set of educational and service activities.
7. Introduces activities which produce acceptable results, i.e., which can be sustained by the community.
8. Qualitatively impacts on a significant group within the project.
9. Allows for the cost recovery of the initial investment or credit.
10. Guarantees short term benefits.
11. Guarantees becoming a permanent and progressive activity after the initial investment.
12. Guarantees becoming a self-generating activity with a minimum of dependence on technology.
13. Reflects the planning of the community or the organization.

The result of planning a training event based on a generating activity is its presentation of activities in an organic and systematic manner. Many of these activities will require the acquisition of specific knowledge, for which training units will be prepared. A training unit consists of a set of training

activities, related and significant, organized around the solution to a problem presented by the generating activity and the aspects which impact on it.

The training unit is a type of "practicum" that establishes firmly in a very practical manner, the four basic functions of training. It is motivational because it results from a problematic situation identified as such by the training recipients. It offers information necessary for finding the solution to a problem. It offers a training process based on practice and a variety of events and methodologies. It creates processes directed at guiding the development of a generating activity.

Planning for each training unit is made keeping the following elements in mind:

- o Creating a nucleus couched in terms of a problem based on some of the events foreseen in the programming of the generating activity.
- o Formulating some unit objectives.
- o Identifying the information needed to find a solution to the problem.
- o Creating a set of activities for the critical and participatory use of the information and for reaching the stated objectives. These activities will be presented in the form of a "practicum" guide.
- o Including a simple evaluation plan.

The training activities include the use of educational materials instrumental in helping to reach the learning objectives. The selection of the materials will be based on the type of objectives and on general criteria related to accessibility

and cultural appropriateness. The most important consideration in the use of diverse materials in rural training is the gradual transfer of the materials to the campesinos to serve as a means of self-expression in their development.

The materials serve as the vehicle or support for communication. The content provided through communication is found in the audio-visual-written material. Many of these materials have been produced by the trainers jointly with the campesinos. The process used in the development is simple, yet rigorous and in accord with the methodology appropriate to the materials. If it is necessary to resort to materials developed by others, they need to be reviewed carefully for ease in use and adaptability. At times, this is impossible to accomplish.

The materials may be used during training events (courses, trips) or may become an integrated element within the development of the training unit. It is important that their utilization adequately conforms to the training unit in order to guarantee their utility. The indiscriminate and sketchy use of audio-visual-written materials can actually diminish educational opportunities.

3.3.3 Methods and Activities for Training Trainers

It has not been possible to identify in a detailed manner all of the trainer training needs required by professionals and technicians who work in rural areas in various types of development projects.

This assessment of needs is part of the dynamics of development activities to be identified jointly with rural communities while

in the process of providing assistance. It is possible, however, to identify three principal areas where trainer needs may exist:

- o Attitudes and behaviour favorable to rural development strategies.
- o Technical knowledge in response to community needs.
- o Stability for good educational communication between the trainers and the campesinos.

Professionals and technicians who work in rural development have already made good progress in these areas. It is important, however, to strive constantly for further improvement. The training plan for trainers has included the following objectives:

- o To give significance to the experience and abilities of the team of professionals and technicians thus helping them focus their support or technical assistance more intensely as a permanent part of training.
- o To offer the possibility of permanent improvements in their specialty areas as they relate to rural development activities.
- o To strengthen their teams by finding a common focus in the areas for which they are responsible.

3.3.4 Community of Learners

INCCA's unique rural development training methodologies occur within the "community of learners". INCCA defines "community" as being more than just a "group". In addition to bringing together its members for the common good, a characteristic of a group, a community pools its interests to elevate the cohesiveness of its members and the degree of personal interrelations to the point of becoming an entire human organism, acting as one body from which it is difficult to separate parts from the whole. Each part, moreover, can only feel and act in relationship to its entire, composite human totality. As such, the community of learners is

the fruit of a permanent process of identification among its members through their shared and common objectives. The process also includes interaction among the community members in response to the training objectives. This community creates its common sense of identity by jointly confronting interests and surmounting conflicts and possible contradictions. It is not an institution which is established, but, rather a "process", to which the members are committed. Thus, even though it may be difficult to say that a community is formed, it nonetheless exists.

Generally, it is characteristic of campesinos, because of their socio-cultural setting, to convert any development activity into a community activity. Consequently, the community of learner concept is not imposed on them as a new means of communication, alien to their community, but is perceived by them as already being a dimension very much a part of their community life: the integrated, development learning experience. Communities do not generally have formal, clearly defined functions. As such all of their meetings and activities are different manifestations of the "community of learners" concept which occur as a result of a single generating activity.

It has become necessary to develop a systematic and formal series of training activities with the intent of creating uniformity and a state of self-growth awareness among the professionals and technicians working with common objectives and methodologies in rural development projects. These training activities have been provided most appropriately within the community of learners formed by the professionals and technicians,

based on practical work common to all involved and will require constant, ongoing, current information, development, evaluation and follow-up.

All of these activities have been accomplished through sessions which strengthen the community of learners, providing an opportunity to analyze results and obstacles as the activities are being implemented. They also provide the opportunity to discuss methodological strategies appropriate for field work and to identify staff training needs as related to performing the work in the best possible manner.

3.4 TRAINING ACTIVITIES IN RURAL DEVELOPMENT PROJECTS

From the inception of INCCA until December, 1984, the staff has conducted over 2,800 training events, reaching 102,000 participants in rural areas served by DRI Projects. A study of the training events revealed the following information:

1. More training events were conducted in farming and livestock production, 40%, than in other areas.
2. Social and community development account for 32 percent of the training events.
3. More participants were involved in social and community development training sessions than in sessions on farming and livestock production.
4. Between 1982 and 1984, the yearly growth of the number of training events grew from 89 in 1982 to 2,104 in 1984.
5. Between 1982 and 1984, the increase in the number of training events was proportionately greater than the increase in participants during those same years.

6. Among the 12 training areas, the areas accounting for the most training events were, in descending order, 1) livestock production, 2) socio-community development, 3) educational radio, 4) farming and health education.
7. The five training areas with the greatest number of participants were, in descending order, 1) educational radio, 2) farming, 3) socio-community development, 4) health education and 5) livestock production.

The tables and graphs on the following pages present additional information on the characteristics of training events and participants:

- o DRI Training Events, 1981-1982.
- o DRI Training Participants, 1981-1984.
- o DRI Training Events, 1982-1984.
- o Training Events by Area of Content Areas.
- o Training Participants by Area of Content Areas.

In a report on the interim progress of INCCA, "General Report on Accomplishments," its author cautions that the data collected on the numbers of training events and participants should be interpreted carefully due to the following factors:

- o The length of time each office has been in existence.
- o The budget assigned to each Project.
- o The length of time each field office has had an INCCA coordinator assigned to it.
- o The types of training events which have occurred, considering that training in socio-community development has attracted a larger number of participants than other areas.
- o The total number of technicians involved in the DRI project.
- o The implementation phase of each field office, recognizing that a well-established Project has more resources than one in a start-up phase.

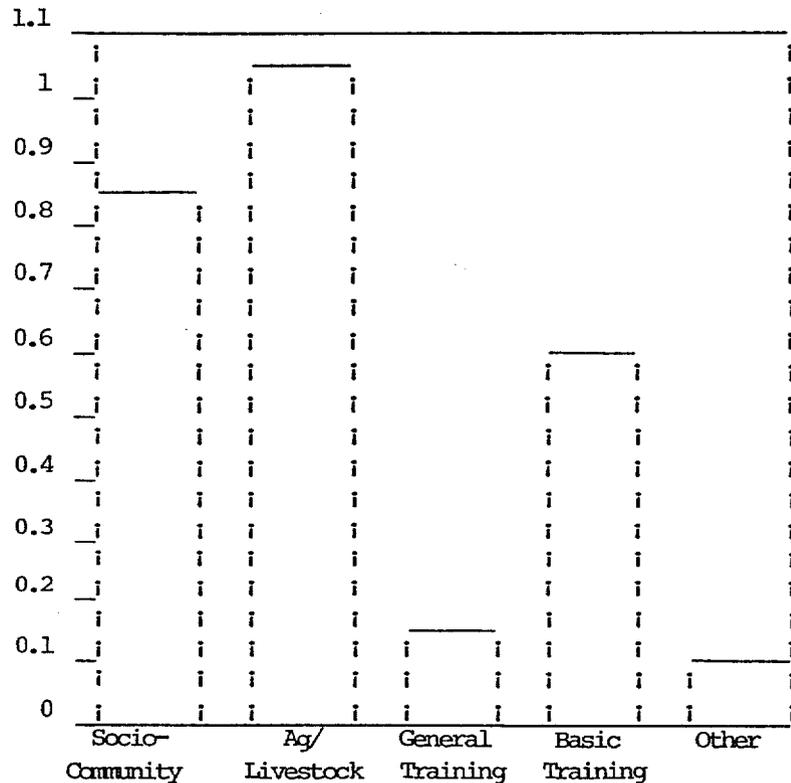
This caution should also apply to the tables and graphs on the following pages.

TRAINING EVENTS - DRI
AID/MAG CO-SPONSORSHIP
1981 - 1982

	Production	AG Livestock	General Training	Basic Training	Other	Total
Salcedo	341	217	25	58	13	654
T.T.P	42	160	14	5	3	224
Quimiag P.	306	407	93	342	23	1171
Guamote	56	79	12	19	3	169
Tungurahua	6	27	0	132	0	165
Cayambre	0	27	1	5	0	33
Puerto Illa Chone	28	19	3	7	14	76
Quininde	60	18	9	11	22	120
Jipijapa	29	131	11	1	3	175
Tres Postes	0	1	0	0	1	2
Total	868	1086	173	580	62	2789

TABLE 1

TRAINING EVENTS-DRI
AID/MAG CO-SPONSORSHIP
1981-1982



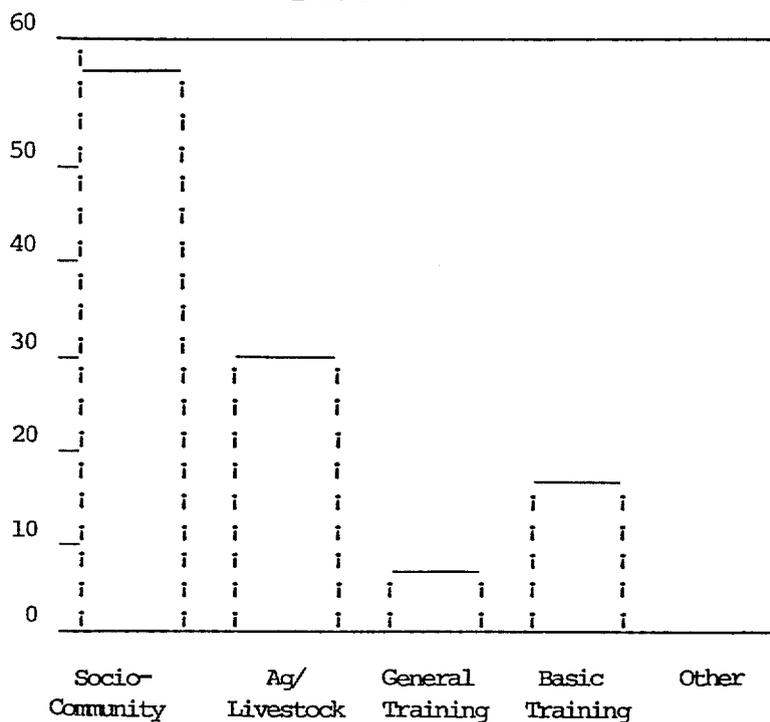
Graph 1

TRAINING PARTICIPANTS - DRI
AID/MAG CO-SPONSORSHIP
1981 - 1984

	Socio-Community	Production	AG Livestock	General Training	Basic Training	Other	Total
Salcedo	20646		6400	626	274	0	27946
T.T.P	8444		799	324	177	0	9744
Quimiag P.	8053		8897	1659	7599	0	26208
Guamote	4167		4437	380	685	0	9669
Tungurahua	103		570	0	560	0	1233
Cayambre	0		722	15	700	0	1437
Puerto Illa Chone	11255		735	269	278	0	12537
Quininde	1646		1608	377	2079	0	5710
Jipijapa	2845		4643	270	24	0	7732
Tres Postes	0		120	0	0	0	120
Total	57159		28931	3920	12376	0	102386

TABLE 2

TRAINING PARTICIPANTS-DRI
AID/MAG CO-SPONSORSHIP
1981-1984

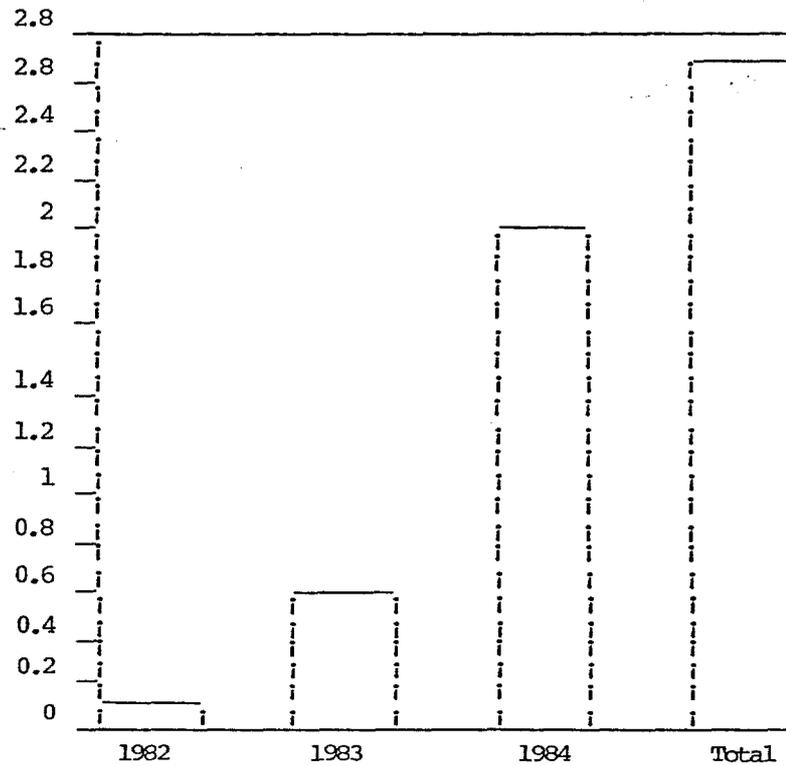


Graph 2

TRAINING EVENTS
PROJECTS BY YEAR
1982 - 1984

PROJECTS	1982	1983	1984	Total
Salcedo	13	294	317	624
T.T.P	0	21	203	224
Quimiag P.	21	51	1099	1171
Guamote	28	83	58	169
Tungurahua	0	9	156	165
Cayambre	0	0	33	33
Puerto Illa Chone	0	38	38	76
Quinde	6	53	61	120
Jipijapa	21	17	137	175
Tres Postes	0	0	2	2
Total	89	566	2104	2759

TABLE 3
TRAINING EVENTS
BY YEAR
1982 - 1984



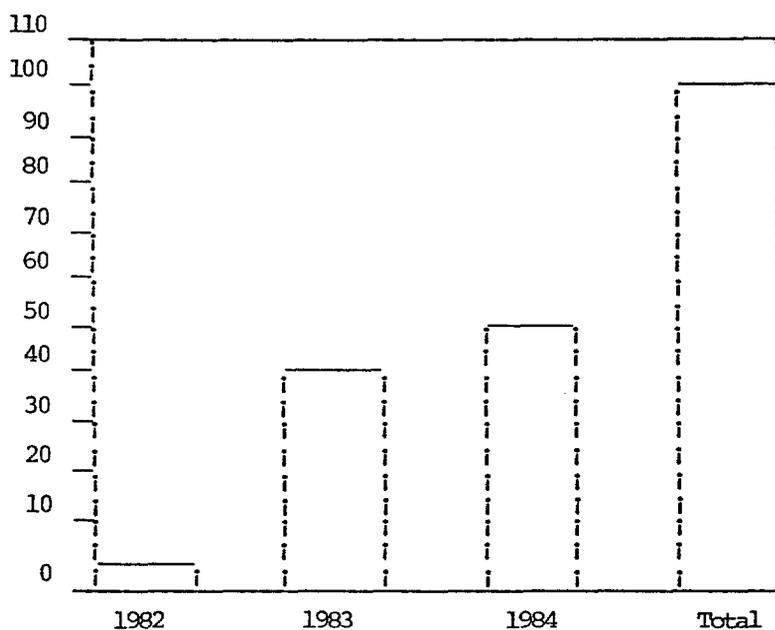
Graph 3

**TRAINING PARTICIPANTS
PROJECTS BY YEAR
1982 - 1984**

PROJECTS	1982	1983	1984	Total
Salcedo	1448	21510	4988	27946
T.T.P	0	452	9292	9744
Quimiag P.	614	1463	24131	26203
Guamote	1252	5054	3363	9669
Tungurahua	0	370	863	1233
Cayambre	0	0	1437	1437
Puerto Illa Chone	0	11110	1427	12537
Quinde	207	4034	1469	5710
Jipijapa	721	340	6721	7782
Tres Postes	0	0	120	120
Total	4242	44333	53811	102386

TABLE 4

**TRAINING PARTICIPANTS
BY YEAR
1982 - 1984**



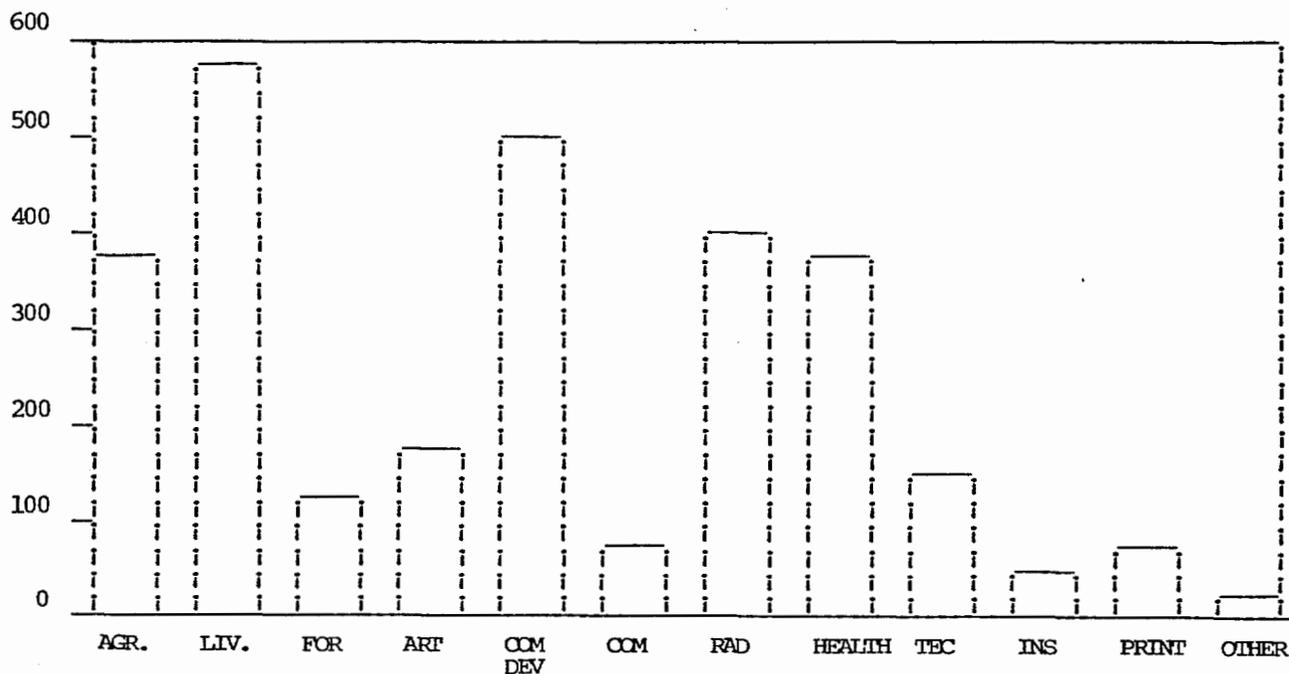
Graph 4

TRAINING EVENTS
CONTENT AREAS
BY YEAR
1982 - 1984

PROJECTS	1982	1983	1984	Total
Agriculture	29	64	287	380
Livestock	21	173	402	596
Forestry, Soil Cons.	7	34	72	113
Arts and Crafts	3	10	157	170
Community Development	40	86	341	467
Commercialization	1	4	57	62
Education Radio	3	103	304	410
Health Education	13	14	334	361
Technicians	14	21	85	120
Institutional Relations	5	13	35	53
Printed Educ. Material	5	30	30	65
Other Activities	0	18	0	18
Total	141	570	2104	2815

TABLE 5

TRAINING EVENTS
BY CONTENT AREAS

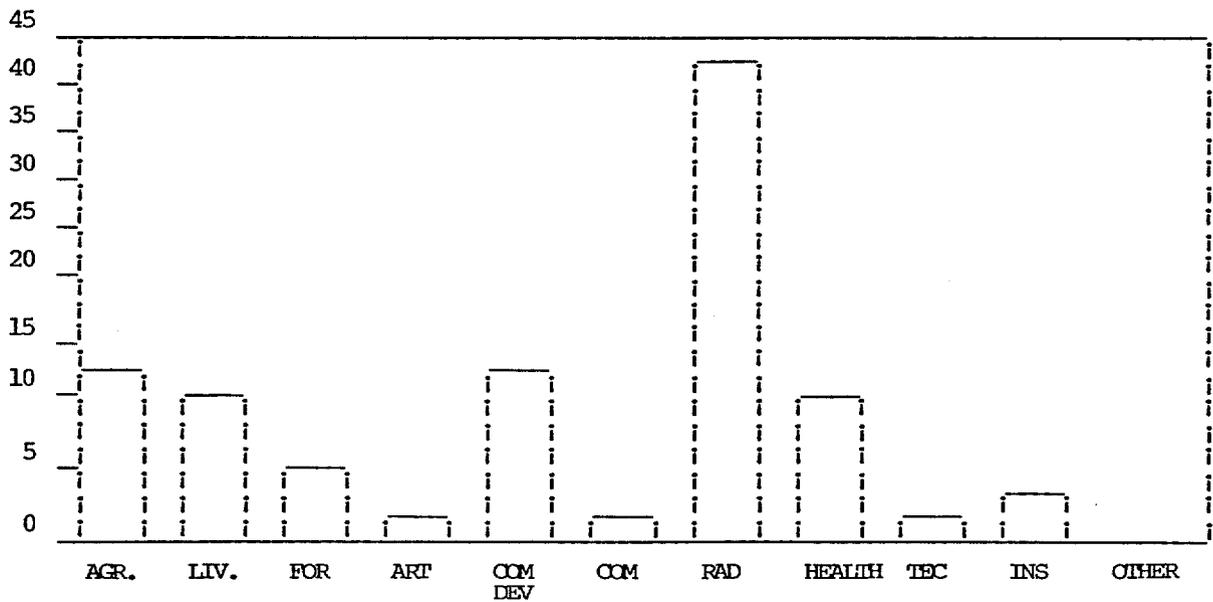


Graph 5

TRAINING PARTICIPANTS
 CONTENT AREAS
 BY YEAR
 1982 - 1984

COUNTRY SITES	1982	1983	1984	Total
Agriculture	1064	4103	8953	14120
Livestock	1064	2919	6685	10668
Forestry, Soil Cons.	379	1437	2407	4223
Arts and Crafts	58	348	956	1362
Community Development	1426	5007	7109	13542
Commercialization	24	183	1271	1478
Education Radio	120	27054	15824	42998
Health Education	271	2325	8414	11010
Technicians	292	507	566	1365
Institutional Relations	116	913	1626	2555
Printed Educ. Material	0	0	0	0
Other Activities	0	18	0	18
Total	4814	44714	53811	103339

TABLE 6
 TRAINING PARTICIPANTS
 BY CONTENT AREAS



Graph 6

3.5 OTHER TRAINING ACTIVITIES

External to the AID/MAG Agreement funding training activities, MAG used its own budget to fund additional training activities conducted by INCCA in Provincial Agricultural and Livestock Offices. The "General Report on Accomplishments" previously cited, states that MAG/INCCA sponsored 2,252 training events between January 1980 and June 1984. There were 62,968 participants attending these training events.

3.6 OBSERVATIONS

The evaluation team visited seven of the 10 INCCA field offices with DRI Projects. These visits allowed the team to interview INCCA training coordinators, DRI Directors, technicians and participants attending or having attended training sessions. The evaluation team visited projects along the coast and in the mountain areas in order to assess the different conditions which disadvantaged rural training participants face. The following observations were made as a result of these visits, interviews with INCCA staff in Quito and a review of INCCA-produced documents.

1. Without exception, all the interviewees in the field offices and in rural communities expressed a great degree of satisfaction with the services provided by INCCA and with the INCCA field training coordinators.
2. The evaluation team observed that recipients of INCCA training had modified the manner in which they performed their work and how they organized their communities. It was observed that the changes brought about by training had improved the campesinos' quality of life in economic, social and health areas. There were concrete examples of these improvements such as the following: improved cattle breeds, improved health care of cattle through the implementation of a systematic vaccination program, newly-installed or better potable water supply systems, practice of crop diversification improvement and expansion of a relatively new industry (guinea pig production) and the use of better and more appropriate seeds. In addition, the development of arts and crafts industries where none

had existed before, and the construction of community centers have opened new doors for opportunity for the campesinos. It was the evaluation team's perception that all of these activities would not have been possible without the assistance and leadership provided through INCCA.

3. Many campesinos received positive assistance for the first time through the training intervention opportunities provided by INCCA and DRI field offices.
4. Even though campesinos have benefitted from the services provided through INCCA, they still have tremendous needs, especially in education and health care.
5. One deficiency in the INCCA rural training system is the isolation in which field coordinators work. A communications network among the field coordinators and with the INCCA Central Office would strengthen the entire program.
6. A more efficient communication system should also be established to link DRI Projects and Provincial Agricultural/Livestock Offices.
7. A stronger effort should be made to coordinate the training efforts of international donor organizations by implementing them through INCCA.
8. The major focus of INCCA activities was providing services to rural populations rather than establishing INCCA as a permanent agency within MAG.

4.0 MATERIALS

INCCA has developed two parallel and complementary strategies for developing educational materials to support rural development training activities. One strategy is to develop and produce materials centrally at the INCCA main office in Quito; the second, to develop materials in various field offices located in DRI Projects.

4.1 CENTRALIZED MATERIAL DEVELOPMENT

The development of materials at the INCCA Central Office is a direct result of various research efforts to identify the training needs of campesinos and technicians. These materials form part of the training units used by INCCA trainers.

Training units are defined as sets of activities or learning experiences without restriction to a training event, course, seminar, workshop, field trip, demonstration site, etc. Neither are they limited to a particular document: manual, brochure, booklet, poster, etc. The training units are a combination of all these elements, interrelated and organized around solutions to previously-identified problems.

Within training units, educational training materials are intended to serve as tools for training events or to be used independently and distributed to campesinos or technicians. Materials intended for trainers consist primarily of manuals, informational documents, flip-charts, etc. Materials intended for trainers and campesinos are prepared in educational packets.

Materials produced for technicians include systematized experiences, diagnostic results, research results, methodological orientations on use of the materials and how to conduct training sessions.

4.1.1 The first strategy employed for developing materials follows the production steps presented below:

- o Research into Training Needs - This is a part of the same research process used by field technicians and campesinos to identify training needs in DRI Projects receiving INCCA support.
- o Determining Thematic Areas - Themes for materials development, objectives and production schedules are determined by the data collected through research or needs assessments.
- o Content Research - Bibliographic and field research strives to include campesino traditional practices, cultural values and popular knowledge.
- o Content Validation - Technicians and campesinos who are already familiar with the materials validate the content.
- o Determination of Communication Means - After validation, the means for its presentation to campesinos is determined, including how the objectives will be executed in each of the different phases: motivation, promotion, planning, implementation, or evaluation. Research findings also assist in deciding which forms of communication will be used in the different regions in Ecuador. Presenting the activities can include brochures, booklets, posters, manuals, flip-charts, video tapes, or radio programs. Usually, these are not produced singly, but in integrated and complementary combinations.
- o Adapting Content to the Means of Presentation - The content to be presented takes into account the regional culture and language of the campesino and is adapted according to the proposed written or pictorial presentation.
- o Validation of Language Employed - Technicians and campesinos validate preliminary materials for content, language and graphics.
- o Final Base Document - The final base document is the result of the processes described above. The base document aids in the production of supplementary materials, such as booklets, brochures, video tapes, etc.

4.1.2 The following steps are followed when producing printed materials at the INCCA Central Office.

- o Design the document including format and graphics.
- o Set on composer, typewriter, by hand or reglet. At the same time, if necessary, prepare graphics and photos.
- o Correct text or graphics.
- o Lay out and assemble the materials.
- o Make final corrections and revisions prior to printing.
- o Print the materials.
- o Supervise the printing.
- o Distribute the materials to the appropriate institutions.
- o Evaluate the materials by seeking the opinions of technicians and campesinos using them.

4.1.3 The following steps are followed in producing radio programs at the INCCA Central Office:

- o Design the product, determine format, airing (time) schedule, language to be used (Quechua, Spanish), etc.
- o Develop script for each program.
- o Validate scripts in the field by seeking the help of campesinos and technicians.
- o Correct scripts, if necessary.
- o Record scripts, using campesino voice talent, if possible.
- o Pilot test program.
- o Make final edition, incorporating all possible corrections.
- o Air the program. Sometimes air time is contracted for; other times an informal agreement is made for air time with radio stations.

- o Evaluate the program by surveying listeners.

4.1.4 The following steps are followed when producing slide-tape presentations at the INCCA Central Office:

- o Design the product, including duration, slides, language (Spanish, Quechua).
- o Produce the script, literary and technical, in accordance with the design.
- o Validate the script in the field, using the assistance of campesinos and technicians.
- o Correct the script if necessary.
- o Produce credits and graphics if required.
- o Produce photos, record sound.
- o Finalize the slide-tape production.
- o Pilot test the program.
- o Disseminate the program.
- o Evaluate the program by using the opinions of campesinos and technicians.

4.2 MATERIAL DEVELOPMENT IN REGIONAL RURAL AREAS

Strategy two, in contrast with strategy one, approaches the development of materials for campesinos at the regional level in response to concrete work needs and in response to locally-planned training activities. The development of materials at the regional level involves technicians and campesinos to assure that both the content of the materials and the language are adapted as much as possible to identified training needs, to the appropriate socio-economic context and to the work environment where they will be used. Another aspect of this strategy relates to the production and use of communication media and educational material for the transfer of knowledge and skills.

4.2.1 The steps for producing INCCA materials in the field are as follows:

- o research the training needs of technicians and campesinos concerning the production and use of communication media. Consider which are the most frequently used means of communication yielding the best results in the region.
- o Design workshops with the data obtained for each project or organization, according to their training requirements.
- o Conduct workshops on the production and use of communication multi-media. These workshops are flexible and adjusted to the needs of the group in content and duration. To date, the following workshops have been conducted.

4.2.1.1 The Campesino Popular Press for Campesino Organizations

- o Objectives and functions of a newspaper.
 - How to plan a newspaper.
 - How to prepare news.
- o How to lay out a newspaper.
 - How to use graphics.
 - How to determine the different sections of the newspaper.
 - How to print the newspaper (manual or electric mimeograph).

4.2.1.2 Booklets for Field Technicians

- o Instructional and methodological criteria found in booklets.
- o Format.
- o The use of written and visual language.
- o How to use graphics.
- o How to do lay out.

4.2.1.3 Brochures for Field Technicians

- o Instructional and methodological criteria found in booklets.
- o Format.
- o The use of written and visual language.
- o How to use graphics.
- o How to do lay out.

4.2.1.4 Posters and Flip Charts for Field Technicians

- o The characteristics and use of posters and flip charts.
- o Written and visual language.
- o How to use graphics.
- o How to transmit messages.
- o How to do lay out.
- o Instructional and methodological criteria to be included in posters and flip charts.

4.2.1.5 Radio Programs for Technicians and Campesinos

- o Format.
- o How to prepare scripts.
- o How to prepare news.
- o Where to collect news.
- o The characteristics of speech on radio.
- o Instructional and methodological criteria for radio programs.
- o How to record.
- o How to edit recordings; how to use cassette equipment for editing, and how to use recording studios.

4.2.1.6 Slide Tape presentations for Field Technicians

- o Instructional and methodological criteria for slide tape presentations.
- o How to produce literary and technical scripts.
- o How to produce photographs.
- o How to record sound.
- o How to edit and finalize the sound tape.

4.2.1.7 Photographs for Field and Central Office Staff

- o The characteristics of photographs.
- o The language associated with photographs.
- o Planes and compositions.
- o Speed and exposure.

4.2.1.8 Puppets for Technicians and Campesinos

- o The characteristics and use of puppets.
- o How to make puppets from gloves, paper maché, etc., or using materials unique to each region.
- o How to prepare scripts for puppets.
- o How to prepare the production.
- o How to use voice for different characters.
- o When and where to present puppets.

After the workshop is over, participants can produce what they have learned: preparing the content and plans for educational materials.

Technicians and campesinos who have received training in the production and development of materials, can usually develop materials up to the phase dealing with validation. When preparing written matter, this last phase involves validating language and graphics. When preparing audio-visual materials, this last phase involves validating content and visuals. In the

development of radio programs, these are produced almost in their entirety by campesinos when the development project is sponsored by INCCA.

When the materials are finally ready for production, the technicians or campesinos with whom INCCA works are assisted in the final production stages of the materials by INCCA Central Office staff, working within the Division of Communication. INCCA usually responds to assistance requests by sending an editor or a graphics artist to the regional Field Office to take what has been produced locally and put the project in final forms. In so doing, additional training is provided to the technicians and campesinos in the skills needed to put the project into final form.

In the case of newspapers, the organizations are almost entirely responsible for production and they print them "in situ". Rarely, and only when necessary, is the newspaper copy taken to the INCCA Central Office for printing.

4.3 DISSEMINATION AND EVALUATION OF MATERIALS

Materials produced through regional projects are distributed to organizations in the area. Some of the materials are sent to Central INCCA for distribution to other projects, entities or organizations, which use them as resource materials for their own development efforts. They can request additional copies from INCCA or they are at liberty to make their own copies, with or without changes or adaptations. The only condition is that the edited or reproduced materials cite the original source.

4.4 POSITIVE AND NEGATIVE ASPECTS OF EACH OF THE TWO STRATEGIES

Positive aspects related to the production of materials at the Central

level are as follows:

- o The production of educational materials is based on an investigative process which assists in retaining traditional technologies as well as in introducing new ones. This process depends on the needs of the community and on its global socio-cultural context.
- o As a result of the needs assessment (research), it is possible to produce supplementary materials such as manuals, booklets, brochures, posters, flip charts, video tapes, etc., incorporating them into educational packets for use in rural training efforts.
- o Materials produced at the Central level may be distributed to areas having certain social, productive, and ecological elements in common.

The negative aspect in producing materials centrally is the delay between the needs assessment and the production of materials, including supplementary materials.

Positive aspects in the production of materials in the field include the following:

- o The production of educational materials can be in direct response to the specific needs of campesinos in each project.
- o More participation is gained between members of the community and technicians as they develop educational materials.

Negative aspects include:

- o The different regional projects are not staffed with the personnel required to finalize all of the material development steps. Soliciting assistance from INCCA, especially in graphics, thus creates dependency on INCCA and resultant delays in the material development efforts.
- o The infrastructure to produce materials, such as printing, does not exist in all of the regional projects thus impeding completion of all production phases at the regional level.
- o Some technicians do not see non-formal education practices as relevant to their work, as for instance, the use of puppets in training. The technicians' training background does not allow them to exploit fully non-traditional

training methodologies. Campesinos, on the other hand, have found non-formal education methods valuable in acquiring knowledge for organizing and strengthening the community.

4.5 CONCLUSIONS CONCERNING MATERIALS DEVELOPMENT

In spite of its brief existence, INCCA has developed rich experiences in the areas of training and educational material development. These experiences have been characterized by global focus in integrating social, cultural and productive attributes. The material development methodology employed by INCCA, based on research findings, has generated a process for both campesinos and field technicians. Campesino organizations and INCCA field coordinators have played a fundamental role in these processes.

Materials still under production have to be evaluated when they are used in the field. This evaluation provides feedback to INCCA on its materials development activities.

4.6 A DESCRIPTION OF THE INCCA MATERIALS DEVELOPMENT EFFORT

From its inception, INCCA has printed more than 200,000 copies of materials and has distributed more than 155,000, including

- o manuals
- o books
- o booklets
- o brochures
- o posters
- o flip charts
- o hand-outs
- o campesino newspapers
- o bulletins

The table on the following page shows the type and number of materials prepared by INCCA in the five categories specified in its contract with AID:

- o Social and educational aspects.
- . o Agricultural and Livestock Production.
- o General Training.
- o Basic Training.
- o Others

The themes and the number of times they occur in materials printed by INCCA are as follows:

<u>Theme</u>	<u>Occurrence</u>
Health	26
Livestock	23
Agriculture	23
Methodologies	20
INCCA Information	17
Forestry	17
Community Organization	08
Soil Conservation	08
General Information	05
Credit	03
Natural Resources	01
Accounting	01
Arts and Crafts	01
Institutional	01
Motivational	01

PRINTED MATERIALS PRODUCED BY INCCA

COMPONENT/TYPE	MANUALS	BOOKS	BOOKLETS	BROCHURES	POSTERS	FLIPS CHARTS	HAND-OUTS	CAMPESINO NEWSPAPERS	BULLETINS	TOTAL
SOCIAL AND EDUCATIONAL ASPECTS	—	—	5	2			1			8
AGRICULTURAL AND LIVESTOCK PRODUCTION	2	4	16	23	12	7	2	—	—	66
GENERAL TRAINING	—	1	—	—	—	—	—	—	—	1
BASIC TRAINING	—	1	12	11	2	1	—	—	—	27
OTHERS		21	6	2	5	2	—	17	9	62
TOTAL	2	27	39	38	19	10	3	17	9	164

The audio-visual materials INCCA has produced include films, radio programs, radio spots, video-tapes, slides, and magazine format educational radio programs. Themes for this audio-visual material have included 1) the realities of the community, 2) soil conservation practices, 3) health, 4) regional music, 5) training methodologies, 6) educational themes.

The quantity of audio-visual materials produced by INCCA is presented below by category:

<u>Type</u>	<u>Quantity</u>
Educational Radio Programs	440
Radio Spots	35
Slide Presentations	02
Video Tapes	02
Films	01
Slide Tape Presentations	01

INCCA is still in the process of developing materials. There are twenty-four titles being developed which are at different stages of development.

1. Print and audio-visual materials have been developed which are suitable for the use of a service agency like INCCA, in rural training development.
2. INCCA materials development staff was involved in the production of all types of material, needs assessment activities, and field training activities.

3. There is a need to develop capability in three production areas:

a. Field-based videotapes to support and, at times, replace, field trips.

b. More radio programs, since they are very well-received by campesinos.

c. Marketing materials to "sell" the sources of INCCA to international donor agencies.

4. There has been a high degree of coordination and collaboration between material development staff located in Quito, and field based coordinators.

4.7 OBSERVATIONS

The following observations are based on interviews which the evaluation team had with INCCA Central Office staff, INCCA Field Coordinators, and campesinos who received training. The evaluation team also critically reviewed the materials produced both centrally and in the field.

5.0 RESEARCH

5.1 RESEARCH METHODOLOGY

In May, 1982, INCCA began the planning of its Training Units, flexible educational modules incorporating the use of audio-visual-written materials based on research and other practices oriented towards rural development. The central concept behind these Units is that the educational materials or the trainers serve in response to needs or solutions to problems ranked or arranged hierarchically by campesinos. Technicians and promoters involved in DRI regional implementational projects strive to reach these solutions. This approach briefly involves two counterparts in the training process: the trainers and the campesinos.

With full knowledge and acceptance of the fact that training and the transfer of technology can encounter many conceptual, cultural, and methodological barriers and difficulties, INCCA established a research and training policy focusing both on trainers and their private or public institutions, who work with the technology transfer in rural region and with the campesinos. Using its research, training methodologies, and communication capabilities to determine the appropriate areas of need for involvement as a training institution, INCCA began training and retraining, addressing the gaps and needs of trainers as well as the training gaps and needs of campesinos.

INCCA used several approaches: surveys, interviews, meetings, colloquia, etc., to determine what type of institutional activities would best provide training to trainers. In effect, INCCA, through its Division of Methodological Development, surveyed its own staff members on their training needs. It also established a planned, organized dialogue with training

coordinators and DRI coordinators to assist the INCCA staff in determining, from their perception, the most apparent needs relating to training for campesinos. As a result, the training needs of trainers and campesinos were identified in actual DRI training projects as well as by central INCCA staff.

A Colloquium on Technology, Communication and Training helped in identifying rural development training needs and problems. Another similar useful event held prior to the Colloquium was a series of travelling workshops sponsored by training coordinators at the DRI headquarters in Quimiag Penipe. All these activities served to establish a profile of the needs of trainers as well as to identify the pedagogical and methodological tools essential to assist them.

Thus, INCCA determined that the Trainers' most important needs were how to (1) use informal education methodologies with adult campesinos in transmitting information dealing with rural culture and technology and (2) acquire or develop educational materials appropriate to training campesinos.

INCCA analyzed the 1982 Annual Operational Programs (Programmas Operativos Anuales) and assisted in the planning of the 1983 Annual Programs in determining the training needs of campesinos receiving services from DRI Projects. INCCA could have presumed that this procedure was already sufficient to determine that the areas of greatest need for training campesinos were in research and educational materials development, taking into account that these programs involved the participation of campesinos, not only in identifying their needs but also prioritizing them. However, in addition to analyzing the POA, INCCA conducted a series of formal dialogues between both trainers and campesinos with a written proposal on the development of Training Units. This was discussed with UEP Directors, their training coordinators and the appropriate trainer, depending on the theme of the Training Units.

The development of these Training Units required additional coordination and research on the relevance of the INCCA training proposal. Accordingly, meetings were held with various private and public sector institutions, researchers, librarians, etc., with functions similar to those of INCCA. This relatively long process took place between May and June, 1983. A training proposal was then written based on all the research supporting the development of materials and methodologies for trainers, campesinos or both.

The quantitative results of this research are evident in (1) the number of training events in which INCCA participated, directly or indirectly, (2) the large number of publications it has directly produced and/or coproduced with MAG and (3) other publications in DRI Projects and small agricultural organizations which it supported.

In qualitative terms, this research training effort among researchers, trainers, promoters, and personnel from the public and private sectors, encouraged dialogue and implementation of activities dealing with cognitive and methodological themes. Although the impact of the research is difficult to measure, it can be assumed that it engendered changes in behaviors attitude and values towards recognizing the uniqueness of rural communities, using practical skills in the field, producing communication processes and developing educational materials simple to use, inexpensive, and appropriate in content and form. Additionally, it must be mentioned that the process engendered a positive attitude towards interdisciplinary and educational training.

5.2 RESEARCH OUTCOMES

From its inception, INCCA has participated in more than 30 research

efforts comprising the following types of research activities:

- o systematization and analysis
- o textual conceptual content analysis
- o impact studies
- o inventory of resources
- o evaluation model designs
- o diagnostics
- o information compilation
- o general research studies

Topics treated by INCCA research activities include:

- o teaching Quechua
- o technology transfer
- o agriculture
- o livestock production
- o soil conservation
- o appropriate rural development training technologies
- o textile production
- o DRI Project Orientation

Appendix 3 provides additional information on INCCA evaluation effort outcomes.

5.3 OBSERVATIONS

The following observations were made as a result of INCCA staff interviews and an analysis of documents produced by INCCA.

1. The work performed by the INCCA evaluation team is of good quality and professional.
2. The topics addressed by the research team support INCCA training and material development efforts.

3. Various appropriate research methodologies have been used to study the different aspects of rural development training.
4. A weak link exists between gathering information and disseminating it, because of failure to use appropriate means and styles of communication.
5. The National Rural Training System, was funded by AID, partly as a pilot test of the Service Agency concept. Consequently, an evaluation plan including the different components of INCCA (administrative, management, operational) should have been developed in order to monitor and study the impact of the Project.
6. An evaluation feedback mechanism which could be used to guide the direction of INCCA, or to help it use its resources appropriately, does not exist.

6.0 JOINT TRAINING CREDIT PROGRAM

6.1 BACKGROUND

On September 3, 1982, an agreement was made among MAG, SEDRI, BNF, and CESA to form a Joint Credit Fund (JCF) for needy campesino groups in areas receiving Integrated Rural Development Projects services. The Joint Credit Fund set as its priority the funding of agricultural and livestock activities with the expectation of assisting members of rural organizations to raise their standard of living. INCCA set aside \$250,000 for the Joint Credit Fund. CESA's experience in providing credit to campesinos was used as the basis for the JCF. The intention was to have the credit program increase its two priority areas from agricultural and livestock production to additional rural development activities.

Technical assistance to campesino borrowers is provided by DRI Project and CESA trainers. The National Development Bank (BNF) assumes the responsibility for overlooking the credit, general supervision of the borrowers and assessment of their production.

6.2 APPLICATION

Since the credit provided to campesino organizations by the JCF is under the auspices of a DRI training program, it has been managed by both organizations; at the commercial level by BNF, and at the second level by CESA, with JCF providing the training.

Campesino organizations solicit the DRI Project Implementation Unit for credit with the understanding that they will abide by the lending regulations of the BNF. INCCA, through its Field Coordinator, assesses, through a series of training activities, the need of the organization and its ability to manage

a loan. The coordinator informs the organization of the responsibilities associated with rural development activities, the advantages and other implications. After receiving this training, the organization complies with the formal requirements of the bank. With the assistance of trainers, the organization develops a proposal describing the activities to be supported by the loan, presents it to the bank with an endorsement from the DRI Implementation Unit in accordance with the system provided in the JCF agreement. The process is not rapid, frequently causing loss of time and even setting back the organization's implementation of its objectives. Once the credit is provided, the campesino organization distributes the amount of the loan it received; first, to activities for the good of the community; second, individuals for their own activities. DRI trainers provide assistance to the community organization through all phases, from preparing the soil for planting, to marketing the harvest. This last phase has proved to be the bottleneck for projects dealing with production. Once the community organization sells its products, it repays the loan with interest.

All rural training within DRI Projects follows the components established by the DRI Implementation Unit. Thus, the operating plan allows INCCA coordinators to build aspects of use of credit into all of their training activities.

Given the objectives of the JCF to support the expansion and adaptation of programs oriented towards serving emerging needs and to provide loans to campesinos in economically productive investments, INCCA, with its responsibility as one of the four organizations administering the JCF, concentrates on strengthening loans dealing with the latter. INCCA considers it essential to treat the loan transactions as an opportunity to provide training to the campesinos, assuring, at the same time, that the process does

not become a burden, provoke on-going anxiety, or take advantage of the resources of the campesinos.

6.3 EXPENDITURES

The Joint Credit Fund provided loans totalling 28,423.451,00 sucres to 18 campesino organizations as of December, 1984. Of this total, the National Development Bank was responsible for lending 21,317.588,25 sucres with INCCA responsible for the balance. The social orientation of the JCF is positive and has made it possible to assist marginal campesinos organizations. See charts on the two following pages for programs funded.

PROGRAMS FUNDED BY THE JOINT CREDIT FUND: RECIPIENTS, AMOUNT, PURPOSE, SUPERVISING ENTITY

REGIONAL OFFICE	RECIPIENTS	DATE OF LOAN	AMOUNT	TERMS	DUE DATE	CATEGORY	PURPOSE	SUPERVISING ENTITY
CAÑAR	Coop. Agrope. San Francisco	Apr. 14/83	1,000,000	5 years	May 20/88	Livestock	Beef cattle	CESA-SEDRI
	Coop. Inmaculada	May 10/83	270,000	5 years	June 20/88	Livestock	Beef cattle	CESA-SEDRI
	Comuna San Antonio	Aug. 20/88	1,630,000	5 years	Aug. 20/88	Livestock	Beef cattle	CESA-SEDRI
	A. Cuelabog	July 15/83	1,560,000	5 years	Aug. 30/88	Livestock	Beef cattle	CESA-SEDRI
	Coop. Agrícola San	May 7/83	840,000	5 years	Aug. 30/85	Livestock	Beef cattle	CESA-SEDRI
DAULE	Coop. Produc. Arrocera 8 of December	Nov. 23/84	965,412	9 months	July 10/85	Agriculture	Rice	CESA-INCCA
	Coop. Produc. Agrope. Sabta Marianita	July 12/84	2,138,400	7 months	Feb. 10/85	Agriculture	Rice	CESA-INCCA
	Coop. Produc. Agrope. 31 of July	July 12/84	2,138,400	7 months	Jan. 28/85	Agriculture	Rice	CESA-INCCA
	Coop. Produc. Arrocera 16 of Oct.	Aug. 29/84	1,968,000	8 months	Mar. 20/85	Agriculture	Rice	CESA-INCCA
	Coop. Produc. Agrope. Nueva Estancia	Aug. 29/84	1,420,200	7 months	Feb. 10/85	Agriculture	Rice	CESA-INCCA
	Coop. Produc. Arrocera 16 of Aug.	Sept. 7/84	1,780,380	8 months	Apr. 5/85	Agriculture	Rice	CESA-INCCA

PROGRAMS FUNDED BY THE JOINT CREDIT FUND: RECIPIENTS, AMOUNT, PURPOSE, SUPERVISING ENTITY

REGIONAL OFFICE	RECIPIENTS	DATE OF LOAN	AMOUNT	TERMS	DUE DATE	CATEGORY	PURPOSE	SUPERVISING ENTITY
DAULE	Coop. Produc. Agrope. San Francisco	May 12/84	3,082,365	9 months	Jan. 5/85	Agriculture	Rice	CESA-INCCA
	Coop. Produc. Agrope. Francisco Acosta	June 5/84	1,881,864	8 months	Jan. 20/85	Agriculture	Rice	CESA-INCCA
	Coop. Produc. Arroceria Nueva Manantial	June 12/84	1,774,278	8 months	Jan. 20/85	Agriculture	Rice	CESA-INCCA
	Coop. Agropecuaria 23 of August	June 14/84	1,206,720	8 months	Jan. 20/85	Agriculture	Rice	CESA-INCCA
	Coop. Agropecuaria December 8	June 12/84	781.452	8 months	Jan. 20/85	Agriculture	Rice	CESA-INCCA
			<u>17,645,051.00</u>					
RIOBAMBA	Assoc. Agric. San Alfonso Tiocajas	Apr. 25/84	3,420,000	2 years	Apr. 20/86	Livestock	Beef, Cattle	CESA-INCCA
CESA-INCCA	U.A. 4 Esquinas	May 9/84	308.400	1 year	May 05/85	Agriculture	Potatoes	
	Comuna Visñag	Sept. 14/84	1,230.000	2 years	Sept. 5/85	Livestock	Livestock	SEDRI-INCCA
			<u>4,958,400</u>					
			28,202.451					

6.4 OBSERVATIONS

The following observations were made as a result of field trips to projects receiving JCF loans, interviews with representatives from the National Development Bank and Cesa, interviews with INCCA staff in Quito and in the regional field offices. The evaluation team also reviewed documents related to the JCF.

1. There was a serious delay in implementing the JCF program. \$250,000, originally budgeted for the program, was not used.
2. The formal agreement among BNF, CESA, SEDRI, and MAG has not served as the best vehicle for administering the JCF, perhaps because of the casual manner in which it was undertaken.
3. In spite of implementation problems with the JCF, campesinos who received credit through the mechanism benefitted from it.
4. INCCA coordinators in DRI Projects have done an excellent job of training campesino loan recipients. They have taught them how to prepare feasibility studies, ask for credit at the bank, administer the funds obtained through the loan, and market their products.
5. INCCA should assume the major responsibility of administering the JCF.
6. Most of the loan recipients saw the experience as a positive one. For example, the loan recipients at Pull Chico were very appreciative of obtaining a loan at 12 percent, less than the current market rate. They used the loan to buy calves at 15,000 sucres, selling them 2 years later for 35,000 sucres. With this positive experience, they are now considering applying for a loan to purchase dairy cattle.

7.0 THE EVALUATION OF THE USE OF EDUCATIONAL RADIO IN INCCA

7.1 BACKGROUND

INCCA, aware of the promotional and informative value of educational radio, began activities in this area in 1982 in the INCCA central office. A series of radio programs on soil conservation and renewable natural resources were produced for campesinos in the mountain regions and along the coast. These themes were selected from information provided in the POA available through DRI Project. A discussion of this process appeared earlier in the report.

The production of the educational series, which took place between January and June, 1983, involved the following process: literature and field research; technical assessment of the National Program for Soil Conservation-Programa Nacional se Conservación de Suelos, (PRONACOS); selection of the themes; preparation of the scripts; validation of themes by INCCA staff, PRONACOS, and campesinos; recording of the characteristic musical background; recording of the entire series and final editing. The program consisted of 35 seven-minute programs (20 for regions in the mountains and 15 for regions along the coast), and 50 two-minute raiod spots (30 for regions in the mountains and 20 for regions along the coast). Dissemination was originally to areas receiving services from INCCA through DRI Projects. Subsequently, twelve radio stations covering areas in Salcedo, T.T.P., Guamote, Quimiag-Penipe, Puerto Ila Chone, Quinde, Malimpia-Nueva, Jerusalen, y Jipijapa were selected by INCCA to broadcast the programs.

The purposes of the initial broadcast were to evaluate the technical and educational quality of the program, and the program selection done by the radio stations chosen by INCCA to broadcast all of its radio programs. Based

on the results of the evaluation, a national effort would then take place to produce more radio programs, supplemented with printed materials. The evaluation, however, did not occur. Information provided by INCCA staff indicates that production of these educational radio programs did not continue for long due to the inability of INCCA central staff to produce additional programs and the inappropriateness of the ones already produced. They did not respond to the needs or activities of rural communities, nor were they culturally relevant.

While INCCA was producing its educational radio programs, the DRI Project in Salcedo, faced with the need to provide information to campesinos in that region, contacted Radio Latacunga to make arrangements to participate in its Campesino Radio Program which started in 1980 in the Province of Cotopaxi.

The Campesino Radio Program provided campesino communities with portable tape recorders to produce radio programs to be broadcast by Radio Latacunga. To assist in this effort, INCCA Purchased these sets of equipment consisting of a mixer with an integrated equalizer containing four outlets, a turn-table, a twenty-amperes amplifier, a cassette recorder (SHAPS), a speaker, and two microphones. These sets were provided to three communities in Cotopaxi, a province located in the mountains: the town council of Cusubamba, the Casa Campesina in Salcedo, and the Union of Campesino Organizations of Northern Cotopaxi. The latter organizations are second degree (community) organizations found in areas receiving services from the DRI Projects in Salecedo (the first two organizations) and from the DRI Project in T.T.P. (the third organization). INCCA also assisted these communities in building small recording studios for the equipment they received.

Recording in Salcedo began in August, 1983, with the assistance of CIESPAL which had already been producing printed materials for dissemination

in three communities in areas located within the Salcedo Project and within the Project in Cusubamba. Capitalizing on its two separate experiences with educational radio, INCCA created a new educational radio project. It contracted with Radio Latacunga in 1983 to transmit the magazine format programs (La Revista Radiofonica) produced by three campesino communities. The first broadcast was in September, 1983, with a twenty-minute program in Spanish and another in Quechua on Mondays through Saturdays. Spanish language broadcasts are in the morning with Quechua programs in the evenings. The twenty-minute program was later expanded to forty-five minutes.

7.2 THE CURRENT INCCA EDUCATIONAL RADIO PROGRAM

On April 30, 1984, INCCA signed a Technical Cooperation Agreement for one year with CIESPAL to improve its Educational Radio Project. The objectives of the Agreement were to develop and improve an alternative educational radio model, to develop an educational radio methodology which met the needs of campesino communities, and to assist the three communities who received production equipment from INCCA on how to use it. The Agreement between INCCA and CIESPAL included provisions for training, weekly technical support in the production of radio programs in each community, equipment and materials.

The Agreement considered three types of training events:

- o Planning sessions.
- o Workshops on news gathering in the communities, on how to use the recording equipment, and produce the programs.
- o A seminar on how to evaluate the Project.

7.2.1 Planning Session For the Campesino Radio Program

The purpose of this session, June 26-30, 1984, was to begin the implementation of the Agreement between INCCA and CIESPAL.

Participants were the communities receiving assistance from INCCA/CIESPAL and/or from Radio Latacunga (Zumbagua, Saquisilí, and Pujilí), individuals working with the equipment provided by INCCA, officials from INCCA and CIESPAL, representatives from the Union of Campesino Organizations in Mulalillo and representatives from the DRI Projects in Salcedo and T.T.P.

This session managed:

- o to obtain a fuller understanding of the campesino situation as it relates to social, cultural, religious and economic aspects in their region.
- o to become familiar with the technical and administrative aspects of recording programs in the campesino recording studios.
- o to identify and determine how to improve those aspects capable of qualitative or quantitative improvement in research, production, and broadcasting.
- o to define different organizational support for the communities producing the radio programs.
- o to establish generally the necessary planning to implement the one year Agreement between INCCA/CIESPAL.

7.2.2 Workshops

The primary purpose of the community reporters workshop was to form and improve the team of campesino organizations who produced their weekly radio programs. These workshops were held in each of the four campesino organization headquarters which were part of the INCCA/CIESPAL agreement. In addition to the campesinos who work with the radio program production, there were representatives from the community organizations selected by their community assemblies.

The workshops sought to accomplish the following:

- o To motivate and commit the participants to form a community news team to produce the weekly programs.
- o To develop a methodology based on theory within the context of a "community of learners."
- o To present skills related to: conducting interviews and recording messages aimed at the community, producing news, using portable cassette recording equipment, planning each program and finalizing the production of their magazine format radio programs.
- o To allow the participants to define the role of the community reporter.
- o To produce a work plan supporting activities in their organizations and communities.

7.3 STUDIO PRODUCTION

The production of radio programs in Salcedo, Mulalillo, Cusubamba, and La Merced, occurs weekly, on those days when the general assembly of second degree community organizations meet. This allows the community reporters to collect information on the resolutions of the assembly and to interview members of the assembly. Once they collect their news, reporters meet in the recording studios and plan their weekly program based on information gathered in the assembly and in the several communities in the area.

The composition of the programs varies according to the availability of information. The programs consist of news, interviews, messages to individuals in the community, musical selections, legends, folk tales, poems, riddles, and educational talks.

The news, messages, and interviews are reviewed by representatives of the Project, and by other members of the recording studio team to make any appropriate corrections. The recording occurs after the program is formatted. Occasionally, due to time constraints, the recorded material of

community contributors is included in the program at a later date.

Taped music for the programs is provided by community musical groups. For each recording session, selections are chosen from these recordings for inclusion in the weekly radio program. Contributors of folk oral traditions make presentations for use at an appropriate time.

Themes for educational talks are selected by the recording team based on the needs, activities and objectives of the community. A story line is created with appropriate characters and dialogue. A written script is not prepared for these radio programs, for experience has taught the community producers that the spontaneity of the presentation makes it more lively. Furthermore, a written script would present serious problems for most of the participating campesinos do not know how to read.

The production of these radio programs truly creates a "community of learners," as they mutually learn radio programming, use of radio equipment, and preparation of materials. They collaborate in (1) recording different scenes for each radio program, and (2) inserting the musical background and different sound effects. Once the program is formatted and recorded, the person responsible for the recording studio reviews and edits the program with a CIESPAL technician.

Until March, 1985, the studios in Salcedo and Cusubamba were recording thirty-minute, weekly programs in Spanish and Quechua. In Mulalillo and La Merced, the weekly programs were of the same duration but in Spanish. These programs were prepared and broadcast weekly by the non-commercial radio station in Latacunga, with fifteen minutes of general information and recorded music added to each campesino tape.

The high level of interaction between the campesino organizations working with INCCA/CIESPAL and Radio Latacunga, led to a Campesino Recording Studio,

initiated by the community radio programming team. Three representatives from each of seven communities participate in the rural radio project.

An assessment has not been made of the audience of the campesino radio program, but informal evaluations have indicated that Radio Latacunga is reaching many households during its broadcast of the campesino radio programs, not only in the Province of Latacunga, but also in the Provinces of Bolivar, Tungurahua, and regions of Pichincha.

Two fundamental problems have been identified with the production of these programs:

- o a lack of tape recorders and mixers, as INCCA has not yet provided these as stipulated in its agreement with CIESPAL.
- o a need for indepth training to produce educational programs in each community recording studio, thus replacing the original centrally produced programs. The themes of such educational radio programs would reflect the rural development needs of the individual communities supported by DRI Projects in Salcedo and T.T.P.

7.4 INSTITUTIONS AND EQUIPMENT NEEDED TO CREATE COMMUNITY RECORDING STUDIOS

At a minimum, the following institutions and equipment are necessary to create community radio stations:

- o community organizations which are integrated to such a degree that they feel the need for or have already started a means of communication.
- o the presence of development agencies in the region.
- o equipment costing around 200,000 sucres (1985 value).
- o permanent technical assistance for two years in promotion and implementation, and intermittent technical assistance during a third year (1,500,000 sucres).
- o training on the use of radio equipment and the development of radio programs (600,000 sucres).

- o An available educational or commercial radio station willing to participate with the campesinos in broadcasting their programs and charge them non-commercial rates (2,000,000 sucres).

PRODUCTION STUDIOS - CAMPESINO RADIO PROJECTS

ORGANIZATION	CABILO MAYOR DE CUSUMAMBA	UNION DE ORGANIZACIONES CAMPESINAS DE MULALILLO	CASA CAMPESINA DE SALCEDO	UNION DE ORGANIZACIONES CAMPESINAS DEL NORTE DE COSTOPAXI
Community	Cosubamba	Mulalillo	Salcedo	La Merced
Number of Communities	19	18	18	17
Number of Families	900	700	900	800
Number of Persons	6,300	4,900	6,300	5,600
Person in Charge of Each Studio	Aurora Iza	Luis Maldonado	José Calo	Dioselinda Iza
Number of Recording Studio Team	Teresa Tipanquiza, Agustín Fernandez (presidente de la organizacion de 2º grado) y Segundo Cavancela	Miguel Proano (presidente de la organizacion de 2º grado), Wilson Yanez	Ricardo Caizalitin Amadeo Calo	Leonidas Iza (presidente de la organizacion de 2º grado) Alfredo Tigse, Nely Andrango
Person in Charge of Production	Teresa Tipanquiza, Agustín Fernandez (presidente de la organizacion de 2º grado) y Segundo Cavancela	Miguel Proano (presidente de la organizacion de 2º grado), Wilson Ybanez	Ricardo Caizalitin Amadeo Calo	Leonidas Iza (presidente de la organizacion de 2º grado) Alfredo Tigse, Nelly Andrango

PRODUCTION STUDIOS - CAMPESINO RADIO PROJECTS
(Continued)

ORGANIZATION	CABILO MAYOR DE CUSUMAMBA	UNION DE ORGANIZACIONES CAMPESINAS DE MULALILLO	CASA CAMPESINA DE SALCEDO	UNION DE ORGANIZACIONES CAMPESINAS DEL NORTE DE COSTOPAX
Start up date	September 1983	July 1984	August 1983	July 1984
Language Format	Quichua-Español	Quichua-Español	Español	
Program Length	30 minutes	30 minutes	30 minutes	
Funding of Equipment	INCCA - D.J.C.	Ayuda Suiza	INCCA	INCCA
Equipment	1 mixer, 1 amplifier, 1 cassette recorder, 1 turntable, 1 speaker, 1 equipment rack, 2 sony microphones	1 mixer, 1 amplifier, 1 cassette recorder, 1 turntable, 1 speaker, 1 equipment rack, 2 sony microphones	1 mixer, 1 amplifier, 1 cassette recorder, 1 turntable, 1 speaker, 1 equipment rack, 2 sony microphones	1 mixer, 1 amplifier, 1 cassette recorder, 1 turntable, 1 speaker, 1 equipment rack, 2 sony microphones
Programming	news, commentary, message, greetings, music, educational talks	news, commentary, message, greetings, music, educational talk	news, commentary, message, greetings, music, educational talk	news, commentary, message, greetings, music, educational talk
Production Day	Miercoles	Domingo	Jueves	Sabado
Broadcasting Time	Espanol: Sabado 5:15-6:00 a.m. Quichua: Viernes 7:30-8:00 p.m.	Espanol: Jueves 5:15-6:00 a.m.	Espanol: Viernes 5:15-6:00 a.m.	Espanol: Miercoles 5:15-6:00 a.m.

7.5 OBSERVATIONS

The following observations were made based on a field trip to three community recording studios, an interview with the recording and information collecting teams, interviews with central INCCA staff and a review of relevant INCCA documents.

1. The community radio programs are of high quality in both production and programming.
2. All radio programs are produced by volunteers from the community. They assume their responsibilities, however, as professionals, paid to perform them. They take great pride in and dedication toward their work.
3. One of the communities with a recording studio, having no access to electrical power, operates the equipment with a portable electrical generator it must borrow every week.
4. The agreement between CIESPAL and INCCA has provided the campesino organizations with appropriate and needed training in radio programming and production.
5. The project should be expanded to cover more communities, increasing their programming to focus on additional educational topics in health, marketing, and literacy.
6. An evaluation effort should be implemented to measure the impact of the community radio project.
7. A formal network among the communities participating in the production of radio programs should be created to maintain control of quality training of campesinos involved in the programming and production of community radio programs.

8.0 CONCLUSIONS

8.1 AID's objective, to use INCCA as the central organization to implement the National Rural Training System (AID-931.1054), has been met to a considerable degree. The evaluation team confirmed its high production level, professionalism and the high level of recognition afforded it by MAG, SEDRI, and other organizations involved in rural development. Interviews with OPS, BID, and BIFR representatives in Washington, D.C. revealed that INCCA's prestige is being recognized internationally. Even though some limitations still exist, it is valid to conclude that INCCA has made significant progress during its brief four year existence.

8.2 One of the principal outcomes accomplished by INCCA is its high volume of training activities and the use of unique methodology for providing rural development training. Between 1981 and April 1985, INCCA staff had presented over 2,800 training events attracting over 102,000 participants. These training efforts were coordinated with the ten DRI Projects, the Community Development Projects implemented by the Office of Rural Development and funded by MAG, with SEDRI and other public and private organizations.

8.3 INCCA has adapted training techniques especially for use in rural development training events. They included field trips to observe model rural development projects or activities, observations, shared community learning activities and the use of multiplier activities (accion generadora). The training activities focused on the use of participatory methodologies demonstrated to be effective in training adults in rural development

activities. INCCA has maintained records of rural development training experiences and is thus able to share them with similar training projects.

8.4 Another significant outcome is the material development effort. As of April, 1985, INCCA produced over 80 different types of materials and printed over 200,000 copies of the materials including posters, bulletins, booklets, brochures, newsletters, and books, in addition to over 20 audio-visual packets, including films, video tapes, radio programs and spots, slides and slide-tape presentations. Some materials were produced internally on equipment operated by INCCA, while others were subcontracted to the private sector.

8.5 INCCA has implemented an innovative approach to developing materials at the field level. Its graphic artists spend up to two or more weeks in campesino communities producing graphics with the assistance and validating feedback of campesinos for training events. Thus, INCCA has overcome the tendency of similar rural development training projects to produce materials centrally without any community input.

8.6 In the area of research and needs assessment, INCCA has produced over 30 studies in three areas: assessment, evaluation of training activities and the development of training units. There were fewer needs assessment activities conducted than any other type. There were 10 training evaluation activities, at least 6 studies on linguistic and socio-cultural topics, and at least 10 manuals for trainers on topics dealing with agriculture, guinea pig production, soil conservation, and the cultivation of corn, bean, and

blackberries. This last activity, the ten manuals, appeared to be the most useful of the research-related activities.

8.7 The Research Division within INCCA has been productive. It has lacked, however, adequate planning to relate these activities to actual training events. Many of these activities were, moreover, conducted by external consultants. An impression exists that INCCA did not give high enough priority to research of assessment activities which could have contributed to improving training events. The Research Division could have conducted more needs assessments, monitored more training events, conducted follow-up studies, and impact studies. Many of the research type activities have been academic in nature.

8.8 The Research Division also has the responsibility to monitor INCCA field coordinators. A Research Division staff member is the monitor. He receives and analyzes monthly reports submitted by INCCA field coordinators the results of which are compiled monthly and presented in table form. The monthly monitoring process consists more of statistical count than an evaluation activity. It is, however, a good beginning for what should develop into an ongoing evaluation of all INCCA activities.

8.9 The Division of Programming functions in an isolated manner within the structure of INCCA. It has had peripheral contact with most of the INCCA training activities, limiting itself primarily to working with training activities conducted in MAG provincial Officers and with MAG funding, a situation the INCCA management should address. A short term solution might be to redefine the functions of all of the INCCA Divisions.

8.10 INCCA, in its capacity as a service agency, has provided technical assistance to, and coordinated with, several entities. These have included other entities within MAG, SEDRI, DRI Projects, as well as campesino organizations, and private and public sector institutions. Most of the technical assistance was aimed at other MAG entities dealing with rural development, such as PDC Projects and DRI. Most of the training was for trainers and campesinos. This is a reflection of INCCA's perception of itself as direct provider of services rather than a facilitator of services. INCCA should not be judged too harshly for this. INCCA, through its delivery of direct services, had to try out its various rural training development approaches and develop a track-record as a project of high professional ranking and excellence. INCCA should now gradually diminish this role and increase that of coordinator of technical assistance, as this is the central role of a service agency.

8.11 To restate the above, INCCA had spent most of its AID budget during its first few years primarily to fund direct training activities to the detriment of developing its institutional capacity as a service agency. This constituted a serious planning error, particularly as it now appeared that once all the AID funds were used, all INCCA's activities would end. The short period of time and the small amount of funds remaining, should be utilized almost exclusively by INCCA to start marketing its services to other international donor agencies.

8.12 One of INCCA's biggest shortcomings has been its failure to properly implement the Joint Credit Fund which accounts for twenty-five percent of the budget and is one of its most important components. The only mechanism used to create this program was an agreement between MAG, BNF, SEDRI and CESA

which simply delays the resolution of the problem
who will keep track of these funds after the AID project ends?

allowing the credit funds to be disbursed through a joint fund which BNF and CESA had operated since 1977. The principal beneficiaries of the Joint Credit Fund have been organizations in the central mountain areas and along the coast which already had been receiving assistance from SEDRI. The use of this fund by INCCA has been primarily to fund projects in the central mountain area such as the project in Guamote. The link between training and the lending program, as originally conceived, is not yet as strong as expected.

8.13 A member of the evaluation team visited cooperatives funded through CESA in the area around Daule and confirmed that the projects were being implemented as traditional rural credit programs. Several of the cooperatives have been receiving credit assistance for up to ten years. Because of this the Joint Credit Fund cannot be considered to be either a pilot or an innovative program, although training is now a more important part than it was before.

8.14 To date, 16 million sucres have been deposited in the National Development Bank and its branches in Riobamba, Canar, Daule, and Latacunga. Even though it is uncertain how much of these funds has been used, it is estimated that approximately 70 million sucres have been used to provide credit to approximately 50 rural campesino organizations. Before disbursing the remaining funds, it is recommended that the mechanism for providing credit be revised to carry out the original intent of the credit program as reflected in the agreement between AID and MAG.

8.15 INCCA is beginning to implement successfully a radio education program. Through an agreement with CIESPAL, INCCA has installed recording

studios and trained campesinos to use them in four campesino communities. Campesinos produce a weekly 30 minute magazine format radio program using Spanish and sometimes, Quechua. Broadcast by Radio Latacunga, this program can be received in at least two surrounding provinces. The program content contains information about each campesino organization and community, including segments on rural health and education, music, messages, and greetings. An evaluation of this program has not yet been conducted. It is certainly premature to be thinking in terms of a summative evaluation. It was apparent, however, that this program was among the most innovative rural development activities implemented by INCCA.

8.16 Many of the administrative problems identified in the interim evaluation of INCCA were resolved. INCCA has enjoyed the necessary degree of autonomy within MAG to allow it to manage its programmatic and fiscal activities well. There is an indication that MAG officials recognize the status of INCCA and its need to be operationally autonomous.

8.17 INCCA's link with SEDRI continues to be vital. Through SEDRI, INCCA has found a vehicle for working with integrated rural development programs and obtaining interdisciplinary and multisector support.

8.18 INCCA's internal organization appears to be appropriate for such an institution, but the functions of its divisions need to be redefined and its internal coordination improved. Currently there is little evidence of sufficient communication between administrators and the different divisions as well as among the divisions themselves.

8.19 The funds for INCCA originated from AID-Washington. The investment was justified because as a pilot project it could demonstrate how other similar developing nations might develop such projects. INCCA has yet to fully document and disseminate information on its efforts thus fulfilling MAG's agreement with AID.

9.0 RECOMMENDATIONS

9.1 AID should extend its agreement with MAG to operate the National Rural Training System through the end of December, 1985. The following conditions should be met before the agreement extension"

- o MAG: Prepare a formal plan describing alternatives for field and central staff salary payments currently made from the SNCR contract.
- o SEDRI: CESA, BFN and MAG: Conform to the terms in AID's agreement with MAG on the operation of SNCR activities, by changing their agreement on use of the Joint Credit Union.
- o INCCA: Prepare a work plan for June through December, 1985 to reflect these changes.
- o MAG: Obligate itself insofar as possible to maintaining the current INCCA leadership. A new INCCA director without previous project experience could not be expected to provide strong leadership during the brief extension period, and certainly not without assistance from the present administrative staff.

9.2 INCCA: Dedicate, during this period, much of its efforts, with assistance from MAG and SEDRI, to seeking other funding sources to assure continuance of its function as a rural training development service agency. It may also need AID's assistance to accomplish this.

9.3 SEDRI, in consultation with MAG: Negotiate with international organizations such as AID, BID, BIRF, and CAF for payment of INCCA's services to implement all DRI Project training activities. A first step would be to negotiate with AID for the payment to INCCA to provide training in Salcedo and Quimiag; and, with BID, to provide training in Sur de Loja.

9.4 MAG and AID: Sponser a meeting with officials of other ministries and institutions involved in rural development to discuss relevant, related services available through INCCA.

9.5 MAG, in cooperation with AID and SEDRI: Sponser a meeting with representatives from international donor organizations to discuss the services available through INCCA.

9.6 MAG: Continue to provide INCCA the current degree of administrative and fiscal autonomy allowing INCCA to continue its adept management of resources provided by AID or other donor agencies.

9.7 INCCA: Produce a series of technical documents describing its experience as a service agency in areas such as the evolution as a service agency, training methodologies, material development methodologies, material development methodologies, cost benefit studies of generating activities, the joining of training with credit, etc., thus assisting in the international dissemination of information on INCCA's experience.

9.8 INCCA, with AID assistance: Conduct a seminar/workshop for representatives from other Latin-American and Central American countries on the concept of a service agency's role in providing rural, non-formal education services.

9.9 INCCA: Consolidate its initial experience in educational radio and seek other funding services to expand the program to other communities.

9.10. INCCA field coordinators: Turn over, gradually, the responses for funding training activities to the DRI Implementation Units.

9.11. INCCA: Provide a more systematic definition of its Research, Communication and Programming functions to avoid duplication of effort and increase efficiency.

9.12 INCCA Director: Conduct, before provision of the extension, a staff meeting with all the INCCA staff participating actively in planning programs for the period of extension.

9.13. MAG: Designate the Director of INCCA as soon as possible. To make the position more attractive, the Director's salary should include a representation allowance.

9.14 Withdraw available credit funds from the Joint Credit Fund, assigning INCCA as administrator, according to the terms in AID's agreement with MAG.

9.15 INCCA: Extend the expertise and resources used to computerize its accounting system to include word-processing, project management and evaluation.

A P P E N D I C E S

PROPOSALS FROM *UEP ON DEVELOPING TRAINING MODULES

TITLE OF THE RESEARCH	THEME	AUDIENCE	USE/PURPOSE
Ways to teach yourself quichua	Proposals from *UEP on developing training modules	300 DRI Sierra Technician	To learn quichua.
Teaching vocabulary in rural training	Problem with vocabulary in the fields	500 sierra technicians	To understand the difficulty w/diff. vocabularies in the transfer of info.
The social function of quichua	The social function of quichua	200 farmers/50 tech. national	To teach traditional medicine to the participants.
Brief profile of the DRI proj.	Lists the project sites	Min. of Ag. technicians	To give concise, useful info about the DRI projects.
Cultivating potatoes, social aspects	Cultivating potatoes, social aspects	DRI technicians from the highlands/Andes Sierra	To understand social/cultural aspects of raising potatoes.
Book of blackberry, pamphlet of blackberry	Trainers manuals for cultivating blackberry	Highland farmers technicians, orchard	To understand the fruit from planting to selling
Corn and corn by-products	Corn and corn by-products	DRI projects from Sierra	To distribute info about corn to the DRI projects in the Andes
Raising Lima beans		DRI projects from Sierra	Source of info about the general process of raising beans.

PROPOSALS FROM *UEP ON DEVELOPING TRAINING MODULES
(Continued)

TITLE OF THE RESEARCH	THEME	AUDIENCE	USE/PURPOSE
Beekkeeping manual	The world of bees	National beekeepers	To distribute info about raising bees throughout the country.
The guinea pig in rural life	The economics of guinea pigs in rural living modules	DRI projects in Salcedo, Quimiag, Guamote y PDC Gualaceo	For project technicians where studies on raising guinea pigs was completed.
Raising guinea pigs at home	Raising guinea pigs at home	Farmers in the Andes who raise guinea pigs	Farmers in the Andes who raise guinea pigs.
How to give shots to farm animals	Giving medicine and shots		To learn how to give vaccines.
Pamphlet on hoof and mouth	Hoof and mouth disease	Farmers	Information on hoof and mouth.
Soil conservation	Soil conservation	DRI project in Quimiag	To help technicians in the Andes to understand the efficient use of soil.
Agricultural terracing	Care and maintenance of terraces	DRI project in Quimiag	DRI technicians who don't know how to terrace.
Using video in training	Specifically for land and cattle farmers	300 DRI technicians, coastal and Sierra	To understand how to use A.V. materials in training.

PROPOSALS FROM *UEP ON DEVELOPING TRAINING MODULES
(Continued)

TITLE OF THE RESEARCH	THEME	AUDIENCE	USE/PURPOSE
Training, where it's at and where to go	Study of training needs	34 INCCA memebrrs	To understand the sit.
Training needs in INCCA	Analysis of INCCA and its 34 INCCA members training needs	34 INCCA members	To understand the training needs of the INCCA personnel.
Proposals from *UEP on developing training modules	Trainers modules	7 DRI projects that INCCA participates in	200 technicians from INCCA and UEP-DRI
Design of model for evaluating training of campesinos	IDEM	AID Quito, patricio barri	AID evaluation team.
Inventory of national resources for non formal rural training	Training materials	Central Office officials	Listing of information useful to plan training and coordinating with other institutions.
Socio-economic analysis of *Etnia-Awa-Kuiker	IDEM	951 residents of the Etnia	To outline the territories and collect data on the area.

APPENDIX 1

LISTING OF ALL PERSONNEL INVOLVED WITH THE INCCA PROJECT

SYMBOLS AND ABBREVIATIONS

Without asterisk	Salary from Ministry of Agriculture
With 1 asterisk	Salary from A.I.D.
With 2 asterisks	Salary from SEDRI
Prof. Agr.	B.S. Agriculture/ Livestock
As. Adm.	Administrative Assistant
Lcdo. Soc.	B.A. in Sociology
Lcdo. Sic.	B.A. in Psychology
As. Prof. Agr.	Assistant Professor of Agriculture and Livestock
B. Cont.	High School Accountant
B. HH. MM.	H.S. Humanities
B. CC. EE.	H.S. Educational Science
Dr. Soc.	Sociologist
PROM. Cul.	Cultural Promoter
Dr. Veter.	Veterinarian
Ing. Agr.	Agricultural Engineer
Cont. Pub.	Public Accountant
Tec. Apic.	Beekeeper
Coord. INCCA	Coordinator between INCCA/AID
Gud. Endo.	Acting Storekeeper
J. Ad. Fin. Endo.	Acting Administrative Chief
Ay. Cont.	Accounting Assistant
Guard.	Storekeeper
U.	University

DEPARTMENT OF FINANCIAL ADMINISTRATION

NAME	JOB/POSITION	PROFESSION	SOURCE	SALARY	DATE STARTED	DATE FINISHED
Gladys Saenz	Contador 4	Cont. Pub	M.A.G.	11.300	11/81	04/83
Heriberto Recalde	Pag. 2	B. Contd.	M.A.G.	11.300	11/81	04/83
Oswaldo Proano	J. Guard. 2	Cont. Pub.	M.A.G.	13.500	11/81	08/82
Martha Quimi	As. Pro. Ag.	Cont. Pub.	M.A.G.	12.700	11/81	04/83
Martha Quimi	As. Pro. Ag.	Cont. Pub.	M.A.G.	12.700	08/84	Active
Victoria Zambrano	As. Adm. J.	Secretar.	M.A.G.	12.300	11/81	Active
Mireya Illesca	Tec. Arch.	Lic. Idma.	M.A.G.	12.700	11/81	10/84
Gil Santillan	J. INCCA	Lic. Sic.	ICE	14.700	11/81	11/82
Benigno Cardenas	Dir. INCCA	Ing. Agr.	M.A.G.	23.000	11/82	01/83
Andres Mino	Dir. INCCA	Lic. Sic.	CEMA	23.000	01/83	11/84
Luis Montesdeoca	Conserje		M.A.G.	7.800	01/81	Active
Antonio Hidalgo	Conserje		M.A.G.	7.800	07/84	Active
Tula Arguello	Pagador	Cont. Pub.	Min. Def.	9.300	04/83	12/84*
Tula Arguello	Guard. Endo	Cont. Pub.	INCCA	9.300	07/83	01/85
Tula Arguello	J. Ad. Endo.	Cont. Pub.	INCCA	15.000	04/84	12/84
Tula Arguello	J. Ad. Endo.	Cont. Pub.	INCCA	40.000	01/85	Active*
Susana Morales	Pagador	B. HH. MM	U. Central	20.000	01/85	Active*
Ludwing Calero	Contador	Cont. B.	U. Central	9.300	04/83	12/84*
Henry Onate	Guard.	B. HH. MM	U. Central	12.500	02/85	02/85*
Victor Mayorga	Guard.	B. HH. MM	U. Central	12.500	03/85	Active*
Consuelo Lopez	Ay. Cont.	B. HH. MM	U. Central	12.000	02/85	Active*
Lucia Morocho	Ay. Cont.	Cont. B.	F. Madrid	12.000	02/85	Active*
Cesar Lagos	J. Ad. Fin.	Egdo. Econ	ENPROVIT	32.000	09/82	03/84*
Gustavo Cachimuel	Chofer	Chofer	M.A.G.	9.800	06/84	Active

DEPARTMENT OF PLANNING

NAME	JOB/POSITION	PROFESSION	SOURCE	SALARY	DATE STARTED	DATE FINISHED
Benigno Cardenas	Prof. Agr. 6	Ing. Agr.	M.A.G.	23.000	01/80	Active
Oswaldo Rodriguez	Prof. Agr. 5	Ing. Agr.	PROCAESA	21.000	11/81	Active
Marcelo Valencia	Prof. Agr. 4	Lcdo. Edc.	M.A.G.	19.000	01/80	Active
Gladys Santillan	Prof. Agr. 2	Lcda. Soc.	IERAC	15.900	11/81	Active
Maria Moscoso	Prof. Agr. 2	Lcda. Sic.	M.A.G.	15.900	01/80	Active
Patricia Carrillo	Asist. Adm. 4	Secretar.	M.A.G.	11.300	11/81	Active

DEPARTMENT OF COMMUNICATIONS

NAME	JOB/POSITION	PROFESSION	SOURCE	SALARY	DATE STARTED	DATE FINISHED
Maria Burbano	J. Endo.	Lic. Sic.	IEE	19.500	12/81	Active
Elena Aizaga	As. Adm.	Secret.	M.A.G.	11.300	08/81	Active
Raul Sanchez	Diagramador	B. HH. MM.	M.A.G.	13.500	08/81	Active
Marcelo Aguilar	Diagramador	Arquit.	Ejercito	14.700	10/81	02/84
Dennis Romo	Prom. Cult.	B. HH. MM	M.A.G.	11.300	08/81	Active
Carlos Granda	Tec. Audiov.	Ciclo B.	M.A.G.	9.200	08/81	Active
Bolivar Villavicencio	Diagramador	B. HH. MM.	M.A.G.	13.500	02/84	Active
Edgar Leyton	Diagramador	B. HH. MM.	M.A.G.	13.500	02/84	Active
Camilo Cabezas	Tec. Agr.	Lcdo. Sic.	M.A.G.	14.700	02/84	Active
Jorge de la Cadena	J. Agronomo	Agronomo	M.A.G.	13.500	04/82	Active
Miguel Ortiz	Diagramador	B. HH. MM.	M.A.G.	13.500	12/81	Active
Emilia Rosero	Jefe	B. HH. MM.	Bco. Fomto	23.000	08/83	11/84*
Jorge Coello	Imprenta	B. HH. MM.	SECAP	19.000	07/84	12/84*
Susana Arboleda	Secretaria	Secretar.	SECAP	12.000	01/84	12/84*

DEPARTMENT OF COMMUNICATIONS

NAME	JOB/POSITION	PROFESSION	SOURCE	SALARY	DATE STARTED	DATE FINISHED
Lida Moreno	Prof. Agr. 6	Dr. Soc.	U. Bucarest	23.000	10/81	Active
Holguer Silva	Prof. Agr. 2	Lcdo. Sic.	C. La Salle	15.900	07/82	Active
Carlos Echeverria	Prof. Agr. 5	Dr. Veter.	M.A.G.	21.000	11/83	Active
Angel Orellana	Prof. Agr. 4	Ing. Agr.	Eco. Central	19.000	09/81	Active
Anibal Cisneros	Prof. Agr. 2	Lcdo. Soc.	U. Esmeralda	15.900	10/81	Active
Juvenal Illera	Tec. Apic.	Apicultor	M.A.G.	12.700	01/83	Active
Maria Espinoza	As. Adm.	B. CC. EE.	M.A.G.	11.300	04/82	Active
Pedro Araujo	Coord. INCCA	Lcdo Soc.	M.A.G.	19.000	01/82	Active
Jaime Borja	Prof. Agr. 6	Prom. Cul.	M.A.G.	23.000	08/81	12/81 **

TRAINING COORDINATORS IN THE INTEGRATED RURAL DEVELOPMENT PROJECTS

NAME	PROFESSION	PROJECT	DURATION	SALARY
Vidal Mesias	Agron.	P. Quininde	82-83-84	35.000
Jose Marino	Lcdo.	P. Quimiag	82-83-84	21.000
Rene Unda	Lcdo.	P. Salcedo	82-83-84	21.000
Hermel Mendoza	Lcdo.	P. Ila Ch.	82-83-84	21.000
Carlos Salcedo	Lcdo.	P. Guamote	82-83	21.000
Lorenz Jumbo	Lcdo.	P. Jipijapa	82-83	21.000
Eugenio Chininin	Lcdo.	P. Loja	82	14.700
Luis Espinoza	Lcdo.	P. Jipijapa	82	14.700
Juan Orlando	Lcdo.	P. Quininde	83-84	19.000
Enrique Madrinan	Agronomo	P. Salcedo	84	19.000
Enrique Madrinan	Agronomo	P. Radio	85	35.000
Susana Lopez	Lcda.	P. Jipija	85	35.000
Susana Lopez	Lcda.	P. T.T.P.	84	19.000
Raul Garcia	Agron.	P. Cayambe	85	35.000
Marco Ortiz	Dr.	P. Illa Ch.	85	35.000
Cesar Guzman	Ing. Agr.	P. Quimiag	84-85	35.000
Alicia Munoz	Lcda.	P. Salcedo	85	35.000
Wilson Yanez	Ing. Agr.	P. Jipijap	84	19.000
Wilson Plaza	Agr.	P. Quininde	82-83	14.700

LIST OF INTERNATIONAL ADVISORS AND CONSULTANTS FROM INCCA

NAME	PROFESSION	JOB/POSITION	DURATION	SALARY
Paul Cliche	Dr. Soc.	Asesor	82-83-84	77.000
Patricio Barriga	Lcdo. Soc.	Asesor	82-83-84	340.753
Jorge Rivera	Dr. Soc.	Asesor	82-83	77.000
Renzo Kartzow			82-83-84	293.125

NATIONAL ADVISORS

NAME	PROFESSION	JOB/POSITION	DURATION	SALARY
Ruth Moya	Dra Ling.	Asesor Invest.	82-83-84	70.000
Jose Pereira	D. Antrop.	Asesor Invest.	83-84	70.000
Manuel Vieira	Lcdo.	Asesor Comuni.	84	70.000

APPENDIX 2

PRINTED MATERIALS PRODUCED BY INCCA

TERMINOLOGY USED TO CLASSIFY THE PRINTED MATERIALS

AFICHE	BILLBOARDS
BOLETIN	NEWSLETTER. Printed publication put out by a group. It can be informative or technical and it is periodical and sequential.
CARTILLA	A short, technical document. Usually educational and research oriented. It has text and graphics.
HOJA VOLANTE	FLYER. This is for broad circulation about a specific topic. It can be promotional or informative. It has either/or graphics and text. It is generally small so it can be easily handled.
PLEGABLE	PAMPHLET: An informative document, 2, 3, or 4 pages, folded. It can be informative, educational or promotional. The presentation of the contents of the folder is in a specific order, sequential, and in units. It has text and graphics.
PERIODICO	JOURNAL. It is informative and divided into various parts. The styles can vary greatly. It is produced by a group or an organization.
LIBRO	BOOK. Any printed material that has more than 48 pages. It can be single, or double in its contents.
DOCUMENTO	Printed publication written but can have graphics. Less than 48 pages.
ROTAFOLIO	FLIP CHART. Poster boards with graphics and text that help a trainer in his/her presentation.
MANUAL	A document or book that gives practical solutions in both techniques and methodology.

PRINTED MATERIALS PRODUCED

COMPONENT	TYPE	TITLE	SUBJECT	DISTRIBUTION	AUDIENCE	DATE	NO. OF SAMPLES DISTRIBUTED	COST
a) Organizational and Social Aspect	Brochure	By-laws of the Campesino Municipalities, Organizational Laws and Rules of the Municipalities	Organization	2.000	Campesinos	VI-84	2.000	
	Brochure	Land Tenure	Organization	1.000	Cams. DRI TIP	II-84	1.000	
	Pamphlet	Election of Lobbyists	Organization	1.000	Cams. DRI in Quam. Quam.	XII-83	1.000	
	Flyer	Lobbying	Organization	1.000	Cam. DRI Guamote	I-83	1.000	
	Pamphlet	Comunal Store	Organization	1.000	Camp. DRI TIP	IV-84	1.000	
	Brochure	We Have our own Warehouse Campesino Committee P. DRI Puerto IIa-Chone	Organization	1.000	Camp. P. DRI IIa	II-85	1.000	
	Brochure	Cooperative Organization	Organization	1.000	Cam. P. Quininde	VIII-83	1.000	
	Brochure	Administration of the Cooperative	Organization	1.000	P. DRI Quininde	VIII-83	1.000	

PRINTED MATERIALS PRODUCED
(Continued)

COMPONENT	TYPE	TITLE	SUBJECT	DISTRIBUTION	AUDIENCE	DATE	NO. OF SAMELES DISTRIBUTED	COST
b) Agricultural and livestock production	Manual	The World of the Bees	Agriculture	2.000	Trainers	II-85	300	
	Document	Potato Growing	Andrean tu- bers	2.000	Trainers	VI-84	1.600	
	Document	Soil Conserva- tion	Natural Re- sources	1.000	Trainers	X-84	1.000	
	Manual	Blackberry Grow- ing	Fruits	2.000	Trainers	III-85	--	
	Manual	Blackberry grow- ing	Fruits	2.000	Campeinos	III-85	--	
	Brochure	Administering Caccines and Medicines	Livestock	2.000	Campeinos	V-84	1.900	
	Brochure	Guide for the Poultry Farmer	Livestock	500	Trainers	V-84	500	
	Billboard	Don't Burn the Forests	Forestry	3.000	General Public	VIII-84	3.000	
	Brochure	Hbof and Mouth Disease	Livestock	4.000	Campeinos	V-84	3.000	

PRINTED MATERIALS PRODUCED
(Continued)

COMPONENT	TYPE	TITLE	SUBJECT	DISTRIBUTION	AUDIENCE	DATE	NO. OF SAMPLES DISTRIBUTED	COST
	Brochure	How to Construct an Improved Corn Silo	Agriculture	2.000	Campeños	III-84	2.000	
	Billboards	Causes of Forest Fires	Forestry	3.000	General Public	VIII-84	3.000	
	Brochure	The "roya" (a coffee disease) can be con- trolled by	Agriculture	1.000	Pr. Nac. Cafe	XI-83	1.000	
	Brochure	Combats the "Broca" (ano- ther disease) of coffee	Agriculture	1.000	Pr. Nac. Cafe	XI-84	1.000	
	Billboard	Let's Plant Vegetables	Agriculture	1.000	P. DRI Costa	II-85	1.000	
	Billboard	Burning Straw is Harmful for the Soil	Agriculture	3.000	P. DRI Sierra	II-85	3.000	
	Billboard	You Can Run away from the Fire, the Tree Cannot	Forestry	10.000	General Public	IX-83	10.000	

PRINTED MATERIALS PRODUCED
(Continued)

COMPONENT	TYPE	TITLE	SUBJECT	DISTRIBUTION	AUDIENCE	DATE	NO. OF SAMPLES DISTRIBUTED	COST
	Pamphlet	How to Conserve the Soil	National Program for soil con- servation	1.000	Campeños	X-84	1.000	
	Pamphlet	Misuse and Mis- management Des- troy the Soil	Soil conser- vation	1.000	Campeños	X-84	1.000	
	Pamphlet	Practices for Soil Conserv- tion-terraces	Soil conser- vation	1.000	Campeños	X-84	1.000	
	Pamphlet	Protect your Land. It is the foundation for the future of your chil- dren	Soil con- servation	1.000	Campeños	X-84	1.000	
	Pamphlet	Detour Trenches, for Irrigation usually	Soil con- servation	1.000	Campeños	X-84	1.000	
	Pamphlet	Why Fertilizers Increase Pro- duction	Soil con- servation	1.000	Campeños	X-84	1.000	

PRINTED MATERIALS PRODUCED
(Continued)

COMPONENT	TYPE	TITLE	SUBJECT	DISTRIBUTION	AUDIENCE	DATE	NO. OF SAMPLES DISTRIBUTED	COST
	Pamphlet	How to Prepare Organic Fertilizers	Soil con- servation	1.000	Campeños	X-84	1.000	
	Document	Domestic guinea Pig Breeding	Livestock	500	Technicians	VII-84	500	
	Document	Rabbit Breeding	Livestock	500	Technicians	VII-84	500	
	Pamphlet	Rabbit Breeding	Livestock	1.000	Campeños	VIII-84	900	
	Pamphlet	Guinea Pig Breeding	Livestock	1.000	Campeños	VIII-84	1.000	
	Pamphlet	Plant a Tree for a Better Future	Forestry	1.000	Campeños	VIII-84	1.000	
	Billboard	The Coffee di- sease "broca" can be con- trolled by	Agriculture	printed INIAP	Campeños	XI-83	—	
	*Pamphlet	Crossbreed your cows to obtain more milk	Livestock	1.500	Cam. DRI-IIa	II-84	1.500	
	*Pamphlet	Good use of the 'saboya' straw	Livestock	1.500	Cam. DRI-IIa	II-84	1.500	

*Documents edited twice at INCCA Central Plant.

PRINTED MATERIALS PRODUCED
(Continued)

COMPONENT	TYPE	TITLE	SUBJECT	DISTRIBUTION	AUDIENCE	DATE	NO. OF SAMPLES DISTRIBUTED	COST
	*Pamphlet	Mineral salt is necessary for your animals	Livestock	1.500	Cam. DRI-11a	II-84	1.500	
	Pamphlet	Improve Peanut Growing	Agriculture	1.500	Cam. DRI-11a-CH	III-85	500	
	Brochure	Increase your Corn Harvest	Agriculture	1.500	Cam. DRI-11a-CH	III-84	1.500	
	Brochure	Preserve your Mountain	Forestry	1.500	Cam. DRI-11a-CH	III-85	500	
	Billboard (educatio- nal)	Health and life for your ani- mals	Livestock	1.000	Cam. DRI-11a-CH	X-84	900	
	Billboard (promotio- nal)	Listen, 'compa- dre' there's a tree missing here	Forestry	1.000	Cam. DRI-11a-CH	X-84	1.000	
	Brochure	Peanut Growing	Agriculture	1.000	Cam. DRI-11a-CH	IV-85	200	
	Flip Chart	Coffee Selling	Agriculture	1	Cam. DRI Quinin	X-84	—	
	Flip Chart	Corn Growing (draft)	Agriculture	1	Cam. DRI Quinin	X-84	—	

*Documents edited twice at INCCA Central Plant.

PRINTED MATERIALS PRODUCED
(Continued)

COMPONENT	TYPE	TITLE	SUBJECT	DISTRIBUTION	AUDIENCE	DATE	NO. OF SAMPLES DISTRIBUTED	COST
	Flip Chart	Practical Guide for Coffee Growing (draft)	Agriculture	1	Cam. DRI Quinin	X-84	—	
	Flip Chart	Hoof and Mouth Disease	Livestock	1	Cam. DRI Quinin	X-84		
	Flip Chart	Caring for cows during and after delivery	Livestock	1	Cam. DRI Quinin	X-84		
	Flip Chart	Internal Para- sites Found in Livestock	Livestock	1	Cam. DRI Quinin	X-84	—	
	Pamphlet	Soil Conserva- tion (in qui- chua)	Forestry	200	Cam. DRI Guamote	XII-84	200	
	Pamphlet	Prevent Forest Fires	Forestry	1.000	Cam. DRI Guamote	III-85	—	
	Pamphlet	Let's plant trees together with sweet meat or cinnamon candy stick	Forestry	1.000	Cam. DRI Guamote	III-85	—	
	Brochure	The Fence	Agriculture	1.000	Cam. DRI Guamote	III-85	—	

PRINTED MATERIALS PRODUCED
(Continued)

COMPONENT	TYPE	TITLE	SUBJECT	DISTRIBUTION	AUDIENCE	DATE	NO. OF SAMPLES DISTRIBUTED	COST
	*Pamphlet	Let's Give Mineral Salt to the Animals	Livestock	1.000	Cam. DRI Quimiag	VII-83	1.000	
	*Pamphlet	Use Molasses in the Food for your Animals	Livestock	1.000	Cam. DRI Quimiag	VII-83	1.000	
	*Pamphlet	Radish Growing	Agriculture	1.000	Cam. DRI Quimiag	XII-84	1.000	
	*Pamphlet	Let's Plant Trees	Forestry	1.000	Cam. DRI Quimiag	VII-83	1.000	
	*Pamphlet	Let's Prevent Erosion	Forestry	1.000	Cam. DRI Quimiag	VII-83	1.000	
	Brochure	Improve Rabbit Breeding	Livestock	1.000	Cam. DRI Quimiag	IX-83	1.000	
	Brochure	Let's Plant Vegetables	Agriculture	1.000	Cam. DRI Quimiag	XII-84	1.000	
	Billboards (educational)	Guinea Pig Breeding	Livestock	1.000	Cam. DRI Quimiag	II-84	1.000	
	Flyer	Let's kill worms that affect crops	Agriculture	1.000	Cam. DRI Quimiag	IX-83	1.000	

*Documents edited twice at INCCA Central Plant.

PRINTED MATERIALS PRODUCED
(Continued)

COMPONENT	TYPE	TITLE	SUBJECT	DISTRIBUTION	AUDIENCE	DATE	NO. OF SAMPLES DISTRIBUTED	COST
	Brochure	Coffee Seedbeds and Nurseries	Agriculture	1,500	Cam. DRI Jipijapa	III-85	1,500	
	Brochure	<u>La recepa del cafeto</u>	Agriculture	1,500	Cam. DRI Jipijapa	III-85	1,500	
	Pamphlet	The Importance of Bees	Livestock	200	Cam. DRI Jipijapa	XI-84	200	
	Billboard	Educational Billboards on Guinea Pigs	Livestock	1,000	Cam. DRI Salcedo	XI-83	1,000	
	Billboard	Calendar for Veterinary Inoculations	Livestock	1,000	Cam. DRI Salcedo	XI-83	1,000	
	Brochure	Parasites Found in Livestock	Livestock	1,000	Cam. DRI Salcedo	IV-83	500	
	Flyer	Selection of Corn Seeds	Agriculture	500	Cam. DRI Salcedo	V-83	500	
	Flip Chart	How to Identify Diseases in your Animals	Livestock	1	Cam. DRI Quinin	X-84	—	
c) Basic training	Book	Basic Accounting System	Accounting	2,000	Technicians	IV-85	In Warehouse	

PRINTED MATERIALS PRODUCED
(Continued)

COMPONENT	TYPE	TITLE	SUBJECT	DISTRIBUTION	AUDIENCE	DATE	NO. OF SAMPLES DISTRIBUTED	COST
d) Basic training	Brochure	Take care of your health, prevent <u>cisti-</u> <u>ceresis</u>	Health	2.000	General Public	XI-84	1.950	
	Document	Rabies, Module for Instructors	Health	4.000	Technicians and Professors	IV-85	—	
	Brochure	Vaccines	Health	1.000	Cam. DRI Ila	VIII-83	1.000	
	Brochure	Diarrhoeal Di- seases	Health	1.000	Cam. DRI Ila	VIII-83	1.000	
	Brochure	Mother and child	Health	1.000	Cam. DRI Ila	VIII-83	1.000	
	Brochure	Paludismo	Health	1.000	Cam. DRI Ila	IV-85	1.000	
	Pamphlet	First Aid	Health	1.000	Cam. DRI Guam	VII-83	1.000	
	Brochure	First Aid	Health	1.000	Cam. DRI Guam	VII-83	1.000	
	Brochure	Diarrhea Control	Health	1.000	Cam. DRI Guam	VI-84	1.000	
	Brochure	Mother and Baby	Health	1.000	Cam. DRI Guam	VI-84	1.000	
	Brochure	Vaccines	Health	1.000	Cam. DRI Guam	VI-84	1.000	
	Brochure	Oral Hygiene	Health	1.000	Cam. DRI Guam	VII-84	1.000	
	Brochure	Textiles and Dyes	Handicrafts	1.000	Cam. DRI Guam	III-84	1.000	

PRINTED MATERIALS PRODUCED
(Continued)

COMPONENT	TYPE	TITLE	SUBJECT	DISTRIBUTION	AUDIENCE	DATE	NO. OF SAMPLES DISTRIBUTED	COST
	*Pamphlet	Let's Drink Clean and Healthy Water	Health	1.000	Cam. DRI Quim P.	X-83		
	*Pamphlet	Let's Prevent Diarrhea in our Children	Health	1.000	Cam. DRI Quim P.	I-84	1.000	
	*Pamphlet	Control and Care During Preg- nancy	Health	1.000	Cam. DRI Quim P.	I-84	1.000	
	*Pamphlet	Child Care During the First Five Years	Health	1.000	Cam. DRI Quim P.	I-84	1.000	
	*Pamphlet	Prevent Oral Disease	Health	1.000	Cam. DRI Quim P.	V-84	1.000	
	*Pamphlet	Brush your Teeth Well	Health	1.000	Cam. DRI Quim P.	V-84	1.000	
	Pamphlet	Inoculate your Children	Health	1.000	Cam. DRI Quim P.	V-84	1.000	
	Pamphlet	Let's Prevent Typhoid Fever	Health	1.000	Cam. DRI Quim P.	V-84	1.000	

*Documents edited twice at INCCA Central Plant.

PRINTED MATERIALS PRODUCED

(Continued)

COMPONENT	TYPE	TITLE	SUBJECT	DISTRIBUTION	AUDIENCE	DATE	NO. OF SAMPLES DISTRIBUTED	COST
	Pamphlet	How to Prevent Goiter	Health	1.000	Cam. DRI Quim P.	I-85	1.000	
	Pamphlet	Let's Build Latrines	Health	1.000	Cam. DRI Quim P.	I-85	1.000	
	Flip Chart	Goiter	Health	1.000	Cam. DRI Quim P.	I-85	1.000	
	Brochure	<u>Nuestro Cebycan</u>	Health	1.000	Cam. DRI Quim P.	I-85		
	Billboard	Support the Handicapped	Health		Cam. DRI Quim P.	XI-84		
	Billboard	Calendar About Goiter	Health		Cam. DRI Quim P.	XII-84		
e) Others	Pamphlet	National Insti- tute of Train- ing for Campe- sinos	INCCA Report	5.000	General Public	XII-81	5.000	
	Document	Program for INCCA Action	Program	3.000	Technicians	XI-81	3.000	

PRINTED MATERIALS PRODUCED

(Continued)

COMPONENT	TYPE	TITLE	SUBJECT	DISTRIBUTION	AUDIENCE	DATE	NO. OF SAMPLES DISTRIBUTED	COST
	Document	Proceedings and Evaluation of Seminars: "In- duction to Rural Develop- ment at Rancho Ronald del Camen"	Evaluation and conclu- sions	200	Technicians	II-82	200	
	Pamphlet	Action Methodo- logy of INOCA	Methodology	500	Technicians	II-82	500	
	Document	Seminar Procee- dings on the Organization and Economy of the Campesino	Organization	500	Technicians	III-82	500	
	Document	Proceedings of the "First Meeting of Public Training Institutions in the Country"	Information	500	Technicians	IV-82	500	
	Document	Proceedings of the Meetings of Private Insti- tutions	Report	500	Technicians	III-82	500	

PRINTED MATERIALS PRODUCED
(Continued)

COMPONENT	TYPE	TITLE	SUBJECT	DISTRIBUTION	AUDIENCE	DATE	NO. OF SAMPLES DISTRIBUTED	COST
	Newsletter	Information INCCA(4 issues)	Information	20.000	General Public	III-82-V- VIIyXII	5.000 c/u	
	Billboard	Three INCCA Billboards	Information	12.000	General Public	III-82	12.000	
	Document	Planning Sample of a Unit of Training	Training	500	Trainers	VIII-82	500	
	Book	Training the Campesino in Rural Develop- ment (Concep- tual Framework)	Training	3.000	General Public	XII-82	2.500	
	Document	Regular Meeting of the Communi- ty on Learning for Trainers	Methodology	500	Technicians of UEP -DRI	III-83	500	
	Document	Concept of Training Units	Methodology	300	Trainers	III-83	300	
	Brochures (2 edi- tions)	Ideas on Deve- lopment of Teaching Mate- rials	Methodology	1.300	Trainers	VII-84	1.300	

PRINTED MATERIALS PRODUCED

(Continued)

COMPONENT	TYPE	TITLE	SUBJECT	DISTRIBUTION	AUDIENCE	DATE	NO. OF SAMPLES DISTRIBUTED	COST
	Document	Units on Training	Methodology	200	Trainers	V-83	200	
	Document	Diagnosis of the Training of Campesinos at the PDC	Diagnosis	200	Technicians	XII-83	200	
	Billboards	<u>Censo Cafetalero</u>	Institutional	3.000	General Public	III-84	—	
	Document	Supervisor's Manual for Coffee Center	Trainer	80	Supervisors	III-84	—	
	Document	<u>Manual para el Enumerador del Censo Cafetero</u>	Trainer	200	Trainer	III-84	—	
	Billboards	II Conference of Civil Service	Motivator	500	General Public	IV-84	—	
	Document	The problem of Vocabulary When Training Campesinos	How to train	1.000	Technical Trainers	V-84	900	
	Document	Use of Video in Training Campesinos	How to train	1.000	Technical Trainers	VI-84	900	

PRINTED MATERIALS PRODUCED
(Continued)

COMPONENT	TYPE	TITLE	SUBJECT	DISTRIBUTION	AUDIENCE	DATE	NO. OF SAMPLES DISTRIBUTED	COST
	Document	The Woman and Some Designs	How to train	1.000	Campe sinos Farmers	VII-84	900	
	Document	Inexpensive Toys	How to train	1.000	Campe sinos Farmers	VII-84	1.000	
	Brochure	Let's Make Puppets	How to train	3.000	General Public	IX-83	3.000	
	Document	Domestic Rabbit Raising	Process Method	1.000	Technicians	VI-84	1.000	
	Brochure	<u>La gira como me- todo de exten- sion</u>	Methodology	200	Technicians	VIII-84	200	
	Document	Illustration Guide	Diagrams	500	General Public	XI-84	480	
	Document	The Technical and Administra- tion Relation between INCCA and DRI	Administra- tion	100	DRI Technicians	XI-84	100	
	Document	Profile of DRI Projects	Information	500	DRI Technician	XI-84	400	
	Calendar	INCCA Calendar		500	General Public	I-85	450	

PRINTED MATERIALS PRODUCED
(Continued)

COMPONENT	TYPE	TITLE	SUBJECT	DISTRIBUTION	AUDIENCE	DATE	NO. OF SAMPLES DISTRIBUTED	COST
	Flip Chart	Formation of Groups and Leaders	Training	1	Chamber of DRI in Quininde	XI-84	—	
	Flip Chart	Types of leaders	Training	1	Chamber of DRI in Quininde	XI-84	—	
	Brochure	My Friend Needs Credit	Credit	1.000	DRI chamber in Ila-Ch	VIII-83	1.000	
	Brochure	My Friend Wants Credit	Credit	1.000	DRI chamber in Quininde	IX-83	1.000	
	Brochure	My Friend Wants Credit	Credit	1.000	DRI chamber in Guamote	XI-83	1.000	
	Camp. news- paper	(6 books) Wake- Up the Country- side	Information	500 c/u	Union of agricul- tural workers of esmeraldas	IV-VIII 84	500 c.u	
	Camp. news- paper	The Voice of the Rural People (4 volumes)	Information	1.000 c/u	DRI chamber Ila- Cha	VII, IX IX	1.000 c/u	
	Camp. news- paper	Rural Action and Thought	Information	1.000 c/u	DRI chamber Quin- inde	X-83		
	Camp. news- paper	We will overcome (3 volumes)	Information	1.000 c/u	DRI chamber Qui- miag	I- y V-84	1.000 c/u	

PRINTED MATERIALS PRODUCED

(Continued)

COMPONENT	TYPE	TITLE	SUBJECT	DISTRIBUTION	AUDIENCE	DATE	NO. OF SAMPLES DISTRIBUTED	COST
	Camp. news- paper	Justice (1 vo- lume)	Information	1.000	DRI chamber Qui- miag	V-84	1.000	
	Newsletter	"El Jatun" (a town) in Gua- mote	I-83	1.000	DRI chamber Gua- mote	I-83	1.000	
	Newsletter	1983 Bulletin	Activity Report	1.000	DRI Public in Ila- Chone	VI-83	1.000	
	Newsletter	1983 Bulletin	Activity Report		DRI Public in Quinde	VIII-83		
	Newsletter	1983 Bulletin	Activity Report	1.000	DRI Public in Quimiag-P	IV-85	1.000	
	Newsletter	1983 Bulletin	Activity Report	1.000	DRI Public in Quimiag-P	IV-85	1.000	

APPENDIX 3

AUDIOVISUAL MATERIALS PRODUCED BY INCCA

AUDIOVISUAL MATERIAL PRODUCTION

COMPONENT	TYPE	TITLE	TOPIC	DISTRIBUTION	AUDIENCE	DATE	NO. OF SAMPLES DISTRIBUTED	COST
a) Social and Organization Aspects	16mm 50' Film	Chimborazo, stories of the villagers	Rural Reality		General Public	IV-VII-82		
b) Agricultural and Livestock Production	20 radio programs, 7 min./ea.	With the little land we have left..	Soil conservation and forestry techniques	10 copies	Highland farmers	I-VI-83	10	
	15 radio program, 7 min./ea.	With the little land we have left..	Soil conservation and forestry techniques	10 copies	Coastal farmers	I-VI-83	10	
	30-' radio shorts, 2 min./ea.	Taking care of the earth, (soil)	Soil conservation and forestry techniques	10 copies	Highland Farmers	I-IV-83	10	
	20 radio short, 2 min./ea	Taking care of the earth, (soil)	Soil conservation and forestry techniques	10 copies	Coastal Farmers	I-VI-83	10	
	40 radio shorts, 2 min./ea	Conversations about nature	Environmental control	10 copies	Urban population of the coast and sierra	I-VI-83		
	VIDEO	The use and management of the soil (30 min.)	Soil Conservation		Highland farmers	V-82 & XII-83		
DIAPPOSITIVA - Slides	Soil Erosion	Soil Conservation		Highland farmers	VII-83			

AUDIOVISUAL MATERIAL PRODUCTION
Continued

COMPONENT	TYPE	TITLE	TOPIC	DISTRIBUTION	AUDIENCE	DATE	NO. OF SAMPLES DISTRIBUTED	COST
c) Basic Training	Slides	Take care of your- self/your health	Health		Coastal farmers	V-83		
d) Others	Video	Folklore from Esmeraldas-the Marimba	Cultural		General Public	VII-83		
	Video	Let's make puppets	Alternative Commu- nications		General Public	III-84		
	220 Educational/ radio reviews	Ricchari-(wake up)	Variety		Farmers in Coto- paxi Province	VIII-83 & IV-85		
	220 Educational/ Radio Reviews		Variety		Farmers in Coto- paxi Province	VIII-83 & IV-85		

MATERIAL USED IN PRODUCTION		
TYPE	TITLE	PHASE OF THE PRODUCTION PROCESS
Book	Teach Yourself Quichua	Diagrams
Book	Training Manual	Printed
Flip Charts	Cooperatives	Printed
Reader or Notebook	Cooperatives	Printed
Book/Text	Corn and Associated Products	Diagram
Flip Chart	Avoid the "Cisticercosis"	Printed
Reader or Notebook	Script for Flipchart on Cisticercosis	Printed
Reader or Notebook	Rabies, a Guide for Children	Printed
Document	Terraces (In Agriculture)	Final Draft
Document	Guinea Pigs	Printed
Manual, Handbook	Raising Beans	Final Draft
Reader, Notebook	Raising Beans	Final Stage
Document	Audiovisual Aids	To Print
Video	Raising Guinea Pigs at Home	Technical Script
Video	Raising Blackberries	Tape Recording
Illustrated Tales	With the Little Land we have	Technical Scripts
Folding Pamphlet	Rice Planning in Summer Wells	Diagram
Folding Pamphlet	Let's Plant Ornamental Plants	Diagram
Folding Pamphlet	Orchards	Diagram
Folding Pamphlet	Home Gardens	Diagram
Reader or Notebook	Nuche**	Diagram

APPENDIX 4

LIST OF COMPLETED RESEARCH PROJECTS BY THE INCCA RESEARCH DEPARTMENT

LIST OF COMPLETED RESEARCH PROJECTS BY THE INCCA RESOURCES DEPARTMENT*

TITLE OF INVESTIGATION	TOPIC	TARGET AUDIENCE	USE/PURPOSE	AUTHORS	PRODUCTS	DATE	COST	OBSERVATION
Investigate the impact of the transfer of information	Guinea pigs in rural life	Farmers in the DRI and DPA projects in the highlands	Improve production in raising guinea pig	Dr. Carlos Echeverria Dr. Edmundo Lopez	3,000 brochures	June 15, 1985	10,000	A by-product of the technical manual on cuy
Systemizing the impact of beekeeping Training	The impact of beekeeping training in 2 provinces	400 beekeepers from Tungurahua & Manabi	Improve training in order to improve productivity.	Anibal Cisneros, Juvenal Illera.	One document; 20 pages	June 19, 1985	20,000	The cost is based on per diem/field; days at the site.
Analysis of impact of African bee in beekeeping	Advantages & Disadvantages of using African bees	1000 beekeepers from Ecuador	Receive Exact Technical information about managing African bees	Idem	One document; 20 pages	May 19, 1985	30,000	
Research on wheat, rice and barley	Same	DRI and DPA projects	Make use of technical information on improving cultivation of these crops	Angel Orella, na, Jorge de la Cadena	3 brochures; 20 pages	Continuous Activities Dec 85-Mar 86		
Research on the development of Training Techniques for the rural farmers.	Observation tours of training techniques	DRI Projects in the coast and the highlands	Support Soil Conservation	Angel Orella, na	One document	June 15, 1985	40,000	

*Understood that these are in the process of being investigated.

LIST OF COMPLETED RESEARCH PROJECTS BY THE IOCA RESOURCES DEPARTMENT*

Continued

TITLE OF INVESTIGATION	TOPIC	TARGET AUDIENCE	USE/PURPOSE	AUTHORS	PRODUCTS	DATE	COST	OBSERVATION
Alternative methods for rural training	DRI and DPA Projects National	Managing Training Events for farmers and technicians		Angel Ore-llana, Lida Moreno	One document; 50 pages	Oct. 8	60,000	
Analysis of Methodology used in research and training in the rotation of corn/beans	Associated crops: corn, beans, the bean rotation	DRI Project, a town	Summary of information on demonstration plots and field trips	Holguer Silva	One document	Continuous activities Nov.-June 86	50,000	
Systemization & analysis of hand-craft training in textiles	Textile training	Train farmers from other projects in textile handcrafts		Holguer Silva	One document; 30 pages	31 July 1985	50,000	