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Social Institutional Framework Analysis

CENTRAL/LATIN AMERICAN SCHOLARSHIPS PROGRAM

PHASE - II

PERU

Prepared by USAID/Peru with the Assistance of

**Dr. David O. Hansen
Ohio State University**

and

**Arq. Eduardo Gomez de la Torre F.
Universidad Nacional de Ingenieria
Graduate Program in Urban and Regional Planning**

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ACRONYMS

ADECORE	National Association of Religious Schools
AIFLD	American Free Labor Development Institute
ANAPA	National Association of Agrarian Landholders of Peru
APEMIPE	Association of Small and Medium Sized Industrialists
IPAE	Peruvian Business Administration Association
APDayC	Peruvian Association of Authors and Song Writers
APRA	America Popular Revolutionary Alliance Party
APSP	Andean Peace Scholarships Program
APAVIT	Association of Tourism Professionals
ATT	Agricultural Technology Transfer Project
CAPECO	Peruvian Chamber of Construction Industries
CCA	Confederation of Agrarian Cooperatives
CCG	Credit Cooperative Central Office
CCP	Confederation of Peruvian Peasants
CDSS	Country Development Strategy Statement
CEDRO	Information and Education for Drug Abuse Prevention Center
CESIDAI	Peruvian Regionalization Commission
GITE	Confederation of Independent State Workers
CLASP	Central/Latin American Scholarship Program
CNA	National Agrarian Confederation
CONACO	National Confederation of Businesses
CONFIEP	National Confederation of Private Enterprise Institutions
CRSM	Central Selva Resource Management Project
CRSP	Collaborative Research Support Program

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CTP	Country Training Plan
DESCO	Social and Community Development Group
EHR	Education and Human Resources Division
ENCI	National Commodities Marketing Company
ESF	Economic Support Funds
FFA	Future Farmers of America
FONGALSUR	Cattlemen and Dairymen's Southern Regional Fund
FREDEMO	Democratic Front Political Party
FUNDEAGRO	Agricultural Development Foundation
GAPA	Agricultural Policy Analysis Group
GOP	Government of Peru
GREDES	Group for Development Studies
HBCUs	Historically Black Colleges and Universities
ILD	Institute for Liberty and Democracy
INANDEP	National Development and Population Studies Institute
INAP	National Public Administration Institute
INIAA	National Institute for Agricultural and Agro-industry Research
INP	National Planning Institute
LAC	Latin American/Caribbean Bureau
MASCOMIP	M.S. Program in Community Health, Immunization and Population Control
MOH	Ministry of Health
MRTA	"Tupac Amaru" Revolutionary Movement
NAPA	National Association of Partners of the Americas

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OARD	Office of Agriculture and Resource Development
ONA	National Agrarian Organization
ORT	Oral Rehydration Therapy
PADI	Agricultural Policy and Institutional Development Project
PDO	Project Development Officer
PLANIFAM	Family Planning PVO
POP	Office of Population
PRISMA	Communications, Health, Medical and Agricultural Projects PVO
PVOs	Private Voluntary Organizations
PROFAMILIA	Pro-family PVO
SAIS	Agrarian Social Interest Associations
SERPAR	Municipal Park Service
SIF	Social Institutional Framework Analysis
SNI	National Society of Industrialists
SP	Special Project
SUTEP	The Union of Peruvian Educational Workers
TSD	Training and Social Development Division
USAID	U.S. Agency for International Development
USIS	United States Information Service
WID	Women in Development
YMCA	Young Men's Christian Association

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EXECUTIVE SUMMARY

Positions and groups from which important leadership is exercised in Peruvian society are identified and discussed in this document. Its contents will help to: (a) focus training on key sectors and associations through which leaders impact on the opinion and actions of others; (b) identify actual and potential leaders in Peruvian society; and (c) identify appropriate types of training for different groups.

The Central and Latin American Peace Scholarships Program is intended to promote broad based economic and social development within the framework of a free market economy and pluralistic democratic institutions. The emphasis during Phase I has been on identifying areas of skill shortage and providing training in them for persons with proven leadership skills. Leadership training and opportunities to experience the American Way of Life have also been emphasized during Phase I. Phase II will give greater emphasis to identification of key leadership positions and selection of potential and actual leaders for training. Leadership will be strengthened through leadership training and skill training.

Leadership in Peru was profoundly affected by the rigid colonial political-administrative system imposed by Spain. It supplanted a rigid governance system and hierarchical social structure of the Inca period. The colonial system is the institutional framework for contemporary Peruvian society. Only recently have there been attempts to decentralize government and associated decision-making processes. This decentralization, coupled with the inability of the federal government to attend to the needs of growing populations, such as the "pueblos jovenes", has fomented the emergence of new informal leaders at the regional and local levels. This new leadership is fostered by PVOs and in some cases is exercised by PVO agents.

The agrarian reform promoted by the Velasco Alvarado government eliminated a landed oligarchy that had dominated Peru since colonial times. It fundamentally altered the power structure of rural Peru. Many families that belonged to this oligarchy have maintained elite positions through investing in other assets and by assuming professional and intellectual positions in society. Traditional leadership position is increasingly threatened by several major crises affecting Peruvian society: (1) a severe economic recession; (2) increased terrorist activities; and (3) growth in the narcotics industries in the Alto Selva region.

More women are assuming leadership positions at all levels than was true in the past. In part, this has resulted from increased access to formal education; and in part from a broadening of cultural prescribed roles for women in Peruvian society. Women are increasingly found in formal leadership roles in key sectors, such as education, governance and health, in addition to informal leadership roles at the local level.

Actual and potential leaders typically possess several of the following important traits: (a) oratory ability; (b) strong will power; (c) broad knowledge base; (d) profound personal convictions; (e) strong ideological commitment; (f) positive self concept; (g) personal generosity; (h) concentration on goal attainment; (i) charisma; and (j) concern for group welfare.

Socially disadvantaged persons in Peru can be identified based on the following: (a) low parental resources and status; (b) low parental educational and occupational status; (c) absence of parent(s) in the house; (d) low family standard of living; (e) race; (f) ethnic background; (g) low educational status; (h) female gender; (i) rural/marginal urban residence; and (j) limited travel experience.

Economically disadvantaged persons have limited access to monetary resources. Income is the main indicator of economic status. For the CLASP I Program, the Mission currently classifies individuals as economically disadvantaged if their annual family monthly incomes are less than the equivalent of \$300. No distinction is made between urban and rural incomes. Given the fluctuations of the value of the inti in relation to foreign currencies, it is virtually impossible to establish a fixed threshold level. Therefore this principle indicator of economic status will be more precisely defined at the beginning of CLASP II.

CLASP-II scholars will receive academic and technical training which enhances their occupational careers and their leadership positions. Many groups will also receive training explicitly designed to strengthen their leadership capacity. All will undertake experiences which familiarize them with U.S. democratic institutions and permit them to establish enduring friendships in the U.S.

Several criteria to select groups of leaders for CLASP-II were identified and discussed. They conform to A.I.D./Washington guidelines and to the promotion of democratic institutions and broad based economic development in Peru, consistent with USAID/Peru priorities. They are: (a) multiplier (spread) effect; (b) youth involvement/impact on youth; (c) middle or lower class background; (d) rural or urban marginal residents; and (e) other training opportunities (f) skill shortage (g) ethnic or racial minority (h) female gender. Spread effect and impact on youth have been deemed the most important criteria because of their multiplier dimension.

Important urban and rural leadership groups were identified for major sectors of Peruvian society. Major sectors were identified as (a) agriculture; (b) education; (c) governance/community polity; (d) governance/community organization; (e) health; (f) judicial; (i) leisure/recreation; (h) mass communications and (i) armed forces/police; and (j) church. Of these sectors, education and mass communications have the greatest influence on public opinion and national values. Leadership groups in each sector were identified according to their sphere of influence: on national issues, regional issues, municipal life, and local community life.

Among them, 18 groups were identified as highest priority. They include:

- (1) Agriculture Sector: (a) Agricultural Extension Agents, (b) Rural Leaders "Parceleros" Group Leaders Cooperatives, (c) Development Promoters, (d) Agrarian League Leaders, (e) Cooperative Leaders, (f) Teacher's "Institutos Agropecuarios", (g) Peasant Community Leaders.
- (2) Associations/Groups: (a) Labor Union Leaders, (b) Leaders of Small Business Associations (Ex. APEMI).
- (3) Education: (a) University Student Leaders, (b) Teachers Training College Teachers.
- (4) Governance/Community Polity: (a) Regional Authorities, (b) "Pueblos Jóvenes" Communal Leaders.
- (5) Judicial: (a) Human Rights Group Leaders.
- (6) Mass Communications: (a) Newspaper Editorialists, Political Commentators, (b) Radio News and Political Commentators, (c) Mass Media Commentators (news, political or economic, mg. writers), (d) Leaders of "Colegios of Journalists."

Armed forces/police and church leaders will be excluded from the program based on official A.I.D. policy.

Methodologies for selecting actual and potential leaders for the CLASP-II programs were discussed. In general terms, a two stage selection process is recommended. The first stage concerns identification of leaders through recommendations from key informants who are familiar with the leadership structure of the sector or community under consideration. Their nomination of candidates should be sought by the Mission. The second stage includes the use of objective and subjective criteria by the Mission to select among the nominees. Care should be taken at this state to ensure that the socio-economic disadvantage, gender and place of residence parameters established by AID/Washington are satisfied. Social disadvantage should be determined using the following criteria: (a) parental education; (b) father's occupation; (c) family standard of living; (d) nuclear family composition; (e) gender; (f) race; and (g) ethnic background. Economic disadvantage should be determined using the income criterion.

The Mission should maintain a flexible, open training plan. Priorities may change as the next government establishes its economic and social policies and adapts to changing circumstances. Annually, the Mission should select appropriate groups and determine appropriate types of training for them taking into account these changing circumstances. Ideally, all sectors of the Mission should be involved in the process of establishing the annual plan.

Examples of training programs for several of the major groups of leaders discussed in the body of this Social Institutional Framework Analysis are presented in the last section. These materials should be consulted in preparing training programs for future groups of peace scholars.

SOCIAL-INSTITUTIONAL FRAMEWORK ANALYSIS
CENTRAL/LATIN AMERICA SCHOLARSHIPS PROGRAM - II
PERU

Introduction

Social-Institutional Framework

AID/Washington has described the Social-Institutional Framework Analysis (SIF) in detail and has provided guidelines to participating USAID Missions. The SIF represents a base on which to elaborate a strategy for Mission CLASP-II programs. Missions have been directed under CLASP-II to give primary emphasis to identifying leaders who are to be considered for training scholarships in the U.S. Areas in which training will be provided are of secondary importance in selecting candidates. Leadership is defined as the capacity to impact on society generally or on communities of residence through actions, example, and/or force of argument.

The SIF is designed primarily to identify positions and groups from which leadership can or should be exercised to influence events in the community, region or nation consistent with CLASP-II objectives. The SIF will help USAID/Peru to:

- (1) focus training on key sectors and organizations that are influential in shaping actions and opinions from all socio-economic strata of society, with an emphasis on the socially and economically disadvantaged;
- (2) propose a flexible methodology and indicators for identifying leaders and potential leaders within these sectors; and
- (3) identify some appropriate training activities for each group.

The study was conducted within the framework of the Mission's actual and proposed program, as reflected in the Mission FY 1991-92 Action Plan. Thus, SIF contents should be consistent with future Mission priority areas. Training under CLASP-II should be complementary to activities carried out by USAID offices that work with major sectors of society.

CLASP-I/Peru

The goal of the CLASP program, of which the Andean Peace Scholarships Program (APSP) and the Latin American/Caribbean Scholarships Program-II (LAC-II) are parts, is to promote broad based economic and social development in Latin America.

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Following discussion will be limited to the APSP/Peru program.*

Broad based social and economic development is to be accomplished within the framework of encouraging and strengthening democratic pluralism and free market enterprise economies. The program's purpose is to educate leaders from diverse sectors and socio-economic strata.

This education is intended to provide participants with (1) specialized skills, training, and academic education, and (2) an appreciation and understanding of how democratic processes work in a country possessing a free enterprise economy.

USAID/Peru has framed its CLASP Program to give participants an opportunity to undertake specialized training and practical experiences and to familiarize themselves with values and organizations related to democratic pluralism, volunteerism, free press, and democratic institutions in the U.S. All participants will be leaders or potential leaders. In contrast to previous training programs, many CLASP participants have been from lower socio-economic backgrounds. This is consistent with the focus on disadvantaged populations which in large measure emerged out of a concern to counterbalance the extensive training offered by Soviet bloc countries to these classes.

Peru's CLASP-I has been consistent with the general goals and guidelines for the program received from AID/Washington. It has stressed training for the socio-economically disadvantaged. In 1988, 90% of the participants sent to the U.S. were judged to be disadvantaged. All resided in marginal urban settlements or rural areas with minimal educational opportunities, and most were low income wage earners. A similar emphasis was given to participants in the groups sent to the U.S. in 1989. The Mission has also met gender targets established for the program (See Table 1). Over 60% of the trainees sent in 1988 and 52% of those sent in 1989 were women. However, only twenty-six of the trainees in 1988 and 1989 went for long-term programs. This represents only 14% of the total number. Of these, 38% were women. The Mission will adjust these figures in 1990. As shown in Table 1, about 50% of the trainees programmed for 1990 are long-term which will increase to total percentage of long-term trainees for the period 1988-1990 to over 20%

* The LAC-II Project was initiated in late FY 1985 and has three major program components: (1) public sector training in priority development sectors coordinated by the National Institute of Planning [INP], (2) private sector training coordinated by the National Confederation of Private Enterprise Institutions [CONFIEP], and (3) training for socio-economically disadvantaged groups, formerly coordinated by the National Association of the Partners of the Americas (NAPA).

TABLE 1: SUMMARY TRAINING FOR CLASP (1988-1990)

1988: Short Term	<u>Male</u>	<u>Female</u>	<u>Total</u>
(1) Women Leaders - Microenterprises in marginal areas	--	14	
(2) Agricultural Leaders - small farmers from the Sierra (livestock management)	11	2	
(3) Community Leaders - marginal urban areas in coastal region	7	7	
(4) Workers from Health Centers (Nurses, Midwife, Social Worker)	--	20	
(5) Journalists - newspapers	9	6	
SUBTOTAL.....	27	49	76
1988: Long-term			
(1) M.S. in Regional Planning	1	--	
(2) M.S. in Agricultural Economics	1	1	
(3) M.S. in Animal Production/Management	1	--	
(4) M.S. in Agricultural Engineering	1	--	
(5) M.S. in Public Policy Studies	1	--	
(6) M.A. in Mass Media Communications	1	1	
SUBTOTAL.....	6	2	8
1989: Short-term			
(1) Community Promoters - drug/alcohol abuse prevention	2	12	
(2) Legal Prosecutors - administration of justice	6	10	
(3) Agricultural Leaders - integrated pest management	14	--	
(4) Early Childhood Education Coordinators - marginal urban areas	--	20	
(5) Agricultural Leaders - irrigated vegetable crops	14	--	
SUBTOTAL.....	36	42	78
1989: Long-term			
(1) M.S. in Economics	3	--	
(2) Teachers - English as a Second Language	7	8	
SUBTOTAL.....	10	8	18
GRAND TOTAL	154	26	180

78 5 30...

1990: Short-term

(1) Mid-Level PVO Management Training	6	10	
(2) Women Leaders from Marginal Urban Areas - development skills	—	20	
(3) Small Industry Skills training	—	—	
(4) Youth Leaders - guidance counselling skills	10	10	
(5) Agricultural Leaders - management training	—	—	
SUBTOTAL.....	16	40	56

1990: Long-term

(1) M.A. in Educational Administration	1	5	
(2) University Professors/Researchers - tro- pical crops/agroforestry management	14	5	
(3) University Professors/Research/Technology Transfer Agents - irrigated vegetable production	12	3	
(4) Teachers - English as a Second Language	—	8	
(5) Journalists - television and press	—	2	
(6) Survey Researchers	—	1	
(7) Teachers/Researchers - tropical aqua- culture	—	3	
SUBTOTAL.....	27	27	54
GRAND TOTAL.....	122	168	290

* Data Provided by USAID/EHR Office.

Most long-term training programs have been specifically designed for groups of trainees, in Spanish. Trainees have included a mix of leaders from urban and rural disadvantaged classes, public service agencies, and upper middle class occupations, such as journalism, district attorneys, and university professors. Several of these leaders have the potential to influence substantial numbers of individuals. Most long-term training has been non-degree training; it has focussed on individual competence and skill areas rather than selection of sectors. Much of this training has been for advanced degrees, particularly since 1989. Most long-term trainees programmed for 1990 will also undertake non-degree training.

Background

Stratification and Leadership in Peru*

Social stratification and leadership in contemporary Peruvian society can be explained in part by its evolution. When the Spaniards arrived, they encountered a highly structured caste-like Incan society. The Inca ruling class monopolized control over technical and religious knowledge, and tightly controlled the system of governance. The social structure was enforced by a powerful military system. The army was practically the only sector in which new leadership could emerge and in which social ascent was possible. The system was legitimized by a value code based on core precepts, such as hard work and not coveting possessions of others. Indigenous leadership in rural Peru still reflects adherence to these precepts.

In the post-conquest period, the Spaniards imposed a rigid hierarchical political-administrative system. It was controlled by the crown in Spain and manifested in Peru by formal state, church and military bureaucracies. These bureaucracies were reinforced by the presence of a nobility hierarchy and leadership was formally exercised through them. In rural areas, leadership was exercised through a "cacicazgo" system which paralleled and reinforced the existing nobility structure.

The nobility hierarchy disappeared in the post-independence period. However, in practice the same families continued to dominate Peruvian society, through positions which they had assumed in agriculture, mining and commerce. An intellectual elite also emerged and found expression through leaders who imposed their ideas through force of argument and affiliation with dominant political and economic classes. Leadership also expressed itself through "caudillos" who imposed their ideas through armed force. Fundamentally, this period was characterized by the dominance of a landed oligarchy who reinforced its position through control of the state bureaucracy, the church, the military and the judicial systems.

Two notable alternative channels for expression of indigenous leadership throughout this period, namely, the university and indigenous revolts. Both manifestations of leadership were suppressed by the state, and their leaders were either co-opted or eliminated.

The recent Velasco military government broke the back of the landed oligarchy by initiating a sweeping agrarian reform. This reform eliminated the National Agrarian Society which reflected control by this class, and has made the emergence of new economic leadership, which also impacts on other sectors, possible. In rural areas, this leadership is represented by small and medium sized agricultural producer groups affiliated with the National Agrarian Organizations (ONA), by leaders of agricultural cooperatives, "parcelero" associations, and by leaders of agrarian leagues, such as the National Agrarian League (CNA).

* The reader is referred to a more detailed discussion of this topic by Arq. Eduardo Gomez de la Torre which is found in the appendix to this report.

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In contemporary Peru, formal national leadership is exercised in several ways. Formal authority is vested in the main branches of the government, the executive, the legislative, and the judicial. Leaders of these branches have substantial influence over these systems, and this leadership radiates to all levels of government. Leadership is also manifest through professional and production associations, and through labor unions. Many of these organizations have been co-opted by political parties and are used to promote the interests of these parties. The mass media are dominated by their owners, and generally the opinions and ideologies of the owners. This leadership is more diffuse in the radio network, because of the large number of stations. Individuals working for the media have a large influence on public opinion; however, they typically reflect the opinions and interests of owners. National universities, technological institutes and teacher training colleges have a major impact on the value formation of their students. Their faculty members, therefore, play an important role in the formation of public opinion.

In recent years, women have increasingly assumed important leadership roles in these sectors. This is especially true for the mass media and educational sectors. Their presence in and impact on formal government will continue to increase over time.

Leadership at the regional/departmental level is currently being reformed. Formal leadership is present in all major sectors of society, and linked with national networks. However, the move to decentralize government authority will impact on how this leadership is manifest with respect to regional and local governance. The creation of regional assemblies and councils is providing an opportunity for leadership in all sectors to express itself at this level, and, therefore, to impact more directly on the community and governmental programs which affect them. The regional assemblies and councils will consist of elected political leaders, representatives appointed by different social and economic interests in the region, and local mayors who are elected by their constituencies. Importance of leadership at this level will be accentuated.

At the local level, representation of formal national bureaucracies, and authority positions associated with it, is less evident. Representation is typically found in the health, education, agricultural, and executive governmental sectors; and to a lesser extent in the judicial sector. Representatives of these government agencies often exercise important leadership in these communities.

Natural leaders are more likely to emerge to attend to the collective needs at this level. This is particularly true for the new marginal communities surrounding large urban centers for which national and regional governments have been unable to provide basic services. Women have taken an active role in attempting to solve the economic, health and other needs of these communities. PVOs have played a major role in fostering these activities at the local level, and in many cases, agents of PVOs have become leaders of these communities.

Country Setting

The CLASP-II program Peru has been shaped by the principal economic, social and political trends that characterized Peru over the last decade. On the economic side, inflation crept into a hyperinflationary range, while

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production declined to levels reached in the 1960s. Social welfare indicators in Peru show a steady deterioration in every major quality of life indicator. On the political side, terrorism spread while narcotrafficking increased its influence in the agricultural sector.

During the previous decade, the Peruvian economy has experienced a steady decline in its performance. Economic output displayed a downward trend with short-lived spurts of economic growth driven by either improved market conditions for Peruvian exports, or by the temporary stimulation of domestic demand. Inflation has increased steadily with short periods of price stability. By the end of the decade, these trends had reached crisis dimensions with inflation reaching hyperinflationary levels (2,775 in 1990), and the level of output reaching 1960 levels, with attendant increases in unemployment. The government has been steadily losing control of this situation, that has also impacted on its budget. The quality of basic services (health, and education) provided the public sector has also declined steadily.

These trends are fully reflected in quality of life indicators for the average Peruvian. Infant mortality is on the raise, while per capita income, and life expectancy show a marked deterioration over the period. This has been accompanied by the widening of the gap between rich and poor.

The political situation also deteriorated. The economic hardships and associated losses in the quality of life have manifested themselves politically through various means. The expansion of terrorist groups throughout the country has been evident. Sendero Luminoso (SL) and the Tupac Amaru Revolutionary Movement (MRTA) have expanded their operations into the jungle regions and provincial capitals. In the Upper Huallaga Valley, SL has formed an alliance with narcotraffickers, wresting political control out of government authorities in some areas. Both groups have intensified their attacks on the institutional fabric of the country. This is evidenced by their failed efforts to sabotage mayoral and presidential elections that took place in November, 1989 and April and June 1990. Organized labor has become increasingly militant in response to the surge in unemployment and underemployment.

The next Peruvian government will face the daunting task of putting the economy back together, restoring government authority in coca growing areas, fighting two guerrilla movements, improving overall welfare, and reducing the gap between rich and poor.

USAID/Peru Strategy

The Mission adopted a forward looking strategy in its approved FY 1991-92 Action Plan. The Mission is poised to respond to, and assist in the implementation of far reaching economic reforms announced by the newly elected Peruvian administration scheduled to take office in July 1990.

From the Mission's perspective, there are a series of key policy issues that the new government will need to address. The Mission plans to support, through policy dialogue and economic assistance, the following components of the next GOP's program:

1. Initiation of a comprehensive economic stabilization program. This objective will be supported through the Policy Analysis, Planning and Implementation Project and a Balance of Payments Assistance Program in support of a comprehensive, effective, and viable economic stabilization program.
2. Structural reforms and programs that lead to rapid and sustained economic growth.
3. Reforms and programs that lead to a wider sharing of the benefits of economic growth and help assure that absolute poverty does not increase, particularly, if the new government executes an economic stabilization program.
4. The implementation of a counternarcotics program that recognizes and internalizes the mutually supportive linkages between effective interdiction and economic investment and reforms.

The actual and potential leaders to be trained under CLASP II will be determined as a function of Mission objectives in the Action Plan, and progress in achieving them.

Major Concepts: Definitions

Several concepts are integral to this analysis and of great importance to the peace scholarships program. Among them are leadership, elite class, social disadvantaged, and economically disadvantaged. Summary definitions of each of these concepts are presented in this section.

Leadership - Leadership is a complex concept with many facets. Broadly defined, it is the capacity to influence the thoughts and actions of others. Most analysts attribute two dimensions to the concept. The first is related to authority positions within the social structure of a given society or social organization. The second is related to an individual's capacity to influence others to obtain societal or organizational goals. Positional leadership is most commonly associated with formally recognized leaders and the capacity to influence others with non-formally recognized (informal) leaders.

With regard to the positional dimension, leadership is associated with the capacity to analyze situations and to make collective decisions, while taking into account mutual interests whose preservation and promotion are deemed important by the group. Leaders of groups represent them and their interests and influence opinion formation through exercising the capacity to synthesize diverse views held by group members that are translated into group opinions, decisions or collective actions.

The ability to influence others concerning collective goals refers primarily to opinion formation. Leaders can, and typically do, influence issues of collective importance. These issues may be relevant to individual groups or to society. There are two primary levels of influence on public opinion. Leaders impact on public opinion at the national level through mass media and through the formation of values and belief systems of future leaders of society. Radio and television news commentators and journalists are representative of leaders who influence public opinion through mass media.

University faculty, writers, artists and other intellectuals shape public opinion through their interpretation of contemporary issues, and their literary and artistic production. They impact greatly on the intellectual and moral character of future societal leaders.

At the community level, many leaders interpret messages of national opinion makers. In rural communities, they include individuals who are aware of national issues and their impact on the welfare of their communities. Typically, they include the local parish priest, school teachers, professionals such as doctors and lawyers, and business leaders. They may include individuals with no professional degrees, such as agents of government ministries and private voluntary organizations, sellers in the marketplace, barbers, and others who interact with a broad spectrum of their communities on a daily basis. In very rural areas, they are individuals who interact with organizations outside of the community; these leaders are aware of and solicit different sources of support for their communities.

Several important individual traits of actual and potential leaders are: (a) oratory ability, (b) strong will power, (c) extensive knowledge base, (d) profound belief in their convictions, (e) ideological commitment, (f) positive self-concept, (g) willingness to share personal resources, (h) concentration on goal attainment, (i) charisma, and (j) concern for collective welfare.

Typically, potential leaders are under 30 years of age. Societal modernization has resulted in increased access to formal education by women and increased numbers of women assuming formal and informal leadership roles. Most potential leaders possess important technical and economic knowledge and information. They are more aware of global events which impact on Peruvian society. They have the capacity to translate national and group goals into concrete objectives and activities. Most are already recognized leaders of their peer groups and promote the collective welfare of these groups.

Operationally, there are three common ways to identify leaders; (1) identification of occupants of positions of authority; (2) identification of decision-makers; and (3) identification of individuals with reputations as leaders. The best technique, and that which is proposed in the section on selection of leaders, is to ask expert informants who are familiar with the group or association under consideration, who leaders are. Ideally, this question would be posed to several expert informants and the answers cross-checked to increase the reliability of the responses obtained. This technique is applicable to all socio-economic and subcultural groups in Peru. The key is to identify appropriate informants.

Elite - Elite individuals are those who belong to Peru's privileged class. They enjoy a high level of prestige. This class perpetuates itself in Peru through the intergenerational transmission of social and economic status. It consists of a limited number of families and maintains its identity and cohesion through intermarriage among members of these families. It is characterized by inherited wealth, possession of influential positions in society, and the use of its considerable resources to perpetuate its privileged status across generations.

There is some movement into and out of the elite class in Peru. Entry is possible through marriage or the acquisition of wealth. However, full acceptance by other members of this class occurs only across several

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generations. Thus, the offspring of nouveaux riche, including politicians, can incorporate themselves into it. Some Peruvian elites also experience downward social mobility. This has been the case of several families whose land was expropriated by the Velasco Alvarado government, and who had not invested significantly in other sectors.

In Peru, elites enjoy legitimacy by virtue of the prestige accorded them by others in society. Members of other social classes recognize, and in many cases support, their privileged status. In some cases the legitimacy can have negative consequences, such as with terrorist groups who seek out members of the elite class as targets.

Socially disadvantaged - Socially disadvantaged persons who have limited opportunities for social mobility because of statuses which they inherited such as gender, race, ethnic background and limited family resources. In Peru, this translates into being female, being of native Quechua, Amazon Indian or ethnic minority groups, and being born into a poor family. Peruvians, who are handicapped by these ascribed characteristics, may experience upward social mobility as reflected by high levels of formal education achievement, prestige occupations with high earning power, associated with living standards, and personal aspirations.

In Peru, socially disadvantaged should be operationalized using the following indicators: (a) low parental educational status, (b) occupational status, (c) low family levels of living, (d) female gender, (e) native or minority ethnic origin; (f) limited travel experiences, (g) residence in rural areas, urban marginal areas with limited educational and occupational opportunities, and (h) absence of one or both parents in the family.

Economically disadvantaged - In Peru, economically disadvantaged individuals have limited access to financial resources. Most economically disadvantages are born into lower class families. In Peru, there is considerable variation in income levels of rural, marginal urban and other urban dwellers, and the purchasing power of similar incomes in these settings. Thus, a Peruvian with an income level of \$200/month may be economically disadvantaged if residing in Lima, but not disadvantaged if residing in a rural village.

In Peru, the definition of economic disadvantage is complicated by hyperinflation and great fluctuations in the exchange rate of intis for foreign currencies. These impact directly on the purchasing power of all social classes and make it extremely difficult to define economic disadvantage by threshold income levels. The USAID/Peru currently uses a U.S.\$300/month threshold income level which is appropriate for the Lima metropolitan area. The Office of Human Resources should maintain a flexible threshold level for disadvantaged, adjusting it periodically in consultation with Mission economists and Peruvian economic and demographic institutes.

Training under CLASP-II

The Mission has selected peace scholars for CLASP-I, taking into account the need for development/technical training and training tied to cultural/diplomatic objectives of the program. It has been careful to select leaders among individuals who have been candidates for training. During Phase II of the program, the Mission should first select priority groups of leaders. Once selected, it should consider the appropriate types of training for these groups in the United States.

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Most of the training has been for actual leaders. The HR/TSD office decided early on to select mature candidates because they will benefit most from the experience. Another reason for selecting mature candidates is that they are more likely to impact on their communities and organizations by returning permanently after the training. Most of this training has been short-term. Some long-term graduate degree training has also been provided to young potential leaders. All of the training has emphasized academic programs and skills which are of direct potential benefit to the peace scholars' occupational careers. Short-term training has also emphasized strengthening leadership positions.

Training to be given to CLASP-II scholars will be of three general types: (1) training which strengthens leadership capacity; (2) training which enhances occupational careers; and (3) non-classroom experiences which familiarize trainees with U.S. institutions and democratic processes as they relate to national and local systems of governance, and to their occupations. An important element of the latter training is the establishment of long-term professional and personal relationships with U.S. counterparts and communities.

Leadership training - The major objective of CLASP-II is to strengthen leadership in Peruvian society. Ideally, this type of training would be directly related to leadership development in the participants' occupations. Several examples of this training are: identification of group goals and objectives, theoretical and practical classroom training on conflict resolution, improving public speaking ability, management of formally and informally organized community groups, solicitation of funding for community projects, project development and management capacity.

Occupational Career Enhancement - Ideally, all training programs supported under CLASP-II will include opportunities for peace scholars to receive academic and/or skill training. Participants will assess more positively the training received and develop a greater admiration for U.S. society and its democratic institutions if the training programs have a positive impact on their levels of living through enhancing their occupational careers and increasing their incomes.

It will be important to involve Peruvians in the definition of the content of training programs, in order to increase the probability of these programs having a positive impact on the levels of living of the participants. This will be facilitated by the active participation of local communities, employment institutions, supervisors and the participants in the definition of the content of training programs. The importance of these inputs justifies the additional time and effort which their solicitation implies.

Academic Training - Academic training refers to degree programs. In that the Mission has limited funds for the program and has been strongly encouraged to train large numbers of leaders, degree training should probably be limited. Degree training should probably not exceed two years, the maximum length provided under CLASP-I. This training can be of three types: Master's degrees, associate degrees or certificate programs.

Undergraduate degrees cannot be obtained in three years; however, the Mission will consider sending potential leaders who are currently enrolled in university undergraduate programs in Peru*. This training would be limited to

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students at Peruvian universities which provide quality training, to ensure the approval of credit from these institutions in the U.S. The training should be limited to careers which are more likely to produce future leaders in Peru, such as business administration skills, entrepreneurship training, agro-business, engineering, the humanities, journalism, economics, and the social sciences.

Associate degrees should focus on technical careers which are in high demand. This training should probably focus on the private sector and export industries, such as light manufacturing and non-traditional agricultural crops.

Technical training - Immediate returns are more likely to result from short-term training provided to individuals who already have established positions in their communities. Skills are, therefore, more likely to have an immediate impact on the trainees' lives and those of other members of their communities.

This training can be for technical occupations and for administrative positions. Examples of associate degree training listed above are also applicable to short-term technical programs. In addition, non-degree skill training should also be provided to leaders who work for governmental ministries and for non-profit voluntary organizations. This training is primarily of two types, (1) training for public administrators and (2) training for agents and promoters who work with marginal urban and rural community inhabitants, especially women, to improve their economic, health and general standards of living. Training should be organized to provide them with skills that are directly related to their work.

* Since long-term undergraduate participants frequently opt to remain in U.S. for graduate training, USAID/Peru will limit training to "junior year abroad" type programs.

Non-classroom training - All CLASP-II scholars should have the opportunity to familiarize themselves with the organization of U.S. society. Ideally, these experiences will include opportunities to interact with institutions which reflect democratic processes as they relate to economic activities of import to the trainees. The interaction should include participation, observation, and study in the U.S., in addition to sustained interaction with U.S. counterparts. Counterpart interaction is important because it will facilitate long-term ties between CLASP-II scholars and U.S. citizens, and enduring positive attitudes towards U.S. institutions and society. Care should be taken to assure that designated individuals in communities in which this informal training will be given are properly briefed about the CLASP-II program before the scholars arrive. They should understand that CLASP-II scholars are special guests of the American people who have received a special invitation from the U.S. Congress through the A.I.D. program.

How to integrate "Experience America" training with formal technical training for priority leadership groups is described in Matrix 3, where alternative training plans are elaborated. The focus in this section is on placing trainees in communities for internships and practical training experiences which permit them simultaneously to experience American values and institutions through participant observation.

To the extent feasible, they should be incorporated into the training plans of specific groups by the contracting entity. Several generic "Experience America" activities are listed below:

- (a) Identifying a mentor or counterpart for each of the CLASP-II scholars. These counterparts should ensure that the needs of CLASP-II scholars are met, and help provide them with proper classroom and non-classroom experiences.
- (b) Interaction with locally elected officials, and to the extent possible, national and state legislators. This activity could be coupled with visits to state capitols and the Congress in Washington, D.C. Ideally, visits would include the participation of U.S. counterparts.
- (c) Visiting with host U.S. families on weekends and on special holidays. These families should treat scholars in much the same way as U.S. citizens treat members of their families, or their sons and daughters who are studying at universities.
- (d) Participating in and observing activities carried out by voluntary participatory organizations in local communities. Examples of these activities include town council meetings, town hall meetings, local school board meetings, PTA meetings, and faculty and trustee meetings of higher educational institutions.
- (e) Observation of and participation in voluntary youth groups in U.S. communities. Examples of these groups are 4-H, FFA, intramural football and soccer teams, and student organizations, such as debate teams, and language and theater clubs.
- (f) Observation of college and university football, basketball and other sports events.

- (g) Visits to parks, museums and other cultural, artistic and recreational centers. This may be coupled with short visits or tours outside of the community of residence.
- (h) Sharing a dormitory room with an American roommate. These roommates should be thoroughly briefed about the program and its objectives. They should be selected because of benefits which they perceive that they will gain by living with CLASP-II scholars.

SIF Preparation Methodology

Activities Undertaken

Upon arrival in Peru, the U.S. consultant received initial orientation from the USAID/Peru Office of Human Resources. He was supplied with names of highly qualified social scientists who could serve as potential counterparts for the study. They were contacted during the first week. Arq. Eduardo Gomez de la Torre was contracted during the second week and worked closely with the U.S. consultant in mapping Peru's social and leadership structures.

During the first week the U.S. consultant reviewed Mission programs, guidance for the study, and background materials related to the first phase of the CLASP Program. Based on this review, the consultant prepared a work plan which was approved by the Project Development Committee. Materials consulted included the Mission CDSS, mission training plans, and documentation describing programs of specific Mission sectors, and prior CLASP activities (See bibliography in Appendix).

Review of this literature was complemented by interviews with representatives of major Mission sectoral program areas, including divisions of the Offices of Education and Human Resources (EHR), Office of Agriculture and Resource Development (OARD), and Special Projects (SP). These activities permitted the U.S. consultant to familiarize himself with current and future program priorities and activities. USAID professionals also provided names of key Peruvian informants in each sector (See list of names of persons interviewed in Appendix). They were supplemented with names provided by Arq. Gomez de la Torre.

Upon completion of the interviews with Mission officials, interviews were conducted with key informants in Peru's public and private sectors to obtain information on leadership structure in the various sectors, to explore methodologies to identify key leaders, and to identify types of training required by them. Additional information about leadership, key groups and associations was gathered through interviews with Peruvian social scientists and scholars.

The analysis was sequenced into the following stages:

- (1) identification of key sectors of Peruvian society;
- (2) identification of key institutions and groups in each sector (this included elaboration of criteria to judge the relative importance of different institutions and groups to the CLASP program);
- (3) identification of training plans for leaders of the different institutions and groups; and

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(4) identification of alternative methods of selecting participants.

Monitoring of and feedback about study activities was obtained from several sources. First, weekly meetings were held with the Project Development Committee to solicit inputs and feedback from the Mission. These meetings were designed to review past progress and planned activities. Second, initial results were discussed with the consultant hired to prepare the Project Paper for CLASP-II. Third, a draft of the study was discussed with the USAID Mission prior to the U.S. consultant's departure from Peru.

Selection Criteria for Leader Groups for CLASP-II

Numerous potential criteria exist for selecting groups of actual and potential leaders for CLASP-II. Those to be used should be directly related to program goal and purpose. Criteria discussed in this section are all directly related to program objectives and conform to guidelines from AID/Washington concerning parameters for the program.

The program goal is to promote broad based economic and social development through strengthening democratic pluralism and a free market enterprise economy. This will be accomplished by providing actual and potential leaders with specialized skill training, academic education, exposure, and appreciation and understanding of democratic processes in a free enterprise economy.

(1) Consistency with USAID Mission Program

As discussed in the Mission FY 1991-92 Action Plan, Mission priorities are designed to promote broad-based economic growth within the framework of a free market economy and a democratic political system. CLASP II participants will be selected based on their potential to further contribute to the stated priorities.

(2) Skill Shortage

Providing training in skill areas which are critical to economic development and preferably in limited supply in Peru. Skills training in these areas provide greater opportunities to those who acquire them to improve their socio-economic status, since within a free enterprise system, salaries are highly correlated with level of market demand.

Acquisition of scarce skills may also enhance leadership status.

Obviously, it is easier to apply this criterion to individuals who are already in the job market, because their occupational history is known. Therefore, it is possible to target on skill upgrading. If groups of trainees include potential leaders, who do not have substantial job histories, it will be necessary to focus on their job aspirations to ensure that the skills provided are used upon their return to Peru.

(3) Impact on Youth

Democratic pluralism must be viewed as a long-term goal which requires constant nurturing and long-term investments. It is premised on values which are easily learned by youth, but which are learned with much greater

difficulty by mature adults. Individual value systems are framed in early socialization periods. Peru's most recent history has been wrought with extended periods of military dictatorship during which democratic institutions were suppressed. Thus, entire generations of the adult population were denied opportunities to grow into a democratic system. Many of them have recently, or will soon be voting for the first time.

Peru currently enjoys a democratic form of government. However, care must be taken to ensure that today's youth are properly socialized into a value system which is compatible with and supports pluralistic forms of decision-making and individual initiative in all sectors, including the economy. This process of socialization is continuous and of necessity must focus on youth. The process may be manifest through direct training of youth, or through training of individuals who impact on Peruvian youth.

Examples of categories of leaders who have a major impact on youth, directly or indirectly, are trainers of primary and secondary school teachers, school administrators, mid level management staff of PVO organizations, individual farmers (parceleros) identified as leaders within their communities, and directors of voluntary youth programs.

(4) Equality of Opportunity

An important assumption, that underlies free enterprise economies which are buttressed by democratic governance systems, is that all citizens have an equality of opportunity to benefit from the system through social and economic mobility. Individuals should be able to use natural talents and positive personal traits, such as charisma and initiative, to become successful in different walks of life.

High levels of social and economic mobility enforce democratic institutions in society. They result in and reflect economic development, and their absence is inconsistent with the free play of market forces in open economies. Thus, CLASP-II should actively encourage the participation of members of underprivileged groups.

Consistent with the above discussion, the program should continue to emphasize provision of opportunities for additional technical and academic training to members of middle and lower social and economic strata of society, who have traditionally had limited access to economic and social mobility channels. Individuals, who come from upper social and economic strata, already have the resources required to acquire additional skills which are instrumental to social advancement.

Place of residence is highly correlated with equality of opportunity. Rural environments offer more restricted access to advanced education and to a full spectrum of occupational alternatives. Thus, place of residence should be considered in selecting trainees for the program. Rural residents should have greater access to the program.

Women are rapidly becoming more active participants in Peru's economic and political arenas. This is a relatively new phenomenon and represents an important cultural change. Since the 1960's, women have actively sought full participation in Peru's economy. This represented a marked divergence from traditional societal values. Increasingly, women are making important contributions to social, political and economics institutions. Therefore, women will be given preferential access to the CLASP.

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(5) Spread Effect

Ideally, all actual and potential leaders would be trained under this program. However, the number of slots available is very limited. The most efficient program will give greatest emphasis to occupations which have the greatest actual or potential multiplier effect on others.

Sphere of influence varies greatly depending on the inherent characteristics of the occupation and the residence of the leader. Ceteris paribus, leadership, which is exercised from occupational roles or positions that radiate to the entire nation, is likely to be more influential. However, influence is likely to be more indirect, the less the physical proximity of the leader to those influenced by him. Thus, a community mayor will be better known and have more immediate influence over members of his community than a senator or deputy who contributes to the formulation of national legislation in Lima. On the other hand, the legislator is likely to be known by, and to have some influence over, a greater number of people.

(6) Other Training Opportunities

The CLASP-II program is designed to provide opportunities for training to individuals who would not otherwise have them. In part this implies socioeconomic disadvantage. However, in part it also implies lack of access to other sources of fellowships. The USAID Mission provides training opportunities and fellowships through other programs. In addition, other U.S. Government agencies also administer training programs in the U.S. Some have objectives similar to those of the CLASP. Leaders who have access to these other programs should normally not be considered for CLASP-II. Typically, these leaders would be in the military, in high government positions, and elites from other privileged classes.

Training Programs

As CLASP-II scholars return, it will be important to structure follow-on activities which will strengthen their leadership roles in Peru and provide them with continued professional growth opportunities. Follow-on activities should be considered an integral part of the training activity. From limited inputs, the Mission will maximize returns from the U.S. training. An excellent summary of potential follow-on activities in Peru was prepared by a LAD/EHR consultant in August, 1989. He suggested the use of intermediary organizations to conduct the follow-on activities. Among the activities mentioned by him were: (a) granting of completion certificates; (b) maintenance of an up-to-date directory of former participants; (c) post-training assistance in the form of small grants; (d) continuing education programs; (e) continued visits to former participants; (f) a newsletter; and (g) CLASP Alumni Groups.

Contracting Modes

The Mission should consider at least two alternative contracting modes for assistance with CLASP-II. One is the "vertically integrated" mode under which all activities would be coordinated by a U.S. based entity. It would facilitate coordination of activities undertaken at all phases of the program, from scholar recruitment and selection, to training, to follow-on. Under this mode, it would be easier to ensure that pre-departure and post-training follow-on activities are integrated with training activities in the U.S.

Under this option the contracting entity would have to maintain representatives in Lima to handle the pre-departure and follow-on activities.

The alternative would be the "horizontally integrated" mode. Under this mode, USAID would contract with one entity to conduct pre-departure and follow-on activities, and with another U.S. entity to handle training in the U.S. If this option were to be pursued, the staff involved in pre-departure and follow-on activities should be fully aware of and to contribute to the training provided in the U.S. and promote the evaluation of this training by returned scholars. This would increase the probability of integrating U.S. training with pre-departure activities and with follow-on activities.

The Mission should use at least two criteria in selecting among these alternative models, namely, (1) cost; and (2) effectiveness.

The Gray Amendment to the Foreign Assistance Act of 1961 stipulates that 10% of A.I.D. business financed from the development assistance account be provided to minority and women owned firms. Recently, A.I.D. was instructed to ensure that 10% of all training activities be contracted to Historically Black Colleges and Universities (HBCUs). Forty student were placed at HBCUs during CLASP-I. Through the terms of the new agreement or implementing entities contract, etc. should be instructed to seek training opportunities for CLASP-II scholars at HBCUs. This could be facilitated by inviting representatives of several HBCUs to visit the Mission to dialogue with members of HR/TSD in particular and other offices, about projected activities for Phase II.

Conclusions

This section begins with a discussion of major leadership groups and organizations by societal sector. Societal sectors are defined in the classical sense of organized social structure which attends to major needs of society, such as health, education, and the church. Groups and organizations identified are those in which major leadership roles reside in relation to meeting needs in the sector.

This general discussion is followed by a discussion of major leadership positions related to the social organization of each sector. These positions have the potential of being incorporated into CLASP-II. Various aspects of possible training programs for occupants of several of these leadership positions are discussed in the following section. Finally, a discussion of alternative procedures for selecting candidates and for managing the program in the USAID Mission is presented.

Societal Sectors: Major Groups/Organizations

Major sectors of Peruvian society are discussed in this section. In each sector, major groups and organizations, in which important leadership roles are exercised, are identified. This analysis is organized into the following sectors: (a) Agriculture; (b) Economy/Private Sector; (c) Mass Media; (d) Education; (e) Judicial; (f) Governance/Community Polity; (g) Governance/Private Organizations; (h) Leisure/Recreation; (i) Health; (j) Armed Forces/Police; and (k) Church. Groups, organizations, associations, etc., which contain important leader positions in each sector, are identified in Matrix 1 by urban/rural location and sphere of influence.

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(a) Agriculture - The agricultural sector has undergone a major transformation during the past twenty years. During the 1968-1975 military rule of General Velasco, large landholdings were expropriated and the landed oligarchy, which depended on this structure as its base of power, moved to other areas of the economy. The Ministry of Agriculture had one of the most developed systems of agricultural research and extension in Latin American. However, over the years, it has lost its place of eminence through neglect and under funding associated with it. Leadership roles associated with research and extension positions have also declined.

At the same time, Peru has witnessed the emergence of several new major leadership roles associated with groups that have gained increased power in the agricultural sector. The Agrarian Bank still lends large amounts of money to the agricultural sector and many of its employees are leaders in rural sectors. Similarly, representatives of the Center for Research and Extension/MOA and other traditional state service agencies maintain considerable leadership roles among the rural farm sector.

Several new organizations have emerged from the peasants and from the commercial farm private sectors which have important leadership roles. Recently, cooperative lands, organized after the expropriation of large haciendas, have been distributed to individual farmers ("parceleros"). Their associations are a major political force in the country, and their leadership plays a major role in representing the agricultural sector. The ONA appeared during the early 1980's as the major general representative of interests of the agricultural sector. The ONA is divided into commodity interests groups by region. Each group contains important leadership elements.

(b) Economy/Private Sector - The Peruvian economy is complex and multifaceted. However, its major organizations and class interest groups which impact directly on major decisions in the economy are easily identifiable.

At the national level, there are numerous sponsored class organizations which represent private enterprises. These organizations influence the development of this sector through their impact on the formulation of national policies. Among the more important of these sponsored organizations are the National Industrialists Society (SNI) and the Small and Medium Sized Industrialists Association (APMEI). Several organizations provide intellectual leadership and an ideological base for this sector including the Institute for Liberty and Democracy (ILD), headed by Mr. Hernando de Soto.

There is an extensive Private Voluntary Organizations (PVOs) network dedicated to promoting private sector interests, such as the Chamber of Commerce, Rotary and the Lion's Club. Leaders of these organizations exercise considerable influence at the national level on national policy and legislation. There are also voluntary organizations that are dedicated to training future leaders for this sector, which include the Boy Scouts and the YMCA.

Labor is also organized into unions which represent the collective interests of workers. Leadership of these unions is elected by the membership. These leaders also exercise considerable influence over national policy and the operation of the economy. In addition, they impact directly on the formation of opinions of laborers.

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Many of these organizations have affiliate offices at the departmental (regional) and provincial levels. Leaders of these regional affiliates exercise considerable influence over their membership as well as over national policy.

Rural areas are largely devoid of leadership in the non-agricultural private sector. Local merchants frequently exercise considerable influence over community decisions. However, this influence is primarily reflected in individual, rather than organizational activities. In rural areas, intermediaries exercise considerable influence because of their economic power. In many places, they are the only outlet for farmers to sell their produce, and their only source of significant credit for farming activities.

(c) Education - Leadership in this sector greatly influences society. The universities, high schools and primary schools shape the intellectual formation of future generations. University faculty are recognized as leaders because of their knowledge and ready access to important sources of new knowledge and technical information. High school and elementary school teachers are recognized as leaders in their communities because of their knowledge of international and national affairs as well as specific subject matters. In rural areas and in small communities, teachers frequently occupy important leadership positions. They are consulted by formal leaders, even if they do not occupy formal leadership positions. They are key sources of information about national issues and are frequently asked to interpret event and issues for the community.

Key institutions in this sector, which influence national issues and policy, are the Ministry of Education, the universities, upper level technological schools, and associations which represent the class interests of teachers and faculty. The major universities are found in Lima and include San Marcos University, the Catholic University, the National Agricultural University "La Molina," the National University of Engineering, Cayetano Heredia University, and the University of the Pacific. Several regional universities are also well known for quality programs and prepare leaders. They include universities in Arequipa, Cuzco, Ayacucho, Trujillo, Piura and Lambayeque.

Teachers are organized into class interest associations, such as ADECORE, which have representation at the national level as well as at the departmental level. In addition, there are several important women teachers' associations, primarily at the university level. Teachers belong to SUTEP, an organization which represents all public teachers.

PVOs provide education in more remote areas; this includes both non-formal education and literacy training. In addition, PVOs provide important leadership and civic training to youth. Several of them which are active in Peru are the Boy Scouts and the YMCA.

In addition, Parent/Teachers' Associations are active in the primary and secondary schools at all levels. They influence the type of education received by students in their schools.

(d) Governance/Community Polity - As constitutionally mandated, Peru is in the process of decentralizing its governmental apparatus. A major part of this process is the delegation to regions of powers formerly held by the central government. The purpose of the regional governments will be to provide governance and local public services that were formerly provided by

the federal government to their constituencies. Part of this plan, should it be actually implemented, portends greater participation by the local populations at the sub-regional and local levels.

According to this structure, each region will have a regional assembly which will consist of (1) mayors in the region; (2) elected representatives; and (3) representatives of social and economic interests in the region who are nominated by their peers. The regional assembly will be advised by a regional council which is named by the regional assembly. Members of this council will be members of regional secretariats. There are five types of secretariats for each region: (1) planning and treasury; (2) social services; (3) economically productive activities; (4) economically extractive activities; and (5) infrastructure. Several sub-regional governmental units will also be created at the provincial level. Each of these subregions may also have the secretariats listed above. Given Peru's long centralist government heritage and present political/economic problems, it is unclear to the Mission at this time that decentralization will become a reality during life of the CLASP II project.

Several national agricultural producer organizations such as the National Rice Producers Association (CNPA), the National Cotton Producer Association (CNPAL) and the National Maize and Sorghum Producers Association (CNMSP) have important bases in the small farm sector. These groups, and the National Agrarian Organization (at both the regional and national level) play a major role in articulating farm sector interests to the Government of Peru.

Local governmental apparatuses exist at the provincial, district and sparsely populated centers. The provincial and district levels have mayors. Sparsely populated centers have municipal agents designated by the provincial governments. At the latter level, leaders of peasant communities should occupy the formal authority positions.

(e) Governance/Private Community Organizations - This sector encompasses all organizations in the private sector which provide services to society in the general sense and to the local community.

At the national level, there are some foundations and think tank organizations which provide policy advice and programming to address major policy issues and existing social problems. Among the more important organizations of this type are the Konrad Adenauer Foundation, the Ford Foundation, the Freidrich Ebert Foundation and the Institute for Liberty and Democracy.

There are numerous centers which research contemporary social issues and problems. Representative of them are IEP, FOMCIENCIAS, GREDES, DESCO, and GRADE. They exercise considerable influence over government programs related to the issues through their publications and participation in related conferences and forums.

The private sector has also organized itself into local clubs which represent leadership in local communities, and which provide services to the communities. Among these organizations are the Lion's club, the Rotary club, and the YMCA. In addition there are various PVOs which provide services to the local communities, particularly those with scarce resources, such as the new towns (pueblos jovenes) which surround Lima. Representative of these organizations are CARE, CARITAS, and ADRA/OFASA.

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(f) Health - Preventive and curative health services are provided primarily through the national government health system. The Ministry of Health is responsible for staffing and maintaining government hospitals in Lima and the regional capitals, and health centers and health posts throughout the nation. In addition, the government maintains a social security system which provides hospital and health care to a large portion of the population.

PVOs have been active in providing primary health care, particularly in rural areas and in "pueblos jovenes" around Lima. They have also promoted projects which deal more with preventive health care. Examples of those which have been active in this area are CARE, CRS/CARITAS, ADRA/OFASA and OXFAM. Preventive health measures include nutrition and feeding programs, and family planning programs. These organizations have increased their health-related activities in recent years. In addition to PVOs, international health organizations, such as the Pan American Health Organization (PAHO) and UNICEF maintain programs in Peru.

Professionals working in this area are organized into several class associations, including the Academy of Medicine, the "Colegio Medico" and a national nurses association. The "Colegio Medico" has affiliate organizations at the regional level.

At the local level, health services are provided through government run health posts and through programs run by PVOs and international organizations. In addition, curative health care is secured through local health representatives, such as "curanderos," pharmacists, "boticarios" and midwives.

(g) Judicial - The Peruvian judicial sector is highly centralized, with most of its apparatus located in Lima and in regional capitals. Major organizations in the legal system at the national level include the Ministry of Justice, the Supreme Court, and Constitutional Guarantee Tribune. Leaders of these institutions have considerable influence over the character of the national legal system and its operation. The Attorney General and the Public Defender's Offices are major components of this system.

The formal judicial system is represented at the departmental level by Superior Courts and by a departmental prosecuting attorney office. At the provincial level, the court system is represented by local judges and by a provincial prosecuting attorney office. At the local level, it is represented by a local Justice of the Peace and a "Juez de Primera Instancia" together with a secretary. In remote rural communities, the justice system consists of Justices of the Peace, Communal Councils, and the "tinterillo".

Human rights are defended by the National Human Rights Commission, which is appointed by the Peruvian government, and by the Andean Jurists Commission, which is a non-governmental organization.

Lawyer's associations ("Colegios de Abogados") represent the professional interests of this class at the national and departmental levels. Leaders of these associations influence national and regional legislation and issues. Many of these leaders occupy important positions in organizations and associations found in other societal sectors. Related to the legal profession, law schools are important sources of potential leaders in this sector. The most prestigious law school is found at the Catholic University. Student leaders in this sector will probably become future leaders of the profession.

(h) **Leisure/Recreation** - Leisure and recreation activities are varied. Some are organized nationally, such as major soccer and volleyball clubs. Other activities, such as television and radio programs exercise considerable influence over public opinion. They have been assigned to the Mass Communications sector. The Peruvian Association of Writers and Song Composers (APDAYC) represents the class interests of this artistic sector.

At the national level, recreational activities are also promoted through SERPAR and the YMCA. The YMCA also has representatives at different levels of government. The professional interests of sports coaches and referees are represented at all levels through an association of Physical Educators and Referees. The major sports in Peru are soccer and volleyball. In addition to national networks, various local clubs exist at different levels, from large urban centers to local communities.

Leisure activities are also promoted by social clubs at all government levels. In Lima, migrant associations, representing migrants from various parts of Peru, actively promote activities which maintain the cultural identity of their members. In addition, numerous folk groups provide organized entertainment at all levels of government. In rural areas, patron associations also actively promote cohesion among members from specific regions of the country to these areas. All of these associations have elected leaders which represent group interests.

(i) **Mass Communications** - Major communication media are probably the most important mechanisms for forming public opinion. The fundamental organizational structure of this sector in Peru is rather clear. There are four major media, namely, television, newspapers, magazines and radio. The content of the first three is largely determined by the owners of the media. They manage content as well as the administrative aspects of these industries. In terms of political tendency, both the left and the right are represented in these media. They are found in Lima and the provincial capitals.

Radios have the greatest impact on rural areas where most inhabitants have access to at least a transistor radio. There are many local radio stations located throughout the country. Increasingly, television is penetrating rural areas, where remote villages have purchased televisions which are powered by car batteries.

Key opinion formation leaders in this sector, in addition to the owners, are editors, editorialists, and radio and television commentators. They interpret current events and issues for the public. As was discussed above, their interpretations are generally consistent with the ideological orientation of owners of their companies. Other influential persons are entertainers and others who participate in T.V. and radio shows. Their degree of influence varies depending on their popularity.

Class interests are represented through national associations such as the APDAYC, the National Journalist Association and the Graphics (Press) Association. Their leaders impact directly on national policy through interaction with leaders in other sectors. Representatives of these organizations in regional municipal centers have a similar impact on their communities and those in their immediate sphere of influence.

(j) **Armed Forces/Police** - Traditionally, the military have played an important leadership in Peru at the national, regional and local levels. The military's relative importance declined after the recent military regimes turned power back to a civilian government about 10 years ago.

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In large measure, leadership in this sector is based on power possessed by military leaders. It is located at the national level in the Ministry of Defense, the Joint Chiefs of Staff, the War College (CAEM), the National Military Academies, and the Chiefs of Staff of the major branches of the armed forces. Although the armed forces are in theory subordinate to the civilian government, military leaders influence national policy and national decisions, particularly with respect to terrorism and national defense.

At the regional level, leadership resides in the regional commanders and in the leaders of local civil defense organizations. This is repeated at the provincial level for provincial commanders and civil defense organizations. At the local level police commissaries and civil defense group leaders exercise power within the community.

At the local community level, members recognize the influence of these leaders. Other community leaders consult with them about major decisions, and community members frequently solicit favors from them. Civil defense units are an important force in the community. Leaders of these units are recognized as leaders and are involved in community decision making processes. Frequently, they make the decisions.

(k) Church - The Catholic Church is still the main religious institution in Peruvian society. At the national level it is represented by the Cardinal and the Archbishop's see in Lima. Major regional centers are represented by Bishops, and provincial centers and local communities have parishes. These formal leaders of the church influence public opinion on all topics, particularly those related to social welfare.

Within the Catholic Church are found numerous lay organizations and corresponding leadership roles. Various laymen's organizations exist as do youth associations, such as sodalities. Secret organizations, such as Opus Dei, have networks which integrate with major organizations in other societal sectors.

In rural areas, protestant churches, such as the Seventh Day Adventists, are making major inroads. These churches, through their ministers and lay missionaries, also have a major influence over rural populations. They impact directly on public opinion regarding national leaders and national and local governmental policies.

POTENTIAL GROUPS OF LEADERS FOR CLASP-II

U.S. government policies limit the ability of A.I.D. to access leaders of several of these sectors through formally constituted organizations and associations. This is true for individuals in leadership positions in the Armed Forces/Police, and the Church sectors. Because of this, groups of leaders in these sectors will not be included in Matrix 2.

The criteria developed to select groups and organizations and/or professions in which to identify leaders incorporate A.I.D. Washington guidelines in addition to general program objectives. Major leadership positions which should be considered by the Mission are listed in Matrix 2. This list is not exhaustive, nor does it necessarily conform with specific Mission priorities over the five year life-of-project. However, it is illustrative of how to go about identifying key leadership roles. Ideally, the Mission will review the matrix annually, update it in view of changing circumstances in Peru, and annually select priority groups for the following year. Since much of the Mission's emphasis must be coordinated with

Government of Peru policies, confirmed by a appropriate and timely allocation of its own budgetary resources, some areas currently listed as high priorities for training may be downgraded if Government of Peru resources are not actually made available. An important example of this qualification is the usefulness of training agricultural specialists if they are not adequately supported by their ministry.

Use of quantitative material is not always reliable. However, their application may be useful in identifying an initial priority list of leadership roles. Matrix 2 contains the selection criteria listed along the horizontal axis. Different weights were assigned by the SIF consultants (in consultation with the Mission) to the criteria according to their perceived importance to the program. The Mission may later opt to change the relative weights based on a change in priorities or other criteria. The consultants and the project committee agreed that spread criteria (multiplier effect and impact on youth) are the most important in the scale, because they reflect the degree of influence which leaders will have upon return to Peru. The consultants believe that equality of opportunity criteria (social class, residence and gender) and opportunities for other training support follow spread criteria in degree of importance. Technical criteria represent the least important set. Ideally, three to five Mission personnel from the Project Development and Program Office, the Office of Food and Nutrition, and the Office of Human Resources, should independently score the groups of leaders. Those having the highest average rankings should be seriously considered for the annual program. These groups should then be analyzed further by project management, taking into account other contextual factors and discussions with other mission sectors. A final priority ranking could then be made by project management.

(a) Agricultural Sector - Leaders to be considered from this sector include government agents who provide assistance to the sector. Among these agent positions are agricultural extension agent, "perito agronomo," and administrators of agricultural credit. These individuals work directly with community leaders in this sector, as do development promoters.

On the production side, key positions are those of directors of product and regional committees formed under the ONA, agrarian league leaders, community development group leaders and agricultural cooperative leaders. Most of these leaders are natural leaders. In selecting groups for the CLASP-II, the consultants recommend that ability of natural leaders to take advantage of a U.S. experience should be considered. As true for others, natural leaders need a minimum level of education to benefit from the program. Furthermore, in some cases, their participation in CLASP-II may jeopardize acceptance of their leadership role by others in their primary groups.

(b) Associations/Groups - Class associations represent important organizations within Peruvian society. It is impossible to enumerate all important associations in the paper. However, several major associations which are illustrative of the universe are listed. These class associations impact directly and indirectly on legislation and government policy in addition to influencing the opinions and activities of other national, regional and community leaders.

Examples of leadership positions are directors, deans and presidents of professional and business associations. Business associations may represent large (SNI) and/or medium and small entrepreneurs (APEMI). Within the SNI, directors of commodity committees, such as the textile committee and the ceramics committee, exercise influence over SNI policy and over national policy. Within the labor class, labor union leaders have an important

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influence over union members. Many of these labor unions represent political parties. Within communities, presidents and other officers of Chambers of Commerce participate in community decision-making processes.

(c) Education - This sector includes primarily leadership positions in the formal education system. Included are educational administrators at the national, regional and community levels, teachers who are leaders of private and public secondary and primary schools, university professors, and student leaders at the universities, technological institutes and high schools. In most communities, teachers are important community leaders and influence community decisions as well as the character formation of future generations.

The Mission should give special consideration to including teachers at the secondary schools and agricultural technical institutes which train future high school and grade school teachers, in addition to agricultural technicians. These positions have a great influence over the values and ethics of future formal and informal teachers, and indirectly over future generations, and the agricultural sector. Most products of these schools become leaders in their future communities of residence.

At the local level, leaders of parent/teachers associations have an important impact on school policies, which in turn are reflected in the type of education received by youth in these institutions.

(d) Governance/Community Polity - Leadership positions in the formal government structure are clearly defined. At the national level, they include congressmen who determine national legislation. At the regional level, they include governors and lieutenant governors, members of the regional assembly and members of the regional council. These members include the regional mayors, elected members, and representatives of different social and economic interests who are elected by their constituencies. In district, provincial and sparsely populated areas, they are represented by mayors, their secretaries and municipal government agents.

In addition to the formal government structure, leadership is exercised by rural community leaders, such as the "barayoc" in traditional peasant communities and leaders of "pueblos juvenes." Decision-making at these levels is also influenced by inputs from natural community leaders who do not occupy formal leadership positions.

(e) Financial - Leaders in this sector include administrators of credit, technicians and administrators of mutual funds, development bank administrators (agricultural bank, industrial bank, mining bank). Their leadership is based on the control of capital and its distribution to lenders.

(f) Health - Leadership in this sector is found in the public and private sectors. In the public sector, this leadership is found in the Ministry of Health and its dependencies and in administrators of the Social Support system. At the community level, leadership in the public sector resides in some medical and paramedical personnel who provide services at health centers and health posts. They may include the resident physicians, nurses and midwives. It also includes community health promoters, including family planning promoters. In the private sector, important leaders are found in PVO health administrator positions and PVO health promoters.

In more remote areas, traditional practitioners of medicine often exercise considerable leadership in their communities. They include local "curanderos," pharmacists, and "boticarios."

(g) **Judicial - Leadership** in the judicial sector resides in formal positions. These positions include those of judges, justices of the peace, and justice administration personnel. In addition, district attorneys and lawyers often exercise important influence over decisions within their communities of residence. Members of Human Rights Commissions formed by the government and the private sector have an important influence over policy related to the protection of individual rights.

(h) **Non Profit/Voluntary Organizations** - Numerous voluntary assistance agencies interact with important sectors of the population. Individuals of these agencies who interact with other members of the population influence public opinion and help shape activities conducted by these populations. Illustrative of leadership positions in these groups are scout leaders, CEDRO promoters, YMCA agents, Red Cross Volunteers, CARITAS promoters, CARE promoters and PAHO promoters. Leaders of other more traditional voluntary organizations, such as the Rotary and Lion's Clubs, influence public opinion and participate actively in community decisions.

(i) **Mass Communications** - The Mass Communications sector help to shape public opinion on most national and local issues. Leadership in this sector is exercised by owners of the companies, including television stations, radio stations, newspapers, and magazines. Editors, editorialists, columnists, commentators and writers have an important direct impact on their audiences. However, their products are normally consistent with the political and ideological orientations of the owners of the media. Holders of these occupations also exercise influence through class interest associations, such as the "Colegio" of Journalists.

Television and radio entertainers also impact on the formation of public opinion. However, as is true for other media contact positions listed above, their political and ideological positions are generally consistent with those of the owners of the media.

Selection of Leaders

There will necessarily be some variation in the method of selection of different groups of CLASP-II scholars. The method will probably vary for actual and potential leaders. A major concern, which should be reflected in the selection process for both groups, is the ability of candidates to take advantage of the program, both in the U.S. and upon return to Peru.

The process should ensure that leaders are selected. Not all occupants of formal leadership positions are recognized as leaders by members of a given group. In many cases, they may simply execute instructions of real leaders in the group. Furthermore, objective criteria, such as education and IQ, may not always predict leadership.

Currently, mission training officers, together with officers of technical areas, select participants for the program. However, they also seek the advice of Peruvians who are familiar with the sector in which they are working, including PVOs and other organizations who work in these sectors.

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This outside input is extremely important. Members of groups, whether generic or local, can identify leaders by reputation and by day-to-day contact with them. They know, through active participation in the communities and/or organizations, who the authentic leaders are. They know leaders by reputation in the community or group in which they reside.

Selection of leaders is based on the identification of (1) training areas which have both a development and a "democratic initiatives" importance; (2) screening of candidates to select those with strong actual or potential leadership; (3) selection according to geographic area to ensure critical numbers of participants in various fields within defined geographic areas; and (4) selection of trainees who are already employed.

All of these criteria are important. However, perhaps of greater importance is the impact which these leaders will have upon return to their country. Among the groups which have been identified, university, high school and grade school teachers fall into this category. Perhaps of greater significance are professors in institutions that train future teachers for the country. Another set of occupations of great significance, using this criterion, is mass media participants.

Actual Leaders - The discussion of leadership in the Background section emphasized two dimensions. One is the occupancy of positions in particular groups, organizations or communities which are recognized by other members as leadership positions. The other is the influence which individuals have over opinion formation, beliefs and attitudes in human groups, including society in general. In most cases, particularly at the community level, there is a high correlation between the two dimensions; that is, individuals who occupy formal leadership positions also exercise considerable influence. Exceptions are more likely to occur with respect to the formation of opinions at the national level. For instance, newspaper editors, sports heroes, actors and artists may have a major impact on opinion formation, yet may not occupy formal leadership positions. On the other hand, there are also many cases where individuals occupy formal leadership positions, but are not recognized by others as "real" leaders and do not influence others. As suggested above, some may simply carry out policies determined by others who are influentials. Several common examples are government officials and administrators of educational institutions.

It may not be necessary to solicit ratings from panels of "judges" who are familiar with leadership roles in order to select actual leaders. Information about an individual's occupation and past occupational experience may be sufficient to identify them. However, if selection of individuals who influence group organization, process and decisions through leadership roles is emphasized, it will be important to incorporate assessments of leadership status by individuals who know leadership structure of the community, group or association into the selection process.

For most leadership positions, it is possible to identify organizations or associations whose members are familiar with the leadership structure of communities and other groups. Examples of these sources of "judges" for rural communities are members of PVOs and government agencies that provide assistance to rural and urban populations. For example, agricultural extension agents may be able to identify "campesino" leaders in the reformed and traditional agricultural sectors. They are able to do so on the basis of

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reputation and probably would not need to use checklists of leadership status or other formal rating mechanisms. Ideally, the opinions of several individuals, who know leaders through different activities, should be solicited in order to reduce biases in individual responses.

If the Mission opts to continue to solicit candidates for particular programs from specific groups or organizations, it would probably be prudent to solicit separate evaluations from individuals of other organizations who are familiar with the candidates that are proposed. This would be analogous to asking for letter of reference, although the candidate would ideally not select the individuals providing them.

Potential Leaders - The best indicator of leadership potential for youth is the extent to which they occupy leadership positions in peer groups. Individuals, who seek out and/or occupy leadership roles, have a high probability of being leaders in adult society. For example, student leaders are probable societal leaders of the future. Personal aspirations, individual goals, and motivation of young people are highly correlated with leadership tendencies. These leadership positions may be in formal organizations, or they may be informal leadership positions.

As for actual leaders, the best way to assess leadership quality is to solicit independent evaluations of individuals who are familiar with the individual and his/her position in the community and school attended. Current and former teachers would probably be the best informants of actual and potential leadership status. Evaluations by them could be solicited through letters of reference. Returned CLASP scholars, who are familiar with youth being considered for the program, might also be requested to give references.

Selection Process - The primary selection criterion for CLASP II is leadership capacity; therefore, the Mission may wish to consider a two stage selection process. The first stage would consist of identification of actual and/or potential leaders. The second stage would consist of (1) an evaluation of the ability of these actual and/or potential leaders to take advantage of the training, and (2) the satisfaction of A.I.D. guidelines for the program. Of necessity, there is some variation in criteria used to determine the ability of actual and potential leader candidates to take advantage of training which they are to receive. These criteria will in turn vary depending on the content of the training to be provided.

Criteria which were discussed in the conceptual definition section should be used to select actual leader candidates for training. If potential leaders are to be selected, then selection should be based on the following criteria:

- i. **Financial Status** - Most candidates should belong to families whose parental incomes do not exceed threshold income levels established by the Mission.
- ii. **Social Background** - The educational and occupational status of parents, family level of living, travel experiences, and the presence of parents in the home should be considered.
- iii. **Academic Performance** - Candidates should be evaluated in terms of academic performance, as reflected by grades and class standing.

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- iv. **Motivation/Maturity** - Candidates should be required to write a short essay regarding their personal goals, aspirations and/or why they wish to be a CLASP scholar.
- v. **Gender** - All other factors equal, preference should be given to potential and actual female leaders.
- vi. **Non-metropolitan Residence** - All other factors equal, preference should be given to rural residents.
- vii. **Ethnic Origin** - Preference should be given to minority groups such as speakers from ethnic minority groups identified as disadvantaged by virtue of race and considered to have leadership potential.
- viii. **Race** - Preference should be given to racial minority groups identified as disadvantaged by virtue of race and considered to have leadership potential.

There is limited capacity in the U.S. to train individuals in Spanish; the capacity to provide formal and/or informal training to individuals in Aymara, Quechua, or some other indigenous language is practically nil. Should leaders of indigenous groups be selected for training, they will at a minimum have to know enough Spanish to follow a course of study in that language or represent a homogenous training group large enough to justify training in their own language or through a simultaneous translation teaching context.

Potential Training Programs

Below are listed several specific leadership categories and information about training programs which they could be provided. This information is subdivided into the following topics: (1) Income Level; (2) Sphere of Influence; (3) Principal Functions; (4) Selection Criteria; (5) Types of Training; (6) Location and Duration of Training; (7) Special Training Related Considerations; (8) Post-Training Activities; and (9) Impact/Multiplier Effect. The contents of these tables should be considered illustrative only. Program technicians and the training contractor should use this information as one input in designing programs for actual groups of peace scholars.

For personal security reasons, individuals from areas in which the Sendero Luminoso and Tupac Amaru revolutionary groups are active will be carefully selected to minimize risks to their security. They may be high profile targets for these groups. Should the Mission decide to send individuals from these areas, such participants should belong to leader groups identified in Matrix 2, such as peasant community leaders. Their training programs should parallel those identified for leaders in these categories as described in Matrix 3 - Training Programs for Leader Groups.

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Matrix 1

Identification of Key Sectors, Institutions and Professions

<u>Sphere of Influence</u>	<u>Key Sector of Society</u>	
	<u>Agriculture</u>	
	Urban/Rural	
National Issues/Policy Agricultural	Ministry of Agriculture (ONA/ANAPA) Banco Agrario Asociación de Productores* INIAAA CCA SNPA** National Agrarian University and its Foundation	Confederación Nacional Agraria Confederación de Campesinos del Peru
Regional and Departmental	FONGALSUR*** Colegio Ing. AAP/ACP Oficina Banco Agrario	Assoc. Nac Parceleros Liga Agraria Agrarian Social Interest Associations (SAIS) Ag. Cooperatives Min of Ag Professionals & Technicians
Municipal (Local Government) * Provincial	Agencia Banco Agrario	Agrarian Social Interest Associations (SAIS) Asociación Parceleros Liga Agraria Asociation Productores Agentes de Banco Agrario Ag. Cooperatives
* District/Community and Sparsely Populated Centers		Asociation Parceleros Commun Council Members Liga Agraria Asociation Productores Extension Agents Irrigation Assns. Agentes de Banco Agrario Ag. Cooperatives

* Producers Associations represent interests of specific commodity growers such as rice, cotton, and coffee.

** SNPA is similar to The Asociation Nacional de Parceleros Agrarios del Peru (ANAPA) and The Fundo de Formento Ganadero y Lechero del Sur (FONGALSUR), but of strategic significance and unique political weight.

*** FONGALSUR is illustrative of similar organizations that also exist in other regions of the country.

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Matrix 1 (Continued)

Identification of Key Sectors, Institutions and Professions

<u>Sphere of Influence</u>	<u>Key Sector of Society</u>	
	<u>Economy/Private Sector</u>	
	Urban/Rural	
National Issues/Policy	CONFIEP (APMEI) Soc. Nac. Indus. Asoc. Nac. Exportadores Nat. Labor Committee General Labor Committee Banker's Associations Peruvian Labor Committee Asoc. de Transportistas CAPECO Asociación de Mutuales CCC CITE IPAE APAVIT Sociedad Nac. de Pesqueria Artisan organizations	
Regional and Departmental	CONFIEP (Regional) Producer's Assns. SNI (Regional) APEMIPE CONACO Chamber of Commerce Asoc. de Transportistas	
Municipal (Local Government)		
* Provincial	APEMIPE Business Intermediaries Chamber of Commerce (Ex: Dueño de Molino) CONACO Producers' Assns.	
* District/Community and Sparsely Populated Centers	Local Businessmen Business Intermediaries (Ex: Aco- Chamber of Commerce piador)	

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Matrix 1 (Continued)
Identification of Key Sectors, Institutions and Professions

Sphere of Influence

Key Sector of Society
Education

Urban/Rural

National Issues/Policy

National Assembly of
University Rectors
Universities
Min. of Education
SUTEP
ADECORE
Women's Teachers Assns.
University Student
Leaders (FEP)
IPAE
ESAN
Teacher Training Institutes
(Institutos Pedogógicos)
Professional Schools
(eg. Colegio de Abogados,
Economistas)

Regional and Departmental

Universities
Secondary Schools
Primary Schools
Uni. Student Leaders
(Ex. FEPUC, ACUNI)
ADECORE (Regional)
Professional Schools
(Departmental)

Municipal (Local
Government)

* Provincial

Secondary Schools
Primary Schools
PVOs

Primary Schools
Parent/Teachers'
Assns.
PVOs

* District/Community
and Sparsely
Populated Centers

Primary School
Asoc. Padres de
Familia
PVOs

Primary School
Asoc. Padres de
Familia

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Matrix 1 (Continued)

Identification of Key Sectors, Institutions and Professions

<u>Sphere of Influence</u>	<u>Key Sector of Society</u>	
	<u>Governance/Community Polity</u>	
National Issues/Policy	Urban/Rural	
	Congressmen Congressional Aides Ministry of Interior Instituto Nacional de Fomento Municipal (INFOM)	
Regional and Departmental	President of Regional Assembly Members of Regional Assembly Regional Council Deputies Regional Secretariats Prefect Municipal Committees Young political leader (youth wing of national political parties)	
	Municipal (Local Government)	Assembly of Mayors (Sub-regional) Members of Provincial Council Governor Community "Juntas" Communal Committees
* Provincial	Members of Community Council Natural leaders	
* District/Community and Sparsely Populated Centers	Mayor Members of District Council Lieutenant Governor Community "Juntas" Communal Committees Members of Community Councils	

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Matrix 1 (Continued)

Identification of Key Sectors, Institutions and Professions

<u>Sphere of Influence</u>	<u>Key Sector of Society</u>	
	<u>Governance/Private Community Organ.</u>	
	Urban/Rural	
National Issues/Policy	CEDRO ILD CARITAS Boy Scouts Lion's Club Rotary Club YMCA DESCO GREDES Peru Mujer IEP	CARE/Peru Peruvian Organization activity engaged in community development programs nation-wide
Regional and Departmental	DESCO CARITAS CARE Lion's Club Rotary Club YMCA	
Municipal (Local Government)		
* Provincial	CARITAS CARE Lion's Club Rotary Club, among others key organizations	
District/Community and Sparsely Populated Centers	CARITAS CARE Prelaturas, etc.	

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Matrix 1 (Continued)
Identification of Key Sectors, Institutions and Professions

<u>Sphere of Influence</u>	<u>Key Sector of Society</u>	
	<u>Health</u>	
	Urban/Rural	
National Issues/Policy	Ministry of Health Academia de Medicina Colegio Medico Nurses Association Social Support Pan American Health Organization (PAHO) Asociación de Propietarios de Farmacias y Boticas	
Regional and Departmental	Regional Hospital Colegio Medico "Dept'l Chapter" Social Support Int'l Organizations	
Municipal (Local Government)		
* Provincial	Area de Salud Medica Social Support PVOs Int'l Organizations	Posta Medica Sanitaria PVOs Int'l Organization
* District/Community and Sparsely Popu- lated Centers	Centro de Salud Paramedico Farmaceutico Boticario PVOs Int'l Organizations Curandero Midwives	Posta Sanitaria Curandero Midwives PVOs Int'l Org.

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Matrix 1 (Continued)

Identification of Key Sectors, Institutions and Professions

<u>Sphere of Influence</u>	<u>Key Sector of Society</u>	
	<u>Judicial</u>	
	<u>Urban/Rural</u>	
National Issues/Policy	Corte Suprema Corte Superior Tribunal de Garantias Constitucionales Ministerio de Justicia Nat. Human Rights Comm. Attorney General Colegio de Abogados Comision Andina de Juristas	
Regional and Departmental	Corte Superior (Vocales) Colegio de Abogados Fiscal Superior	
Municipal (Local Government)		
* Provincial	Juez de Primera Instancia Juez Instructor Fiscalia Provincial	Abogado
* District/Community and Sparsely Popu- lated Centers	Juez de Primera Instancia Secretario del Juez Juzgado de Paz Letrado Juzgado de Paz No Letrado	Tinterillo Consejo Comunal Juzgado de Paz no Letrado

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Matrix 1 (Continued)

Identification of Key Sectors, Institutions and Professions

<u>Sphere of Influence</u>	<u>Key Sector of Society</u>	
	<u>Leisure/Recreation</u>	
Urban/Rural		
National Issues/Policy		
	APDayC	
	Soccer Clubs	
	YMCA	
	Social Clubs	
	Migrant Assns. ADECORE	
Regional and Departmental		
	APDayC	Asoc. Patronal
	Soccer Clubs	
	Folk Assoc.	
	Folk Groups	
	Social Clubs	
	Asoc. de Prof. de Educacion Fisica	
	YMCA	
	Departmental Clubs	
Municipal (Local Government)		
* Provincial		
	SERPAR	Asoc. Patronal
	Local S. T.	
	Folk Assoc.	
	Social Clubs	
	Soccer Clubs	
	Volleyball Clubs	
	Assoc. de Prof. de Educacion Fisica	
	YMCA	
* District/Community and Sparsely Popu- lated Centers		
	YMCA	Asoc. Patronal
	Local S. T.	
	Folk Assns.	
	Volleyball Clubs	
	Assn. of Physical Ed Professors	

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Matrix 1 (Continued)

Identification of Key Sectors, Institutions and Professions

<u>Sphere of Influence</u>	<u>Key Sector of Society</u>	
	<u>Mass Communications</u>	
	Urban/Rural	
National Issues/Policy	National T.V. Networks National Newspapers and Magazines National Radio Networks Nat. Journalist Assn APDayC Assn. Graphics (Press) Asociación de Radio y Televisión	
Regional and Departmental	T.V. Stations Radio Stations Newspapers Assn. Journalists APDayC	Radio Stations
Municipal (Local Government		
* Provincial		
	Local Radio Stations	
* District/Community and Sparsely Popu- lated Centers		
Local Radio Stations	University Schools of Communication (Univer- sidad de Piura, Lima, San Marcos)	

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Matrix 1 (Continued)

Identification of Key Sectors, Institutions and Professions

<u>Sphere of Influence</u>	<u>Key Sector of Society</u>	
	<u>Armed Forces/Police</u>	
	Urban/Rural	
National Issues/Policy	Ministry of Defense Joint Chiefs of Staff CAEM Chiefs of Staff for Army, Navy, Air Force, and Police Military/Police Academies Civil Defense	
Regional and Departmental	Corps of Engineers ("Zapadores")* Regional Command Dept'l. Headquarters Civil Defense	Corps of Engineers ("Zapadores")*
Municipal (Local Government)		
* Provincial	Provincial Hdqtrs. Provincial Post Civil Defense	Corps of Engineers ("Zapadores")*
* District/Community and Sparsely Popu- lated Centers	Commissaries Police Posts Civil Defense	Frontier Posts

* Responsible for construction of roads, bridges, etc.

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Matrix 1 (Continued)

Identification of Key Sectors, Institutions and Professions

<u>Sphere of Influence</u>	<u>Key Sector of Society</u>	
	<u>Church</u>	
	Urban/Rural	
National Issues/Policy	Cardinal Consejo Arzobispal Laymen's Associations Youth Associations Christian Community Associations	
Regional and Departmental	Bishop's See Laymen's Associations Youth Associations	
Municipal (Local Government)		
* Provincial	Local Dioceses Local Parishes Laymen's Associations Youth Associations	Protestant Churches Adventist Churches "Prelaturas"
* District/Community and Sparsely Popu- lated Centers	Local Parishes Catechism Teacher Laymen's Associations Youth Associations	Protestant Churches Adventist Churches Prelaturas

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Matrix 2

Identification and Selection of Groups of Leaders for Program

Groups of Leaders	Selection Criteria								Score	Comments/Justification
	Y	ME	Equality of Opportunity					ER		
			M/LC	R/UM	F	OTP	SS			
<u>Agricultural Sector</u>										
(H) Agricultural Extension Agents										
(H) Rural Leaders "Parceleros" Group Leaders Cooperatives										
(H) Development Promoters										
(H) Agrarian League Leaders										
(H) Cooperative Leaders										
(H) Teacher's "Intitutos Agropecuarios"										
(H) Peasant Community Leaders										
(L) Agrarian Bank Technicians										
(L) Administrators of Ag. Credit										

N.B.: High Priority (H); Medium Priority (M); Low Priority (L)

Criteria	Score
ME - Multiplier (Spread) Effect	0-7
Y - Youth Involvement/Impact on Youth	0-7
M/LC - Middle or Lower Class Background	0-5
R/UM - Rural or Urban Marginal	0-5
F - Female	0-5
OTP - Other Training Programs	0-2
SS - Skill Shortage	0-1
ER - Ethnic or Racial Minority	0-5

Identification and Selection of Groups of Leaders for Program (Cont.)

Groups of Leaders	Selection Criteria							ER	Score	Comments/Justification
	Y	ME	Equality of Opportunity							
			M/LC	R/UM	F	OTP	SS			
<u>Associations/Groups</u>										
(H) Labor Union Leaders										
(H) Leaders of Small Business Assns. (Ex. APEMI)										
(M) Members of Chamber of Commerce										
(L) Leaders of Professional Associations										

N.B.: High Priority-(H); Medium Priority (M); Low Priority (L)

Criteria	ER	Score
ME - Multiplier (Spread) Effect	0-7	
Y - Youth Involvement/Impact on Youth	0-7	
M/LC - Middle or Lower Class Background	0-5	
R/UM - Rural or Urban Marginal	0-5	
F - Female	0-5	
OTP - Other Training Programs	0-2	
SS - Skill Shortage	0-1	
ER - Ethnic or Racial Minority	0-5	

Identification and Selection of Groups of Leaders for Program (Cont.)

Groups of Leaders	Selection Criteria							ER	Score	Comments/Justification
	Y	Equality of Opportunity								
		ME	M/LC	R/UM	F	OTP	SS			
<u>Education</u>										
(H) University Student Leaders										
(H) Teacher Training College Teachers										
(M) Administrators Central, Regional, Local)										
(L) Primary School Teachers										
(L) Secondary School Teachers										
(L) Professors										

N.B.: High Priority (H); Medium Priority (M); Low Priority (L)

Criteria	Score
ME - Multiplier (Spread) Effect	0-7
Y - Youth Involvement/Impact on Youth	0-7
M/LC - Middle or Lower Class Background	0-5
R/UM - Rural or Urban Marginal	0-5
F - Female	0-5
OTP - Other Training Programs	0-2
SS - Skill Shortage	0-1
ER - Ethnic or Racial Minority	0-5

Identification and Selection of Groups of Leaders for Program (Cont.)

Groups of Leaders	Selection Criteria							ER	Score	Comments/ Justification
	Y	ME	M/LC	R/UM	F	OTP	SS			
<u>Governance/</u> <u>Community</u> <u>Polity</u>										
(H) Regional Authorities										
(H) "Pueblos Jovenes" Communal Leaders										
(L) Lieut. Governors										

N.B.: High Priority (H); Medium Priority (M); Low Priority (L)

Criteria	ER	Score
ME - Multiplier (Spread) Effect		0-7
Y - Youth Involvement/Impact on Youth		0-7
M/LC - Middle or Lower Class Background		0-5
R/UM - Rural or Urban Marginal		0-5
F - Female		0-5
OTP - Other Training Programs		0-2
SS - Skill Shortage		0-1
ER - Ethnic or Racial Minority		0-5

Identification and Selection of Groups of Leaders for Program (Cont.)

Groups of Leaders	Selection Criteria							ER	Score	Comments/Justification
	Y	Equality of Opportunity								
		ME	M/LC	R/UM	F	OTP	SS			
<u>Financial</u>										
(L) Develop. Bank Administrators										
(L) Mutual Funds Technicians and Admin.										
<u>Health</u>										
(L) Medical & Paramedical Personnel										
(L) Health PVO Administrators										
(L) PVO Mid Level Mgrs.										
<i>Community Health Promoters</i>										
<u>Judicial</u>										
(M) Justices of the Peace										
(M) Justice Admin. Personnel										
(M) Prosecutors										
(H) Human Rights Group Leaders										
N.B.: High Priority (H); Medium Priority (M); Low Priority (L)										

Criteria	Score
ME - Multiplier (Spread) Effect	0-7
Y - Youth Involvement/Impact on Youth	0-7
M/LC - Middle or Lower Class Background	0-5
R/UM - Rural or Urban Marginal	0-5
F - Female	0-5
OTP - Other Training Programs	0-2
SS - Skill Shortage	0-1
ER - Ethnic or Racial Minority	0-5

Identification and Selection of Groups of Leaders for Program (Cont.)

Groups of Leaders	Selection Criteria							ER	Score	Comments/Justification
	Y	Equality of Opportunity								
		ME	M/LC	R/UM	F	OTP	SS			
<u>Non Profit Voluntary Organizations</u>										
(M) Anti-drug Abuse Promoters										
(L) Scout Leaders										
(L) Lions, Rotary Leaders										
(L) Demographic Assn. Leaders (ex. APROPO)										
(L) PVO Promoters (ex. CARE, CARITAS, World Relief)										
<u>Mass Communications</u>										
(H) Newspaper Editorialists, Political Commentators										
(H) Radio News & Political Commentators										
(H) Mass media Commentators (News, Political or Economic, mag. writers)										
(H) Leaders of "Colegios" of Journalists										

N.B.: High Priority (H); Medium Priority (M); Low Priority (L)

(L)	Criteria	Score
ME	- Multiplier (Spread) Effect	0-7
Y	- Youth Involvement/Impact on Youth	0-7
M/LC	- Middle or Lower Class Background	0-5
R/UM	- Rural or Urban Marginal	0-5
F	- Female	0-5
OTP	- Other Training Programs	0-2
SS	- Skill Shortage	0-1
ER	- Ethnic or Racial Minority	0-5

✓
AGRICULTURE SECTOR
Category

TRAINING PROGRAMS LEADER GROUP
EXTENSION AGENTS
Summary

Income Level

Low and Very Low

Sphere of Influence

They are formal leaders who are employed by the Ministry of Agriculture or similar agency. They serve the small and medium sized farm owners, production cooperatives in the agricultural sector. They have a direct influence on producers with whom they work through discussion and decision-making, and establishing priorities over matters which directly affect agricultural production. They also influence other community decisions because of their leadership positions.

Principal Functions

Their principal function are to provide specialized production related advice to farmers in the region in which they work. They serve as a link between the Min. of Agriculture and the local population. They also promote community participation in projects sponsored by their offices/organizations.

Selection Criteria

Candidates for the program should be nominated by the Ministry of Agriculture, but their candidacy should be supported by reference letters written by members of communities in which they work. The initial pool of candidates should be screened for leadership capacity to identify the best natural leaders. Candidates should be young, but have at least two years of field experience.

Type of Training

Training should be concentrated in theoretical and practical aspects of agricultural extension. Trainees should also learn techniques to facilitate group participation, to promote group dynamics, and to promote demonstrations of new technologies. These activities will strengthen their leadership role upon return.

Location and Duration of Training

Training should be provided by a land grant University, possibly by its Cooperative Extension Office. Formal classroom training should be supplemented by internships with county agricultural extension agents in the communities in which they reside. These agents can serve as individual counterparts. Training programs should last from three to six months.

Special Training Related Activities

Each participant should be assigned a counterpart in the U.S. from the same profession for the period in which the candidates are in the U.S. A formal relationship between home communities in Peru and those in which the candidate worked and studied in the U.S. should be encouraged. Practical hands-on training should be emphasized. Some training should be provided in leadership dynamics. Preferably, training would be provided in Spanish.

Post-Training Activities (Special Considerations)

Upon return, local workshops and seminars should be encouraged so that other extension agents, who were unable to benefit directly from the program, will have access to the information and expertise acquired by trainees. Community links might be strengthened through a formal agreement between them and through frequent correspondence.

Multiplier Effect

The extension agent has direct influence over the community with which he works, especially the medium and small farmers with whom he works. New technologies brought by the extension agents should contribute to increased agricultural productivity in the region. Surrounding communities will eventually benefit from the experience through the diffusion of innovations introduced by the returned trainees.

General Observations:

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AGRICULTURAL SECTOR
Category

LEADERS: "PARCELERO" ASSNS
Summary

Income Level	Middle to Very Low
Sphere of Influence	Their sphere of influence beyond the groups which they represent varies by the number of association members and their volume of agricultural production. They have a strong influence over members of their associations. Their influence can spread beyond their specific groups, depending on how well known they are known by other agricultural producers. They are growing rapidly in numbers as formers acquire legal title to their lands.
Principal Functions	Their main functions are to defend the interests of their association, including lobbying for better prices for their products, introducing improved production-related technologies, and lobbying for improved transportation, storage and other marketing facilities. They also attempt to increase membership and to strengthen the position of their groups in national and regional production associations, including the ONA and peasant leagues. They strive to increase awareness of the relationship between private ownership of land and productivity.
Selection Criteria	Nominations for trainee positions should be solicited from the "Parcelero" Association (ANAPA). The Mission should select trainees from the pool of nominees based on interviews and application of objective criteria.
Types of Training	Training will vary by the crops that are produced by the associations. Initially, all trainees should be given an overview of the role of the agricultural sector in the U.S. economy, and of how private enterprises and farmers produce within this context. They should also be instructed about how producers organize to represent their interests in the U.S. Included in this section should be a description of services which they provide to their members. They should also be informed about how their crops might fill niches in the U.S. market. They should then be provided with an opportunity to visit various producers of the crops which they represent. Ideally, they would also be provided with an opportunity to interact with leaders of U.S. farm associations which represent small farmers, such as the National Farmers Organization, the Farmers Union, and possibly the Farm Bureau. This contact should be fomented at the state level in the U.S.

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**Place and Duration
of Training**

Training programs could be organized for from two to three months. Consideration should be given to contracting with an agricultural university or college to provide the training. Ideally, it would be located in an area which grows crops similar to those represented by the trainees. The classroom training would be given at this institution. The institution would be responsible for facilitating contact with farm organizations and producers groups in the U.S.

**Special Training Re-
lated Considerations**

The trainees should be consulted as to their preferences for associations and regions to be visited as part of the training. Care should be taken to schedule the training so that it does not compete with the growing season in Peru, and corresponds with the appropriate growing seasons in the U.S. Training should be given in Spanish, or language of trainees preferably by individuals who are familiar with the cultural and social backgrounds of these leaders.

**Post-Training Activities
(Special Considerations)**

Trainees should give talks to their association members upon return about their experiences and the contacts made. Contacts established in the U.S. should be encouraged and facilitated, particularly those with farm organizations. Linkages between these farmer associations and farm organizations in the U.S. should be strengthened. Consideration should be given to linking farmer associations with local county councils of a State Farm Bureau. Training activities in the U.S. could be undertaken at this level to initiate contacts.

Multiplier Effect

Trainees will have a significant direct effect on members of their associations who will be exposed to the innovations and new ideas acquired as part of the training. These impacts will be facilitated through seminars and conferences, and through the practical application of new technologies. Other farmers will benefit indirectly through contacts with the trainees. Leadership of the "parcelero" associations will be strengthened through exposure to U.S. models of farm organization.

AGRICULTOR SECTOR
CATEGORY

RURAL DEVELOPMENT PROMOTORS
SUMMARY

Income Level

Low or Very Low

Sphere of Influence

They are formal leaders, employed by the Ministry of Agriculture generally or by an similar agency depending from the sector or a PVO. They operate from an integral, comprehensive perspective of rural development and thus their activities cover a wide range of situations related to socioeconomic aspects of community life. That is to say, there sphere of influence is greater than that of an specialist, it firstly and directly influences over the concentrated population of the rural areas, spreading his influence to the disperse population productively linked with the main economic activity.

Principal Functions

Their principal function is to provide the communities with the necessary skills, through methods and techniques, in order to organize themselves to optimize their development potential, by been growingly aware of their human and material resources and able to prioritize their most urgent needs, systematyzing them objectively, for achieving self-sustained development and to efficiently insert themselves in the regional and national socio-economic process. They also promote community participation in projects sponsored by their offices/organizations.

Selection Criteria

Candidates for the program should be nominated by the Ministry of Agriculture if belonging to this sector or by its organization (PVO), but their candidacy should be supported by reference letters written by members of the communities in which they are working.

The initial pool of candidates should be screened for leadership capacity to identify the best natural leaders. Candidates should be young, but have at least two years field experience.

Type of Training

Training should be concentrated in theoretical and practical aspects of rural development. Trainees should also learn techniques to facilitate group participation, to promote dynamics, and project planning, implementation and evaluation, with participatory methods. Trainees should also be informed about possible sources of funding for projects which they intend to undertake in their communities upon return. This projects may either be productive or social development related.

Place and Duration
of Training

Training should be received at agricultural technical institutes in the U.S. having specialized matters or rural development and some practical field experience. Training should from three to six month.

Special Training Related
Considerations

Training should be provided in spanish. They should be given opportunity to establish contacts with U.S. counterparts. Ideally, each trainees would be assigned a mentor during his training process.

Post-Training Activities
(Special Consideration)

Trainees should be provided with opportunities to participate in seminars/workshops with ministry personnel and colleagues from PVOs and other organizations working in rural development to transfer knowledge gained through the training program and possibly coordinate future joint actions related to projects implementation. Meeting of participants of these programs should be promoted. Continued contact with counterparts in the U.S. should be encouraged, and specialized books should be provided as well as orientation on potential funding sources to implement community projects.

Multiplier Effect

Trainees will impact directly on the communities where they are working and over other colleagues working in the vecinity as well as neighboring communities that shall be expose to the inovation and projects developed with the direct beneficiaries.

AGRICULTURE SECTOR
CATEGORY

AGRARIAN LEAGUE LEADERS
SUMMARY

Income Level	Low to Very Low
Sphere of Influence	They are formal leaders, elected in general assemblies through direct vote from all members of his community, his sphere of influence will vary according to his level of representation, he can be a local (district), provincial, departmental or regional leader. His election is generally a recognition of past contributions to rural development activities, specially those related to agriculture, which would be his main economic activity. It's most likely he would be militant of some political party which facilitates his incertion in higher levels of the organization and increase his influence.
Principal Function	They represent the agricultural workers in a valley, district, etc. and influence directly over a wide spectrum of activities, including production, social and cultural topics. Their principal functions include generating discussions about agricultural production needs, coordinating efforts regarding the improvement of their living conditions, and development as a whole, incorporating and offering different perspective to the solution of their problems and transferring and interpreting decisions and information from higher instances of their agricultural organization about local, regional or national problems.
Selection Criteria	Information should be solicited from their representatives at the regional assemblies and PVOs acting in their spheres of influence. The members from their respective leagues should second this candidates with letters. The Mission would screen the candidates and select the finalists for the program using interviews and objective criteria. Candidates should be able to speak and understand spanish or special arrangements should be made for training in Quechua or Aymara.
Type of Training	Training should be both technical and qualitative in content. The technical training should ,be eminently practical, focusing on topics such as seed improvement, animal husbandry, weed control, proper use of fertilizers and pesticides, etc. Trainees

should also be given an opportunity to observe how to improve incomes in their communities through value added activities for their agricultural and animal products. This training should be supplemented with training in group dynamics, oral communication, conduct of meetings and other skills to strengthen their leadership capacities and improve participation in decision making processes. Trainees should also be exposed to agricultural union activities and have the opportunity to exchange experiences with them.

**Place and Duration
of Training**

Training program should not exceed six month or be less than two months. Interaction with small farmers and agricultural personnel as well as union leaders and activists would be very important. The training should be programed and run by an agricultural technical institute or similar school affiliated with a land grant university in the U.S. This institution should have spanish speaking capability represented in its personnel.

**Special Training Related
Considerations**

It is imperative that this training be provided in Spanish or in the language of the participants. Ideally, training would be provided by returnee Peace Corps or other U.S. citizens who are already familiar with their cultural background. Each trainee should be assigned a mentor to work closely with him and to attend to his special needs.

**Post-Training Activities
(Special Considerations)**

Ideally, trainees would continue their relationship with their U.S. counterparts upon return to Peru. This relation would be used as a bridge for support from U.S. organizations and communities.

Upon return trainees should be given the opportunities to interact with other leaders of the same region who were not selected for the program to discuss their training program and to relate his experiences. Initially trainees should be used to help identifying future trainees for similar programs. The budget should be flexible enough to accomplish this objective.

AGRICULTOR SECTOR
CATEGORY

COOPERATIVE LEADERS
SUMMARY

Income Level	Low and Very Low
Sphere of Influence	They are formal leaders, elected by general and direct vote in their respective cooperatives. They exercise a direct influence over the members of their cooperatives, some of them may have a regional coverage because of their personal conditions or because they are supported by a political party.
Principal Functions	Their principal function is to conduct the productive process in their agricultural cooperatives, see the adequate use of their financial resources and distribution among members of the surplus generated and to represent their organization in higher levels of the cooperative movement or in their relations with the government or other private institutions.
Selection Criteria	Initially, information should be solicited from the national cooperative organization and their representatives at the regional assemblies. They should identify the Cooperatives that are in greater need of the program. Once these cooperatives are identified the members of the Cooperative Council should present candidates. The Mission would screen the candidates and select the finalists for the program using interviews and objective criteria. Candidates should be able to speak and understand Spanish.
Type of Training	Training should be both technical and qualitative in content. The technical training should be eminently practical, focusing on topics directly related to the specific problems the trainees are facing in their respective cooperative (sugar can production, animal husbandry, accounting and financing, etc.). As well as managerial and organizational aspects of agricultural production under the cooperative system. Trainees should also be given an opportunity to observe how to improve incomes in their cooperatives through diversification of crops and value added activities for their agricultural and animal products. This training should be supplemented with training in group dynamics, oral communications, conduct of meetings and other skills to strengthen their leadership capacities and improve participation in decision making processes. Trainees should

also be expose to agriculture union activities and have the opportunity to exchange experiences with them. An internship in a service cooperative related to agricultural activities would be recommended.

Place and Duration of Training

Training should be programmed and run by on agricultural technical institute or similar school affiliated with a land grant university in the U.S. This institution should have spanish speaking capability represented in its personnel. Interaction with farmers and agricultural personnel as well as union leaders and members of the cooperative movement would be important.

Training should not exceed six months or be less than three months.

Special Training Related Considerations

It is imperative that this training be provided in Spanish. Each trainee should be assigned a mentor to work closely with him.

Post-Training Activities (Special Considerations)

Ideally, trainees would continue their relationship with their U.S. counterparts upon return to Peru.

Upon return, trainees should be given the opportunities to interact with other cooperative leaders of same region or productive activity (Ex. Sugar can producers) who were not selected for the program, to discuss their training program and to relate his experiences.

Multiplier Effect

.Trainees will impact directly on the members of the cooperatives were they are working and other leaders of the cooperative movement.

<u>AGRICULTURAL SECTOR</u> <u>Category</u>	<u>TEACHERS: AGRICULTURAL INSTITUTES</u> <u>Summary</u>
Income Level	Middle and Lower Middle
Sphere of Influence	These teachers are formal leaders who directly influence students they train. These students become agricultural technicians who work with the farm sector. Thus, they have a substantial indirect influence on rural populations through the technicians. As leaders of the communities in which they reside, they also impact directly on these communities.
Principal Functions	Their principal function is to train technicians who will eventually serve the agricultural sector. They consult directly with farmers about specific production problems which they face. They also participate in seminars and other activities through which they diffuse specific information to farm producers.
Selection Criteria	Administrators and faculty of the technical institutes should participate in the initial selection of candidates. Candidates should be young, but with at least three years of practical experience gained outside of the classroom. They should be enthusiastic about transferring knowledge gained through the program to others. The Mission should make the final selection based on objective criteria and interviews. USAID/Peru should consult with the National Planning Institute and the Ministry of Agriculture to determine priority technical areas. Technical area priority should be an important criterion for selection.
Type of Training	Training should be received at agricultural technical institutes in the U.S. Training should focus on substantive technical matters in addition to teaching methodologies. Trainees should also be exposed to how the U.S. technical institutes are organized and function. Additional training to strengthen leadership capacity upon return should also be provided.
Place and Duration of Training	Technical institutes in agricultural regions similar to those from which the trainees come, should be contacted to provide the training. Training should last from three to six months.

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**Special Training Re-
lated Considerations**

Training should be provided in Spanish. If this is not possible, trainees fluent in Spanish should be selected. Trainees should be provided with audio-visuals and other materials that they can use in the classroom upon return. They should be given opportunities to establish contacts with U.S. counterparts. Ideally, each trainees would be assigned a mentor during the training process.

**Post-Training Activities
(Special Considerations)**

Trainees should be provided with opportunities to participate in seminars/workshops with ministry personnel and colleagues from others institutes to transfer knowledge gained through the training program. Reunions of participants of these programs should be promoted. Continued contact with counterparts in the U.S. should be encouraged.

Multiplier Effect

Trainees will impact directly on colleagues in their institutions and on the students which they train. The training received will have a substantial indirect impact on the agricultural sector through students they train and through outreach activities.

General Observations:

AGRICULTURAL SECTOR
Category

LEADERS: PEASANT COMMUNITIES
Summary

Income Level	Low to Very Low
Sphere of Influence	They are traditional leaders, elected by communal assemblies for determined periods. Their election is generally a recognition of past contributions to community welfare. They influence a majority of the community regarding a wide spectrum of activities, including production, social and culture topics.
Principal Functions	Their principal functions include generating discussions about community needs, coordinating community efforts, representing the community with state authorities and other institutions, resolving differences among members of the community, preserving community traditions and social customs, and supervising use of community patrimony.
Selection Criteria	Initially, information should be solicited from the regional assemblies, PVOs and the Ministry of Agriculture about the more dynamic rural communities of given regions. The representatives of the peasant communities in the regional assemblies should then work with these communities to identify candidates from each community. The Mission would screen the candidates and select the finalists for the program using interviews and objective criteria. Candidates should be able to speak and understand Spanish or special arrangements will be necessary for training in Aymara or Quechua.
Type of Training	Training should be both technical and qualitative in content. The technical training should be eminently practical, focusing on topics such as seed improvement, animal husbandry, weed control, etc. Trainees should also be given an opportunity to observe how to improve incomes in their community through value added activities for their agricultural and animal products. This training should be supplemented with training in group dynamics, oral communication, conduct of meetings, etc. Trainees should also be given ample opportunity to observe local community government in action in rural settings.

**Place and Duration
of Training**

Training programs should not exceed six months or be less than two months. Interaction with farmers and agricultural personnel will be very important. Ideally, they will have an opportunity to interact closely with small farmers, such as Amish or Mennonites, in addition to agricultural extension personnel. The training should be programmed and run by an agricultural technical institute or similar school affiliated with a land grant university in the U.S. This institution should have Spanish speaking capability represented in its personnel.

**Special Training Re-
lated Considerations**

It is imperative that this training be provided in Spanish or in the language of the participants. Ideally, the training would be provided by returned Peace Corps Volunteers or other U.S. citizens who are already familiar with their cultural and physical backgrounds. Each trainee should be assigned a mentor to work closely with him and to attend to his special needs.

**Post Training Activities
(Special Considerations)**

Ideally, trainees would continue their relationship with their U.S. counterparts upon return to Peru. This relationship could be used as a bridge for support from U.S. organizations and communities. Trainees should be given the opportunity to interact with leaders of the same region who were not selected for the program to discuss the training program and to relate his experiences. Ideally, the trainees would bring small technological innovation back to their communities with them to share with members of their communities and with surrounding communities (ex. improved seeds, new wool shearers). Initial trainees should be used to help identify future trainees for similar programs. The budget should be flexible enough to accomplish this objective.

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Multiplier Effects

Multiplier effects will occur through application of expertise acquired in the U.S. upon return. This expertise is largely technical. Interaction with other community leaders will facilitate diffusion of these alternative technologies, and a greater appreciation of the U.S. and its institutions. If supplied with video materials while in the U.S., he could use them to describe U.S. society and alternative technologies to local populations. Preparation of these videos could be an integral part of the training experience in the U.S.

General Observations:

AGRICULTURAL SECTOR
Category

AGRICULTURAL BANK TECHNICIANS
Summary

Income Level

Low and Lower Middle

Sphere of Influence

These agents are formal leaders and exercise direct influence over farmers who borrow funds from the Agricultural Bank through provision of technical assistance to them. They also indirectly influence other farmers of the same region. Their major influence is related to agricultural production technologies and related community projects and activities.

Principal Functions

These agents have various functions related to the delivery, use and recuperation of credit. The agents identify candidates and approve loans to a certain level; they supervise credit use, marketing of products, and they collect loan payments. Under special circumstances they may also become involved in community events and projects.

Selection Criteria

Initially, the agricultural bank should recommend candidates for the program. References should be solicited from members of the communities in which candidates work to ensure that only the best "leaders" and technicians are selected for the training. Final selection of candidates should be made by the Mission using formal criteria similar to those used for other training groups.

Types of Training

Training should be both theoretical and practical. Ideally, each trainee would have an opportunity to intern at an agricultural extension office in a region which grows crops similar to those grown in the area in which the Peruvian agent works.

Place and Duration of Training

Ideally classroom training would be received at a two year agricultural institute which emphasizes hands-on training and agricultural production. Trainees should have the opportunity to review the operations of agricultural credit institutions, such as the Farm Credit Administration. The training should focus on credit administration techniques, marketing strategies, credit collection, and other relevant topics. The length of training may vary from two to six months depending particular training program objectives, and the time which trainees can absent themselves from their jobs and communities.

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**Special Training Re-
lated Considerations**

Training should focus on practical experiences. Ideally, each trainee should be assigned a counterpart extension agent with whom to work for periods of up to one month. Ideally, the counterpart would be fluent in Spanish. Classroom training should be provided in Spanish or with competent translation.

**Post-Training Activities
(Special Considerations)**

Ideally, a permanent relationship would evolve between the individual trainees and the institutions and counterparts with whom they interacted in the U.S. These relationships should be nurtured. Workshops should be organized which permit the informal interchange of experiences among the participants. Other workshops and/or seminars, which include returned trainees and other technicians that did not receive training, should also be organized. A brief evaluation by the community in which the technicians work, of the benefits they received from the training through the technician would, ideally, also be undertaken.

Impact/Multiplier Effect

Most agricultural bank technicians have a considerable influence in the communities in which they work. The population with which the technicians work will directly benefit from the training. Other technicians, who did not go for training, will benefit from interaction with returned trainees, as will the community which is impacted by their work.

Observations:

<u>ASSOCIATIONS/GROUPS</u> <u>CATEGORY</u>	<u>LABOR UNION LEADERS</u> <u>SUMMARY</u>
Income Level	Low to Middle Low
Sphere of Influence	Most Labor Union Leaders have links with national political parties and represent the ideological learnings of these parties. Potential labor union leaders are eventually co-opted by political parties. Their primary sphere of influence is the factory or union they represent, they may have a local, regional or national influence depending on their portion in the labor union heirarchy and the strategic significance of the union in the country economy. (Ex. mining, transport, etc.). Depending on his political learning and the specific political circumstances in the country, his sphere of influence could increase.
Principal Functions	Their principal functions are both formal and informal. Formal functions include maintenance and improvement of working conditions for the workers in their labor serious and other non affiliated workers by extortion. Their informal functions include informing about major issues and the position of parties with which they are related or affiliated on these issues.
Selection Criteria	Natural leadership abilities and their potential should be considered. They should be selected among those proposed by their unions.
Type of Training	Training should include a general review of U.S. society, its values and democratic system. In addition, trainees should be informed about the organization, structure and process of labor unions in the U.S. including national labor union organizations. Visits to main labor organizations to observe their procedures and activities with special reference to how they provide services to their affiliated workers.
Place and Duration	Training should be coordinated by a College of Political Sciences at a U.S. university. Ideally, the programs would be organized for a period of three months. Internships should provide them with opportunities to reside in U.S. communities and to interact intensively with counterpart labor union leaders.

Special Training Related
Activities

Training should be provided in Spanish. Training should provide simple opportunities for trainees to establish personal, lasting relationships with labor union leaders in the U.S.

Trainees should also establish ties with U.S. and International workers organizations as part of their training. Non-political aspects of trade union workers should be emphasized, including provision of services to workers.

Post-Training Activities
(Special Considerations)

Trainees should be required to attend seminars with other labor union leaders and potential leaders upon return. They should be encouraged to meet with one another on a periodic basis upon return to reinforce the experience gained. The contacts established in the U.S. should be maintained through regular correspondence.

Multiplier Effect

The direct effect of this training will be on other trade union leaders and the workers integrating his union.

The indirect and long-term effect will occur through changes they introduce in their respective trade union governments, and through reinforcing his natural leader abilities which will project him into higher leadership positions in the labor movement and on the national political scenario. Exposure to U.S. values and systems of governance will affect their future leadership roles and decision-making on national and laboral issues.

CLASS ASSOCIATIONS

Category

LEADERS SMALL BUSINESS ASSNS

Summary

Income Level	High, Upper Middle and Middle
Sphere of Influence	These business leaders are known in their circles for their excellent organizational management and/or technological innovation. Their prestige is based on their success which makes them natural leaders. They are recognized as such by their group members, and by others, depending on their line of work and general knowledge of their success.
Principal Functions	These leaders defend the interests of the association. They represent the association with other institutions; they help form association policy; they speak out about issues on which they are versed or which are of national or regional scope and related to their profession.
Selection Criteria	The fundamental criterion is identification as group leaders by peers who serve on the same committees, etc. Ideally those selected should have the capacity and desire to transfer the expertise acquired in the U.S. to their colleagues. Those selected should represent colleagues of middle and/or upper middle income.
Types of Training	Training should be short-term taking into account the demands on trainees' time of their businesses. Ideally, they would receive training in management, technology acquisition appropriate to their businesses, and import/export mechanisms. Ideally, too, they would have an opportunity to interact with potential markets in the U.S. and with counterparts in the same lines of business.
Location and Duration of Training	Initial training should be provided in the classroom. It should be given by a community college or community business school which offers practical training by people active in the business community. Ideally, this training would be supplemented by an internship or on the job training in related industries. Ideally too, the trainees would be exposed to numerous businesses of the same type as their businesses in Peru. These training may be structured for from two to three months.

15 JUN. 1990

Special Training Related Considerations

Ideally, each trainee would be assigned a counterpart in the U.S. who could later serve as a source of information and answers to questions which may arise when the trainees return to Peru. Counterparts could also assist the returned trainees in other ways after their return to Peru. Ideally, a commercial relationship would evolve from the counterpart relationship. The training should be in Spanish which may limit the number of institutions and communities in which the training can be given.

Post-Training Activities (Special Considerations)

Regional meetings of returned trainees should be promoted. These meetings should expose other small businessmen to what trainees learned in the U.S. This exposure will strengthen the leadership role of trainees in small business community. The meetings, newsletters and other means should be used facilitate networking among returned trainees to expand and strengthen leadership in this sector.

Impact/Multiplier Effect

The direct impact of the training will be on members of their class groups. They will be directly exposed to the technologies and contacts brought back by trainees. Through regional meetings with other businessmen, they will impact on their production and management capacities.

Observations:

15 JUN. 1990

EDUCATION

Category

STUDENT/YOUNG POLITICAL LEADERS

Summary

Income Level

High to Low (Parental Income)

Sphere of Influence

Most student leaders are affiliated with national political parties and represent the ideological leanings of these parties. Potential student leaders are eventually co-opted by political parties. Their primary sphere of influence is the university community itself; and their secondary sphere of influence is the political party with which they are affiliated. Their potential sphere of influence as future political leaders is national in scope.

Principal Functions

Their principal functions are both formal and informal. Formal functions include maintenance and improvement of academic standards and sufficient funding for the university. Their informal functions include informing about major issues and the position of parties with which they are affiliated on these issues. They also work to recruit other students for these political parties.

Selection Criteria

Natural leadership abilities and their post-university leadership potential should be considered.

Type of Training

Training should include a general review of U.S. society, its values and democratic system. In addition, trainees should be informed about the organization, structure and process of student leadership in the U.S., including national student organizations. This would be provided at a U.S. university. This training should be followed by visits to select universities in the U.S. to observe their student governments, with particular reference to how they provide services to the student body of these institutions and how student government represents student interests in the general university governance process.

Place and Duration of Training

As indicated above the training is to be provided at U.S. universities. The duration of training should not exceed three months.

15 JUN. 1990

Special Training Related Activities

Training should provide ample opportunities for trainees to establish personal, lasting relationships with student leaders in the U.S. Trainees should also establish ties with U.S. and international students organizations as part of the training. Non-political aspects of student leadership should be emphasized, including provision of services to members of the student body.

Post-Training Activities (Special Considerations)

Trainees should be required to attend seminars with other students leaders upon return. They should be encouraged to meet with one another on a periodic basis upon return to reinforce the experiences gained. Students should also self-evaluate the training received in the U.S. The contacts established in the U.S. should be maintained through regular correspondence and possibly through Memorandums of Agreement between student governments at Peruvian universities and counterpart U.S. universities.

Multiplier Effect

The direct effect of this training will be on other students at home universities of the trainees and on fellow student leaders. The indirect and long-term effects will occur through changes they introduce in student government at their institutions, and through reinforcing his natural leadership abilities which will project him into higher leadership positions. Exposure to U.S. values and systems of governance will affect their future leadership roles and decision-making on national and local issues.

General Observations:

15 JUL 1960

EDUCATIONAL SECTOR
Category

TEACHERS: TEACHER TRAINING COLLEGES
Summary

Income Level	Lower Middle and Low
Sphere of Influence	These teachers are formal leaders who have direct influence on the students they train. These students become primary and/or secondary level school teachers. Thus, as teachers of teachers, their indirect influence is substantial and radiates to all sectors of the population. Many are leaders of the communities in which they reside and impact directly on educational and non-educational issues and activities in these communities. They have a major influence on the ideological formation of their students. Many of these teachers have strong leftist ideological orientations.
Principal Functions	Their principal function is to prepare primary and secondary level teachers, primarily for work in the public school system. They also participate in seminars and other activities through which they diffuse specific information to farm producers.
Selection Criteria	Administrators and faculty of the teacher training institutions should participate in the initial selection of candidates. Candidates should be outstanding members of their institutes and have at least three years of teaching experience. They should be enthusiastic about transferring knowledge gained through the program to others upon return. The Mission should make the final selection based on objective criteria and interviews. Preference should be given to women candidates.
Type of Training	Training should focus on substantive technical teaching methodologies. Trainees should also be exposed to how U.S. university teacher training programs are organized and administered, and the various activities undertaken by faculty who participate in this teacher training. They should also have the opportunity to review how U.S. elementary and secondary level schools are organized and function. Additional training to strengthen leadership capacity should also be provided. Ideally, this training would include internships and practical experiences related to teacher training in the U.S.

18 JUN. 1990

**Place and Duration
of Training**

Training should be provided at an outstanding College of Education at a U.S. university. Ideally, the programs would be organized for a period of from six to twelve months. Internships should provide them with opportunities to reside in U.S. communities and to interact intensively with counterparts in these communities.

**Special Training Related
Considerations**

Each trainee should be provided a counterpart, preferably an educator or professor of the same level. This will facilitate interchanges of personal experiences and opportunities to become familiar with how U.S. counterparts participate in activities of their communities of residence. Trainees should be given the opportunity to participate in teacher training activities as part of their internships, ideally, together with their counterparts. They should be given access to relevant training materials which they can bring back with them for continued use upon termination of the training program.

**Post-Training Activities
(Special Considerations)**

Trainees should be provided with opportunities to participate in seminars/workshops with ministry personnel and colleagues from others institutes to transfer knowledge gained through the training program. Reunions of participants of these programs should be promoted. Continued contact with counterparts in the U.S. should be encouraged. Their continued access to literature and audio-visuals that can be used in their own professional activities should be facilitated.

Multiplier Effect

Trainees will impact directly on colleagues in their institutions and their students. Through their students, they will have a major impact on the intellectual and moral preparation of future generations.

General Observations:

15 JUN. 1990

EDUCATION
CATEGORY

REGIONAL/LOCAL ADMINISTRATORS
SUMMARY

Income Level

Middle and Lower Middle

Sphere of Influence

These teachers are formal leaders who have administrative responsibilities in the public education system. They also influence private sector educational institutions by law. Their influence varies according to their position in the hierarchy of the educational structure. They can be responsible for a Region, Department or Province, expanding their influence over directors of schools and other members of the educational community in their jurisdiction as well as over other members of society, specially in the provinces where their prestige is greater.

Principal Functions

Their principal function is to run the educational system within their respective jurisdictions, and the correct applications of norms and procedures, giving instructions and directives to the public sector educational institutions and supervising the private sector. Guiding toward the correct application of norms.

Selection Criteria

Higher administrators (Regional Directors) and Faculty members of their jurisdiction should participate in the initial selection of candidates. Candidates should be outstanding members of their groups and have at least five years experience in their posts. They should be enthusiastic applying and transferring knowledge gained through their programs upon return. Preference should be given to women candidates.

Type of Training

Training "should focus" on substantive technical teaching methodologies covering also administrative and organizational aspects. They should also have the opportunity to review how U.S. elementary and secondary schools are organized and functions. Ideally this training would include internships and practical experience related to their functions and positions.

Place and Duration
of Training

Training should be provided at an outstanding College of Education at a U.S. university. Ideally the programs would be organized for a

period of three to 12 months, with the possibility for some candidates to go for one year Master degree on Educational Administration. Internships should provide them with opportunities to reside in U.S. communities and to interact intensively with counterparts in these communities with similar backgrounds to those where he is working.

Special Training Related Considerations

Each trainee should be provided a counterpart, preferably an educator, administrator or professor of the same level. This will facilitate interchanges of personal experiences and closer opportunities to become familiar with how the U.S. counterparts participate in activities of their communities of residence. They should be given access to relevant training materials which they could bring back with them for continued use upon return.

Post-Training Activities (Special Considerations)

Trainees should be provided with opportunities to participate in seminars/workshops with Ministry personnel and colleagues from other private organizations to transfer knowledge gained through the training program. Periodic meetings of participants of these programs should be promoted. Continued contact with counterparts in the U.S. should be encouraged.

Multiplier Effect

Trainees will impact directly on the activities of their respective jurisdictions especially on colleagues, school directors and indirectly over students and parents associations and the community as a whole.

EDUCATIONAL SECTOR

Category

TEACHERS: SECONDARY SCHOOLS

Summary

Income Level	Lower Middle and Low
Sphere of Influence	Most of these teachers are formal leaders who have direct influence on the students they train. They have an important influence on the value formation of their students, many of whom become future leaders of their communities and of society. Many teachers are recognized as leaders of the communities in which they reside and impact directly on educational and non-educational community issues and activities. Many public school teachers have strong leftist ideological orientations.
Principal Functions	Their principal function is to provide secondary level education to their students, some of whom continue their studies at the university level.
Selection Criteria	Secondary school administrators, faculty and parent of students should participate in the initial selection of candidates. Candidates should be outstanding members of their schools and have at least three years of teaching experience. They should be enthusiastic about transferring knowledge gained through the program to their colleagues upon return. The Mission should make the final selection based on objective criteria and interviews. Preference should be given to women candidates.
Types of Training	Training should focus on substantive technical teaching methodologies. Trainees should also be exposed to how U.S. high school programs are organized and administered, and the various activities undertaken by high school teachers in their communities. Additional training to strengthen leadership capacity should also be provided. Ideally, this training would include internships at high schools in the U.S.
Place and Duration of Training	Training should be coordinated by a College of Education at a U.S. university. Ideally, the programs would be organized for a period of three months while teachers are on vacation. Internships should provide them with opportunities to reside in U.S. communities and to interact intensively with counterpart teachers in these communities.

15 JUN. 1990

Special Training Related Considerations

Each trainee should have a counterpart, preferably an educator of the same level. This will facilitate interchanges of personal experiences and opportunities to become familiar with how U.S. counterparts participate in activities of their communities of residence. Trainees should be given the opportunity to participate in classroom teaching as part of their internships, ideally, together with their counterparts. They should have an opportunity to observe how high school programs are organized and administered in the U.S. They should also be given access to relevant training materials which they can bring back with them for continued use upon termination of the training program. Ideally, contacts would be established with associations that represent high school teachers in the U.S. These contacts should provide the trainees with an overview of how the associations provide services to their members.

Post-Training Activities (Special Considerations)

Trainees should be provided with opportunities to participate in seminars/workshops. These should be promoted by the Ministry of Education at the Departmental and Provincial levels. Personnel and colleagues from other institutes should participate. Trainees should transfer knowledge gained through the training program. Reunions of participants of these programs should also be promoted. Continued contact with counterparts in the U.S. should be encouraged. Their continued access to literature and audiovisuals that can be used in their own professional activities should be facilitated.

Multiplier Effect

Trainees will impact directly on colleagues at their institutions and their students. Through their students, they will have a major impact on the intellectual and moral preparation of future generations.

General Observations:

GOVERNANCE/POLITY
Category

REGIONAL COUNCIL MEMBERS
Summary

Income Level

Middle and Lower Middle

Sphere of Influence

Their sphere of influence extends to the regions which they help govern, and in some cases to other regions through their participation in national governmental organizations. Their national impact will depend on their competence regarding particular national issues and their political party affiliation.

Principal Functions

Their principal functions are to establish policy, to legislate for the region and to oversee implementation of the legislation. These activities are based on requests and lobbying efforts of provincial and local community interests. They also represent regional interests in relation to the national government.

Selection Criteria

Initially, one or two regional councils should be selected. This selection process should be based on the level of activity undertaken by the councils and on national priorities. Outstanding leaders of these councils should be selected. Initially, they should be proposed by the councils themselves. Final selection should be made by the Mission based on objective criteria established by the Mission.

Types of Training

Training should initially include formal classroom training which gives them an overview of how regional development authorities, such as the TVA, operate in the U.S., and how these relate to state and regional governmental entities. They should also receive an overview of state government in the U.S. This should be followed by visits to regional development offices where they should interact with individuals responsible for these activities. This interaction should emphasize how authorities contract for services in the private sector, such as small consulting firms and construction industries.

Place and Duration of Training

These training programs should last from one to two months. The training should be given in regions that have economic activities similar to the trainees' regions (ex.: agricultural, mining or industrial areas).

15 APR 1990

**Special Training Re-
lated Considerations**

Ideally, this training would be provided in Spanish or with the use of competent translators. Trainees should be given opportunities to familiarize themselves with potential sources of financing for future development-related projects in their regions.

**Post-Training Activities
(Special Considerations)**

Seminars should be promoted by the trainees upon return to their communities to transfer the experience and knowledge acquired in the U.S. They should be provided opportunities to maintain contacts made in the U.S. during the training program.

Multiplier Effect

Trainees will impact on the social and economic welfare of their communities and regions through application of new concepts of governance and community service learned in the U.S. Contacts with provincial and community mayors and other authorities will facilitate this spread effect.

Observations:

15 JUN. 1990

GOVERNANCE/POLITY
Category

LEADERS OF "PUEBLOS JOVENES"
Summary

Income Level	Low and Very Low
Sphere of Influence	These leaders have great influence over women community members, especially those who identify with the occupation of leaders. Depending on their personality and/or political affiliation, their influence can extend to other community leaders, or even to leaders of other "pueblos juvenes" who are undertaking similar activities in their communities.
Principal Functions	Their principal function is to mobilize the community to undertake activities which better living and working conditions in the community. They also promote consensus positions among their community members, which permit peaceful political and social development. They reinforce the collective identity and sense of belonging of community members in order to consolidate community organization. This permits the realization of communal activities and improved community services. They supervise the use and application of municipal funds.
Selection Criteria	These are natural leaders in formal positions. Therefore, members of the community should participate in the selection process. Ideally, these participants would be micro businessmen and women and promoters of construction and social infrastructure services in the community. The USAID Mission should make the final selection, based on objective criteria established by it.
Types of Training	Initial training should include a review of methods and techniques of community development and organization which are consistent with the activities carried out by the leaders. This training could be given in a community where the participants would have the opportunity to review the management and functioning of public service agencies in health, education, etc. They should receive additional training in areas directly related to the specific needs of their communities, such as micro-enterprise development, recreation, sports activities, health and waste management.

715 JUN. 1990

Place and Duration

Training programs should last from two to six months, with an initial period of 1-2 weeks of training in a local community. This training should give the participants an understanding of the relationships between local governments and state governments, and emphasize the division of labor between them. It should also illustrate the role of the general manager, who implements governmental programs at this level. Trainees should then undergo internships related to their specific areas of interest (such as provision of water) in communities or companies responsible for providing these services. This internship would ideally be complemented by exposure to other companies or situations which would expand understanding of how to deal with similar problems upon return. The training should be given in Spanish and should be practical in orientation.

Special Training Related Considerations

Trainees should also be informed about possible sources of funding for projects which they intend to undertake in their communities upon return. These projects may either be business related or social development related. Trainees should have opportunities to establish formal ties between communities in the U.S. and their home communities.

Post-Training Activities (Special Considerations)

Upon return, the trainees should have the opportunity to participate in workshops/seminars with other ex-trainees to exchange experiences. Trainees should be encouraged to organize seminars, etc. within their own communities to share the experience gained through training. They should also be encouraged to share their experiences with leaders of other similar communities in Peru. Contacts established in the U.S. should be maintained through regular communication and possible follow-up visits.

15 JUN. 1991

Multiplier Effect

Organizational innovations introduced by the trainee upon return will impact on his community. Along with changes introduced in the organization of small enterprises in the community, they will serve as models to be emulated by other members of the community and of other related communities. Seminars will facilitate spread of innovations to other communities. They will strengthen the leadership positions of returned trainees.

Observations:

. 15 JUN. 1990

MASS COMMUNICATIONS
Category

EDITORIALISTS/COLUMNISTS
Summary

Income Level	Upper Middle to Low Middle
Sphere of Influence	When representing national media, they have a major influence on opinion making at the national level. This influence is particularly evident among the national decision-makers and related elite, upper and middle classes. The influence is reflected in activities of members of these classes. The same is true at the regional level for regional media. Influence will vary by the special topics with which they deal at any given moment.
Principal Function	Their main function is to inform and influence the public about topics of interest, which may be regional, national or international in scope.
Selection Criteria	The editorialists and columnists should be well known and respected by their audiences. The USAID Mission, together with USIA Officers, should decide on which sectors to target activities and make formal invitations to individual editorialists and columnists in these sectors. Women candidates should be given preference.
Type of Training	These individuals should be exposed to democratic institutions and to the American way of life. They should have an opportunity to interact with colleagues in similar media in the U.S. and to visit these media. These visits (quasi-internships) will provide them with opportunities to learn about state-of-the-art techniques and methods of communication.
Place and Duration of Training	The training should begin with an classroom training at a major U.S. School of Journalism. This should be followed by visits to major relevant media centers. Visits will allow them to review script preparation for these media as well as the technical aspects of transmission. Consideration might also be given to providing them with short internships with respective media stations/companies in the U.S. For most trainees, the duration of training will have to be relatively short because of their commitments in Peru.

14 JUN 1967

**Special Training Re-
lated Activities**

The trainees should be given an opportunity to learn how colleagues in the U.S. collect information which is used in their programs and writings. Ideally, they would also establish on-going contacts with respective professional associations in the U.S. and with individual counterparts.

**Post-Training Activities
(Special Considerations)**

Trainees should be encouraged to give presentations in schools of journalism and to their professional associations upon return. The content of these presentations can be either technical or general. Ideally, they would maintain ties established in the U.S. and use them to continue to receive information about contemporary issues as well as technical matters.

Multiplier Effect

Insights into U.S. society should broaden their perspectives regarding the operation of free market economies within a pluralistic democratic system. As opinion makers, these insights can have a profound effect on the formation of public opinion and attitudes in Peruvian society.

General Observations:

<u>MASS COMMUNICATIONS CATEGORY</u>	<u>MASS MEDIA COMENTATORS SUMMARY</u>
Income Level	Upper Middle to Low Middle
Sphere Influence	These individuals through T.V. or radio programs, at a national level have a major influence on opinion making at that level. This influence is particularly evident among the national decision-makers and related elite, upper and middle classes. The influence is reflected on activities and behavior of members of these classes. The same is true at a regional level for regional media. Influence will vary by the special topics which they deal with at any given moment and by the variations in the political circumstances the country is going through.
Principal Function	Their main function is to inform and influence the public about topics of interest, which may be regional, national or international in scope.
Selection Criteria	The mass media comentators should be well known and respected by their audiences. The USAID Mission, together with USAID Officers, should decide on which sectors to target activities and make formal invitations to individual comentators in these sectors. Women candidates should be given preference.
Type of Training	These individuals should be exposed to democratic institutions and to American way of life. They should have an opportunity to interact with colleagues in similar media in the U.S. and to visit these media. These visits (quasi-internship) will provide them with opportunities to learn about state-of-the-art techniques and methods of communication as well as to provide them with new topics and perspectives for there future comentaries.
Place and Duration of Training	The training should begin with a classroom training at a major U.S. School of Journalism. This should be followed by visits to major relevant T.V. and radio broadcasting systems. Visits will allow them to review script preparation for these media as well as the technical aspects of transmission and some new "tricks of the trade." Considerations may also be given to providing them with short internship with respective media stations/companies in the

U.S., short but varied. For most trainees, the duration of training will have to be relatively short because of their commitments in Peru.

**Special Training Related
Activities**

The trainees should be given an opportunity to learn how colleagues in the U.S. collect information which is used in their programs. Ideally, they should also establish on-going contacts with respective professional associations in the U.S. and with individual counterparts.

**Post-Training Activities
(Special Considerations)**

Trainees should be encouraged to give presentations to other professional associations and relevant universities upon return. The content of these dissertations can be technical or general. Ideally, they would maintain ties established in the U.S. and use them to continue to receive information about contemporary issues as well as technical matters.

Multiplier Effect

Insights into U.S. society should broaden their perspectives regarding the operation of free market economics within a pluralistic democratic system. As opinion makers, these insights can have a profound effect on the formation of public opinion and attitudes in Peruvian society.

MASS COMMUNICATIONS
CATEGORY

LEADERS OF "COLEGIOS OF JOURNALIST"
SUMMARY

Income Level	Middle to Low Middle
Spher of Influence	When representing national organizations, they have a major influence on opinion making at the national level and especially over their affiliate members. They are formal leaders, elected by the members of their respective "colegios" and can be departmental regional or national. Influence will vary by the special topics with which they deal at any given moment.
Principal Function	Their main function is to lobby in order to obtain better working conditions for their associates and also to look after the image of their profession promoting an ethical behavior from their colleagues and advocating constant respect for freedom of press. When linked to political parties they act as pressure groups in order to incline government positions in favor of their political or ideological perspective.
Selection Criteria	The USAID Mission, together with USIA Officers, should decide on which groups or sectors to target their activities and make formal invitations to individual members directly or through their respective "colegios" (Associations). Women candidates should be given preference.
Type of Training	These individuals should be exposed to democratic institutions and to American way of life. They should have an opportunity to interact with colleagues in similar associations in the U.S. and to visit the media they represent. They should be exposed to services and other facilities received by associates belonging to this professional organizations and also with training facilities and information services to recicle their knowledge and expertise.
Place and Duration of Training	The training should begin with in classroom training at a major U.S. School of Journalism. This should be followed by visits to major relevant media centers and specially to journalists associations so they may be exposed to their main activities and services provided to their affiliated members. For most trainees the duration of training will have to be relatively short because of their commitments in Peru.

**Special Training
Related Activities**

Training should be in Spanish. Ideally they would establish on-going contacts with respective professional associations in the U.S. and with individual counterparts.

**Post-Training Activities
(Special Considerations)**

Trainees should be encouraged upon return to give presentations in schools of journalism and to their respective professional associations. The content of these presentations can be either technical or general. Ideally, they would maintain ties established in the U.S. and use them to continue to receive information about contemporary issues as well as technical matters.

Multiplier Effect

Insights into U.S. society would broaden their perspective regarding the operation of free market economics and free press within a pluralistic democratic system. The improvements they may incorporate upon return in their respective organizations shall bring better services and new activities to their affiliates and members of their families, reinforcing their leadership positions.

HEALTH SECTOR
Category

MEDICAL/PARAMEDICAL PERSONNEL
Summary

Income Level	Middle, Lower Middle and Low
Sphere of Influence	These personnel work with rural populations and with urban marginal populations. They impact directly on opinion formation of members of the communities which they serve, particularly on health-related matters. Many also influence other community decisions which are not directly related to health matters because of their prestige as medical personnel.
Principal Functions	Typically, they occupy formal administrative positions in addition to exercising their health service functions. Their principal functions are to provide preventive and curative health services to members of their communities. They refer patients to other centers for attention to illnesses which they cannot cure. They coordinate and direct most community health-related programs, especially those related to disease prevention.
Selection Criteria	The program should concentrate on those regions/departments facing the most critical shortage of qualified personnel. USAID should solicit initial nominations from the Ministry of Health. Independently, nominations should be requested from PVO representatives who work in the areas/communities of greatest interest. These recommendations should be crossed and candidates who were nominated by both sources selected for interviews. Reference letters should be solicited from leaders of the communities involved. Preference should be given to candidates who are women.
Types of Training	Training should be technical in nature and focus on major health problems in Peru. This includes curative health and preventive health. Examples of curative health are oral rehydration therapy, diagnostic techniques, treatment of parasites, and pulmonary infections. Another area of training would be familiarity with new medicines appropriate to common illnesses in Peru and their use. Preventive health training should focus on sanitation, including water supplies and solid waste disposal. Training might also be given on how to promote vaccination campaigns and other preventive measures. This training could be provided in a classroom setting, but should be complemented by internships with comparable institutions in the U.S.

15 JUN. 1990

Place and Duration of Training

Training programs should be given from three to six months duration. Initially, classroom training could be provided by a school of public health or a PVO in the U.S. This would be complemented with visits and internships at community health posts in rural and urban slum areas which parallel the conditions faced by the trainees in Peru.

Special Training Related Considerations

Ideally, each trainee will be assigned a counterpart and will have the opportunity to accompany the counterpart in his/her daily activities. The focus should be on practical training, particularly during the internship phase.

Post-Training Activities (Special Considerations)

Trainees should have access to magazines and other literature which discusses new innovations in paramedical/medical treatment. Ideally, the trainees would return with some small devices or equipment which can be used by the trainees upon return. Trainees should be given opportunities to get together upon return in order to received in-service training and to inform others about what they learned in the training program. They can inform others through their own professional associations in Peru. This information dissemination would be facilitated by participants returning with videos which show how things are done in the U.S.

Multiplier Effect

Trainees will have an immediate effect on members of his community where he will apply the techniques. In addition, new technologies will be spread through contacts with colleagues in his community and in other communities. Observations about the American way of life and values in the U.S. will also be spread in this manner.

General Observations:

170 JUN 1988

HEALTH SECTOR
Category

COMMUNITY HEALTH PROMOTERS
Summary

Income Level

Low

Sphere of Influence

These individuals work with rural and marginal urban populations. Within the community they impact on decisions and public opinion related to health topics, especially with mothers and other women. Their influence is normally restricted to users of their services and to community leaders with whom they discuss health issues. Many influence opinion formation and activities related to non-health matters, but which have an impact on health, such as diet, employment, family planning, etc.

Principal Functions

These leaders promote the maintenance and improvement of community health conditions. To accomplish this, health promoters typically extend their sphere of activities to non-health areas which impact on health such as nutrition, employment, etc.

Selection Criteria

The program should concentrate on those regions/departments facing the most critical shortage of qualified personnel. For MOH promoters, USAID should solicit initial nominations from the Ministry of Health. Independently, nominations should be requested from PVO representatives who work in the areas/communities of greatest interest. For PVO Health promoters, USAID should solicit initial nominations from the PVOs first, and secondarily from the MOH. These recommendations should be cross-listed and candidates who were nominated by both sources selected for interviews. Reference letters should be solicited from leaders of the communities involved. Preference should be given to candidates who are women.

Types of Training

Training should be primarily technical and focus on major health problems in Peru and on preventive health. Preventive health training should focus on sanitation, including water supplies and solid waste disposal, prevention of epidemics, etc. For example, training might also be given on how to promote vaccination campaigns and other preventive measures. This training could be provided in a classroom setting, but should be complemented by internships with comparable institutions in the U.S.

15 JUN. 1990

Place and Duration of Training

Training programs should be limited to three months duration. Initially, classroom training could be provided by a school of public health or a PVO in the U.S. This would be complemented with visits and internships at community health posts in rural and urban slum areas which parallel the conditions faced by the trainees in Peru.

Special Training Related Considerations

Ideally, each trainee will be assigned a counterpart and will have the opportunity to accompany the counterpart in his/her daily activities. The focus should be on practical training, particularly during the internship phase.

Post-Training Activities (Special Considerations)

Trainees should have access to magazines and other literature which discusses new innovations in paramedical/medical treatment. Ideally, the trainees would return with some small devices or equipment which can be used by the trainees upon return. Trainees should be given opportunities to get together upon return in order to received in-service training and to inform others about what they learned in the training program. They can inform others through their own professional associations in Peru. This information dissemination would be facilitated by participants returning with videos which show how things are done in the U.S.

Multiplier Effect

Trainees will have an immediate effect on members of his community where he will apply the techniques. In addition, new technologies will be spread through contacts with colleagues in his community and in other communities. Observations about the American way of life and values in the U.S. will also be spread in this manner.

General Observations:

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HEALTH SECTOR
CATEGORY

PVO MID LEVEL MANAGERS
SUMMARY

Income Level	Middle and Lower Middle
Sphere of Influence	This direct influence is over the members of the local community where the PVO is operating and specially among to the beneficiaries of the project he is promoting. Depending on his leadership conditions he may be able to expand his influence to other members of the local community on non related subjects to his specific activity. His influence, because of the nature of his work will most probably be of greater impact over women, sector that has a growing participation in community development activities. PVOs are primary focus on fields related to social welfare, community development and productive activities.
Principal Functions	Their principal function is to manage PVOs working on local development programs oriented to improving living conditions of the most deprived sectors of the Peruvian population promoting direct community participation in order to obtain sustained local development.
Selection Criteria	Candidates for the program should be seconded by letters from members of the community in which they are operating and nominated by his peers in the PVO he is working. He should have at least three (3) years of experience working closely with community based organizations in a management position. Preference should be given to women and younger people.
Type of Training	Training should be focus on providing methods and techniques to strengthen their capacity to successfully manage development oriented programs, by improving their administrative and managerial capacity as well as his organizational skills in order to promote extensive by the participation of the members of the community projects and program to be implemented in their respective communities. Knowledge in planning, designing, evaluation and project formulation as well as information on funding prospects should be provided. Additional training to strengthen leadership capacity upon return should be provided.

Place and Duration of
Training

Training should take place at a university or technical institute with opportunities for field experience throughout an internship in a similar institution operating in the same background (rural/urban). Training should last from three to twelve months.

Special Training Related
Considerations

Each trainee should be provided a counterpart, preferably with the same background and of similar level. This should allow interchange of personal experiences and to familiarize him with the U.S. counterpart activities in the community he is working; acquiring practical knowledge on the application of methods and techniques in especific contents is also expected.

Post-Training Activities
(Special Considerations)

Trainees should be provided with opportunities to participate in seminars/workshops with other PVOs members working in local development programs to transfer the knowledge gained during through the training program. Meetings of participants of these programs should also be promoted and continued contact with counterpart in U.S. should be encourage.

Multiplier Effect

The main impact will be over the members of the communities where they are working and other colleagues operating in the same area. Special benefits should result on the projects he is implementing, because of the skills acquire during the program and will benefit other members of the community.

Appendix

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List of Persons Interviewed

USAID/Peru

- (1) Director's Office
 - Craig Buck
 - Alan Silva
- (2) Education
 - Barbara Kennedy
 - Charles Mantione
- (3) Education/Training and Social Development
 - Veronica de Ferrero
 - Ana Maria Romero
 - Iris Lanao
 - Ana Maria Rey de Castro
 - Blanca Azcarate
- (4) Program Development Office
 - Cary Kassebaum
 - Luis Arreaga
 - Leroy Jackson
- (5) Office of Agriculture/Rural Development
 - Rudy Griego
 - Denis del Castillo
 - Joseph Salvo
 - Andrew Jeffrey
- (6) Population
 - John Burdick
- (7) Health and Nutrition
 - Edward Scholl
 - Edgar Nacochea
- (8) Food for Development
 - George Baldino
 - Mario Quiroga
 - Alfredo Gutierrez
 - Raul Tapia
- (9) Special Projects
 - William Binns

(10) Administration of Justice

Mark Visnic

(11) Private Sector

Connie Gutierrez

(12) Fulbright Commission

Marcia Koth de Paredes

(13) USIA

Charles Loveridge

Peruvian Public and Private Sectors

(1) Development Studies Group (GREDES)

Luis Soberon

(2) Peruvian Studies Institute (IEP)

Julio Cotler

(3) Social Science Promotion Foundation (FOMICIENCIAS)

Teobaldo Pinzas

(4) Andean Population Studies Foundation (FUNANDEP)

Alberto Varillas

(5) Multidisciplinary Population and Research Assn. (AMIDEP)

Giovanni Bonfiglio

(6) Universidad Catolica

Gonzalo Portocarrero Maisch

(7) Agricultural Bank

Roque Otarola

(8) Century Genetics

Benjamin Roca de la Jara

(9) Peruvian Industrial Bank

Carlos Lecca

- (10) Centro Peruano de Estudios Sociales (CEPES)
Fernando Eguren
- (11) National Public Administration Institute (INAP)
Manuel Montoya Ugarte
- (12) Peruvian National Institute for Peace Studies
Rev. Felipe Mac Gregor, S.J.
- (13) National Council of University Presidents
Javier Sota Nadal, President
- (14) Institute for Latin America (IPAL)
Rafael Roncagliolo
- (15) National Park Service
Jaime Montoya
- (16) CARE
Thomas Alcedo
- (17) Asociacion de Exportadores
Gaston Benza Pflucker
- (18) PRISMA
Josephine Gilman
- (19) FUNDEAGRO
Fred Mann
- (20) SUMBI
Amelia Fort
- (21) Pro-Liberty Foundation
Gerardo Giglio
- (22) CEDRO
Carmen Masias
- (23) Social Leftist Party (Izquierda Socialista)
Eduardo Figaro

- (24) FREDEMO: Social Action Program
Carlos de la Cuba
- (25) FREDEMO: Social Action Program
Carla del Castillo
- (26) Armed Forces
Francisco Morales Bermudez
- (27) Peruvian Congress
Sen. Cesar Delgado Baretto
- (28) "La Tortuga" (Women's Magazine)
Armida Testino, Editor
- (29) RGT Minerales, S.A.
Reynaldo Gubbins, Director/Manager
- (30) Fundacion "Freidrich Ebert"
Laura Morales la Torre
- (31) Institute for Liberty and Democracy
Hernando de Soto
Jorge Bustamate
Jaime Miranda

Private Voluntary Organizations

Women in Development Focus

(1) Lima

- ADIM - Asociacion para el Desarrollo e Integracion de la Mujer
Van Dick 281, San Borja. Lima 41
- CCTH - Centro de Capacitacion para las Trabajadoras del Hogar
Av. Alfonso Ugarte 425 - 106. Lima
- CENDOC-MUJER - Centro de Documentacion sobre la Mujer
Av. Arenales 2626, Lince. Lima 14
- CENTRO-MUJER - Centro de Estudios y Promocion de la Mujer
Los Olmos 1002, Residencial San Felipe. Lima 11.
- FLORA TRISTAN - Centro de la Mujer Peruana Flora Tristan
Parque Hernan Velarde 42. Lima 1
- GAM - Grupo Autonomo de Mujeres
Av. Jose Galvez 1083; of 604; Santa Beatriz, Lima 14
- INANDEP - Inst. Andino de Estudio en Poblacion y Desarrollo
Calle Lola Pardo Vargas 325, Miraflores, Lima 18
- MANUELA RAMOS - Movimiento Manuela Ramos
Av. Bolivia 921, Brena, Lima 5.
- MDM - Movimiento Derechos de la Mujer
Hermilio Hernandez 147, San Isidro. Lima 27.
- MPM - Movimiento de Promocion de la Mujer
Gral. Cordova 190, Miraflores, Lima 18.
- MUJER Y SOCIEDAD - Centro de Comunicacion e Investigacion
Aplicada Mujer y Sociedad
Av. Nicolas de Pierola 677 Of. 503, Lima 1.
- MYC - Mujer y Cambio
Av. Los Precursores 318 Surco, Lima 33.
- PERU MUJER - Asociacion Peru Mujer
Larrabure y Unanue 231 of. 803, Jesus Maria, Lima 11.
- PROCESO SOCIAL - Centro de Promocion, Investigacion y Difusion
Av. Los Pinos 302, II Sector El Ermitano, Lima 28.
- SUMBI - Servicios Urbanos para Mujeres de Bajos Ingresos
Los Olivos 803, Residencial San Felipe, Lima 11.
- TALITHA CUMI - Circulo de Feministas Cristianas Talitha Cumi
Jr. Quilca 431, Lima 1.

(2) Region Norte

- CASA DE LA MUJER - La Casa de la Mujer
Balta 275, Miramar Bajo, Chimbote, Ancash.
- CEM - Centro de Estudios Mujer
Tores Paz 280 - 15, Chiclayo, Lambayeque.
- FREDEMUC - Frente Democratico de Mujeres de Cajamarca
Amalia Puga 216, Cajamarca.
- GRUPO MUJER - Grupo Mujer
Los Maestros 116 Urbanizacion San Luis, Chiclayo,
Lambaye.
- MHNM - Chimbote - Movimiento Hacia una Nueva Mujer - Chimbote
Av. Pardo 154 3er. Piso, Chimbote, Ancash
- MHNM - Trujillo - Movimiento Hacia una Nueva Mujer - Trujillo
Francisco Pizarro 959 Of 1, 2o. Piso, Trujillo.
- CMA - Centro de la Mujer - Arequipa
Isaac Recavarren 201. IV Centenario, Arequipa.

(3) Region Sur

- CMD - Centro Mujer y Desarrollo
Jerusalen 216 of. 311, Arequipa

(4) Region Sur Andino

- AMAUTA - Centro Amauta de Estudios y Promocion de la Mujer
Nueva Baja 576, Cuzco.
- CELAMA - Centro Laboral de la Mujer Andina
Correo Galica, via Cuzco.

(5) Region Centro Andino

- EJPRAM - Equipo de Promocion y Asesoramiento de la Mujer
Jr. Piura Psje. Priale 177, Huancayo, Junin.

(6) Region Selva

- PRODEMU - Promocion y Desarrollo de la Mujer
Ramon Castialla 456, Tarapoto, San Martin.