

PDAAA-894-C1

5200187 (7)

AID 1020-25 (7-68)		SECURITY CLASSIFICATION		001 PROJECT NUMBER	
PROJECT APPRAISAL REPORT (PAR)		UNCLASSIFIED		520-11-810-187	
- (U-446) Ser. M.O. 1026.1				10p.	
002 PAR	MD.	DAY	YR.	003 U.S. OBLIGATION SPAN	004 PROJECT TITLE
AS OF:	7	13	70	FY 67 Thru FY 74	Rural Community Leadership and Modernization Center for Training Social Promoters (CAPS) Rafael Landivar University
005 COOPERATING COUNTRY - REGION - AID/W OFFICE					
GUATEMALA					

006 FUNDING TABLE

AID DOLLAR OBLIGATIONS (000)	TOTAL	CONTRACT (NON-ADD)	PERSONNEL SERVICES			PARTICIPANTS		COMMODITIES		OTHER COSTS	
			AID	PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT	DIR. PASA	CONTRACT
CUMULATIVE NET THRU ACTUAL YEAR (FY 1970)	526	-	-	-	-	-	-	45	-	481	-
OPERATIONAL YEAR (FY 71)	193	-	-	-	-	-	-	6	-	187	-

006 MONTHS OF P.L. 480 PROGRAMMING (000) : Thru Actual Year : Operational Year Program :

007 IMPLEMENTING AGENCY TABLE

If contractors or participating agencies are employed, enter the name and contract or PASA number of each in appropriate spaces below; in the case of voluntary agencies, enter name and registration number from M.O. 1551.1, Attachment A. Enter the appropriate description in columns 2 and 3, using the coding guide provided below.

01. CONTRACT OR VOLAG NO.	02. TYPE CODE	03. IMPLEMENTING AGENCY	04. TYPE CODE		05. CONTRACT/PASA/VOLAG NO.	06. LEAVE BLANK FOR AID/W USE
			b.	c.		
1.	2	Landivar University	2	1		
2.						
3.						

PART I - PROJECT IMPACT

STATEMENT ON PROJECT EFFECTIVENESS, SIGNIFICANCE & EFFICIENCY.

The statement should begin with a brief (one or two paragraph) statement of the principal events in the history of the project from inception to the present. Following this should come a concise narrative statement which evaluates the overall efficiency, effectiveness and significance of the project from the standpoint of:

1. the objectives and effectiveness of project implementation in achieving stated project targets;

2. the extent of achievement of major and goal plans;

3. the extent of achievement of major and goal plans, i.e., efficiency in resource utilization;

4. the contribution, importance and significance of the project to country development and/or the furtherance of U.S. objectives.

The narrative should be as concise as necessary and appropriate, significant remedial actions undertaken or planned. The narrative can be as long as needed if PART I is completed. It should integrate the partial analyses in I-B and I-C into an overall balanced narrative of the project's impact. The narrative can refer to other sections of the PAR which are pertinent. If the evaluation in the previous sections has not significantly changed, or if the project is too new to have achieved significant results, this Part should so state.

If the project is too new to have achieved significant results, this Part should so state.

The project is a country leadership training program resulting from the Loyola Program under an AID contract. In 1967 is 100% Guatemalan run and 100% AID funded and uses "activity techniques" from Guatemalan trainers trained in the National Training Center in Puerto Rico. There have been 776 campesinos that have graduated from the Center for Training Social Promoters who have returned to their communities and work voluntarily on a wide variety of self-help projects at the local level.

DATE  
July 16, 1970

## PART I-B - PROJECT EFFECTIVENESS

009

## I-B-1 - OUTPUT REPORT AND FORECAST - (See detailed instructions)

1. CODE NO. AID/W USE ONLY	2. This section is designed to record progress toward the achievement of each project output target which was scheduled in the PIP, Part II. Where progress toward a target is significantly greater or less than scheduled, describe reason(s) beneath the target.	ACTUAL AND PLANNED OUTPUTS (ALL DATA CUMULATIVE)				6. PROJECTED TOTAL FOR PROJECT LIFE
		3 ACTUAL CUM. TO DATE	4. AS OF PRIOR JUNE 30		5. PLANNED BY NEXT JUNE 30	
			a. PLANNED	b. ACTUAL		
	Carry out six courses per year to train social promoters.*					
	Extensionists make visits to graduates of the Center	776	720	776	840	1,200
	Representatives of GOG agencies and other organizations teaching classes to participants in academic portion of courses	1,365	1,100	1,260	2,100	5,100
	Selection of participants reflecting cooperation with GOG rural development agencies.	34	30	32	35	60
	Graduates of Center involved in community improvement and education projects.	295	200	259	320	700
	Graduates form Departmental Associations.	659	625	595	800	1,350
	Departmental Associations form regional <u>juntas</u> of graduates.	10	11	10	15	22
	Regional Juntas form National Congress of Graduates.	0	0	0	0	4
	Each year extensionists' evaluations should reflect a smaller percentage of unsuccessful graduates.	0	0	0	0	1
		20%	20%	20%	20%	15%
	<u>*Six courses per year changed to 4 courses per year</u>					
	New courses introduced (in terms of participants)					
	(a) Municipal courses for campesinos	245	240	275	690	1,500
	(b) Professional courses (agronomists, university students, religious ministers, etc.)	110	180	110	300	900
	(c) Courses for rural teachers	0	60	0	120	600
	(d) Departmental Seminars for social promoters	0	420	0	630	2,100
	(e) Regional Congresses for social promoters	320	800	320	1,600	4,000

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## PART I-B - Continued

010

## B.2 - OVERALL ACHIEVEMENT OF PROJECT TARGETS

Place an "X" within the bracket on the following seven-point scale that represents your judgment of the overall progress towards project targets:



## PART I-C - PROJECT SIGNIFICANCE

011

## C.1 - RELATION TO SECTOR AND PROGRAM GOALS (See detailed instructions M.O. 1026.1)

This section is designed to indicate the potential and actual impact of the project on relevant sector and program goals. List the goals in col. b and rate potential and actual project impact in cols. c and d.

a. CODE NO. (AID/W USE ONLY)	b. SCALE FOR COLUMN c: 3= Very Important; 2= Important; 1= Secondary Importance SCALE FOR COLUMN d: 3= Superior/Outstanding; 2= Adequate/Satisfactory/Good; 1= Unsatisfactory/Marginal	c. POTENTIAL IMPACT ON EACH GOAL IF PROJECT ACHIEVES TARGETS	d. ACTUAL IMPACT ON GOAL TO DATE RELATIVE TO PROGRESS EXPECTED AT THIS STAGE
	3. SECTOR AND PROGRAM GOALS (LIST ONLY THOSE ON WHICH THE PROJECT HAS A SIGNIFICANT EFFECT)		
	(1) Project aims to develop and support responsible rural leadership in the municipal and aldea levels in Guatemala.	3	2
	(2) The institution should serve as the channel through which new agricultural techniques, assistance in self-help projects, better marketing procedures, etc., can be introduced into the rural sector.	3	2
	(3) A democratically oriented society capable of providing for its needs and the orderly development of its potential, with an increased participation of a greater portion of the population in decision making, and the sharing of benefits of economic and social development.	3	2
	(4) ing of benefits of economic and social development.		

For goals where column c. is rated 3 or 2 and column d. is rated 1, explain in the space for narrative. The narrative should also indicate the extent to which the potential impacts rated 3 or 2 in column c. are dependent on factors external to the achievement of the project targets, i.e., is there a substantial risk of the anticipated impact being forestalled by factors not involved in the achievement of project targets. If possible and relevant, it also would be useful to mention in the narrative your reading of any current indicators that longer-term purposes, beyond scheduled project targets, are likely or unlikely to be achieved. Each explanatory note must be identified by the number of the entry (col. b) to which it pertains.

012 NARRATIVE FOR PART I-C.1 (Continue on form AID 1020-25 1):

- b (1) Both the Training and the Extension Departments of the Center aim to develop and support local leadership. Training is designed to give leaders the tools to effect creative and needed change. The Extension Department attempts to encourage and support the trained leaders in the field as they put their training into practice.
- b (2) Social Promoters are trained at the Center in the methodology of diffusion of innovation. They themselves become channels for the introduction of technology. In addition, they work to create and reinforce local organizations which serve as channels for such an introduction.
- b (3) The overall purpose of the program is to increase the ability of local leaders to involve local community members in organizations dealing with development in the rural areas and patterns of democratic change.

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## PART I-C - Continued

## C.2 - GENERAL QUESTIONS

These questions concern developments since the prior PAR. For each question place "Y" for Yes, "N" for No, or "NA" for Not Applicable in the right hand column. For each question where "Y" is entered, explain briefly in the space below the table.	MARK IN THIS COL.
013 Have there been any significant, unusual or unanticipated results not covered so far in this PAR?	N
014 Have means, conditions or activities other than project measures had a substantial effect on project output or accomplishments?	N
015 Have any problems arisen as the result of advice or action or major contributions to the project by another donor?	N
016 If the answer to 014 or 015 is yes, or for any other reason, is the project now less necessary, unnecessary or subject to modification or earlier termination?	
017 Have any important lessons, positive or negative, emerged which might have broad applicability?	N
018 Has this project revealed any requirement for research or new technical aids on which AID/W should take the initiative?	N
019 Do any aspects of the project lend themselves to publicity in newspapers, magazines, television or films in the United States?	Y
020 Has there been a lack of effective cooperating country media coverage? (Make sure AID/W has copies of existing coverage.)	N
021 <u>NARRATIVE FOR PART I-C.2</u> Identify each explanatory note by the number of the entry to which it pertains. (Continue on form AID 1020-25 I as necessary):	

- 019 The existence of over 776 campesinos, not including those graduating from Municipal Campesino courses, are the cause for a wide and numerous variety of relevant self-help and mutual help projects. These activities have lent themselves for obtaining good publicity through the existing media in Guatemala

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## PART II - IMPLEMENTATION REPORT

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## II-A - STATUS OF SCHEDULE

022 A-1 - INDIVIDUAL ACTIONS (See detailed instructions M.O. 1026.1). This is a listing of major actions or steps which were scheduled for physical start or continuing implementation in the reporting period as reflected in the Project Implementation Plan, Part I.

(a) PIP ITEM NO.	MAJOR ACTIONS OR STEPS; CAUSES AND RESULTS OF DELAYS; REMEDIAL STEPS	(b) STATUS - PLACE AN "X" IN, ONE COLUMN		
		(1) BEHIND SCHEDULE	(2) ON SCHEDULE	(3) AHEAD OF SCHEDULE
1*	Send 12 Guatemalans to Puerto Rico Center to study how to become sensitivity trainers.		X	
2*	Encourage Rafael Landivar University to enter into a contract to house the Center.		X	
3*	Create team of teachers to instruct participants during the academic portion of the training.		X	
4*	Work with Loyola University's Inter-American Center to get necessary technical advice.		X	
5**	Carry out six training courses per year, training 30 social promoters per course.		X	
6*	Establish an extension service of the Center with extensionists visiting all graduates.		X	
7	Hold regional and national congresses of graduates.		X	
8***	Initiate regional courses to do substantially the same training.		X	
9	Create an advanced course for the best graduates of the Center.		X	
10	Create a special course for the training of sensitivity trainers.		X	
	* Activity has been accomplished.			
	** Six training courses for <u>campesinos</u> in the Center changed to four courses for campesinos, and two for teachers in the rural area.			
	*** Actually performing 14 advanced departmental seminars, and 15 municipal training courses for 30 participants each.			

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PART II - Continued

023

II-A.2 - OVERALL TIMELINESS

In general, project implementation is (place an "X" in one block):

(a) On schedule	X
(b) Ahead of schedule	
(c) Behind schedule	
(1) AID/W Program Approval	
(2) Implementing Agency (Contractor/Participating Agency/Voluntary Agency)	
(3) Technicians	
(4) Participants	
(5) Commodities (non-FFF)	
(6) Cooperating Country	
(7) Commodities (FFF)	
(8) Other (specify):	

**BLOCK (c):** If marked, place an "X" in any of the blocks one thru eight that apply. This is limited to key aspects of implementation, e.g., timely delivery of commodities, return of participants to assume their project responsibilities, cooperating country funding, arrival of technicians.

II-B - RESOURCE INPUTS

This section appraises the effectiveness of U.S. resource inputs. There follow illustrative lists of factors, grouped under Implementing Agency, Participant Training and Commodities, that might influence the effectiveness of each of these types of project resources. In the blocks after only those factors which significantly affect project accomplishments, write the letter P if effect is positive or satisfactory, or the letter N if effect is negative or less than satisfactory.

1. FACTORS-IMPLEMENTING AGENCY (Contract/Participating Agency/Voluntary Agency)

024 IF NO IMPLEMENTING AGENCY IN THIS PROJECT. PLACE AN "X" IN THIS BLOCK:		032 Quality, comprehensiveness and candor of required reports	P
		033 Promptness of required reports	P
025 Adequacy of technical knowledge	P	034 Adherence to work schedule	P
026 Understanding of project purposes	P	035 Working relations with Americans	P
027 Project planning and management	P	036 Working relations with cooperating country nationals	P
028 Ability to adapt technical knowledge to local situation	P	037 Adaptation to local working and living environment	P
029 Effective use of participant training element	P	038 Home office backstopping and substantive interest	P
030 Ability to train and utilize local staff	P	039 Timely recruiting of qualified technicians	P
031 Adherence to AID administrative and other requirements	P	040 Other (describe):	P

2. FACTORS-PARTICIPANT TRAINING

041 IF NO PARTICIPANT ELEMENT IN PROJECT. PLACE AN "X" IN THIS BLOCK:		TRAINING UTILIZATION AND FOLLOW UP	
PREDEPARTURE		052 Appropriateness of original selection	
042 English language ability	NA	053 Relevance of training for present project purposes	P
043 Availability of host country funding	NA	054 Appropriateness of post-training placement	P
044 Host country operational considerations (e.g., selection procedures)	P	055 Utility of training regardless of changes in project	P
045 Technical/professional qualifications	P	056 Ability to get meritorious ideas accepted by supervisors	P
046 Quality of technical orientation	P	057 Adequacy of performance	P
047 Quality of general orientation	P	058 Continuance on project	P
048 Participants' collaboration in planning content of program	P	059 Availability of necessary facilities and equipment	P
049 Collaboration by participants' supervisors in planning training	P	060 Mission or contractor follow-up activity	P
050 Participants' availability for training	P	061 Other (describe):	NA
051 Other (describe):	NA		

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PART II-B - Continued

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3. FACTORS-COMMODITIES

PLACE AN "X" IN APPROPRIATE BLOCK:	061 FFF	062 NON-FFF	064 NO COMMODITY ELEMENT			
065 Timeliness of AID/W program approval (i.e., PIO/C, Transfer Authorization).				P	072 Control measures against damage and deterioration in shipment.	P
066 Quality of commodities, adherence to specifications, marking.				P	073 Control measures against deterioration in storage.	P
067 Timeliness in procurement or reconditioning.				P	074 Readiness and availability of facilities.	P
068 Timeliness of shipment to port of entry.				P	075 Appropriateness of use of commodities.	P
069 Adequacy of port and inland storage facilities.				P	076 Maintenance and spares support.	P
070 Timeliness of shipment from port to site.				P	077 Adequacy of property records, accounting and controls.	P
071 Control measures against loss and theft.				P	078 Other (Describe):	NA

Indicate in a concise narrative statement (under the heading a. Overall Implementation Performance, below) your summary appraisal of the status of project implementation, covering both significant achievements and problem areas. This should include any comments about the adequacy of provision of direct hire technicians as well as an overall appraisal of the comments provided under the three headings (b, c & d) which follow. For projects which include a dollar input for generation of local currency to meet local cost requirements, indicate the status of that input (see Detailed Instructions).

Discuss separately (under separate headings b, c & d) the status of Implementing Agency Actions, Participants and Commodities. Where above listed factors are causing significant problems (marked N), describe briefly in the appropriate narrative section: (1) the cause and source of the problem, (2) the consequences of not correcting it, and (3) what corrective action has been taken, called for, or planned by the Mission. Identify each factor discussed by its number.

079 NARRATIVE FOR PART II-B: (After narrative section a. Overall Implementation Performance, below, follow, on form AID 1020-251 as needed, with the following narrative section headings: b. Implementing Agency, c. Participants, d. Commodities. List all narrative section headings in order. For any headings which are not applicable, mark them as such and follow immediately below with the next narrative section heading.)

a. Overall Implementation Performance.

N/A

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## PART III - ROLE OF THE COOPERATING COUNTRY

The following list of illustrative items are to be considered by the evaluator. In the block after only those items which significantly affect project effectiveness, write the letter P if the effect of the item is positive or satisfactory, or the letter N if the effect of the item is negative or less than satisfactory.

## SPECIFIC OPERATIONAL FACTORS:

080 Coordination and cooperation within and between ministries.	See narrative
091 Coordination and cooperation of LDC gov't. with public and private institutions and private enterprise.	See narrative
082 Availability of reliable data for project planning, control and evaluation.	
083 Competence and/or continuity in executive leadership of project.	
084 Host country project funding.	
085 Legislative changes relevant to project purposes.	
086 Existence and adequacy of a project-related LDC organization.	
087 Resolution of procedural and bureaucratic problems.	
088 Availability of LDC physical resource inputs and/or supporting services and facilities.	
089 Maintenance of facilities and equipment.	
090 Resolution of tribal, class or caste problems.	
091 Receptivity to change and innovation.	
092 Political conditions specific to project.	
093 Capacity to transform ideas into actions, i.e., ability to implement project plans.	
094 Intent and/or capacity to sustain and expand the impact of the project after U.S. inputs are terminated.	
095 Extent of LDC efforts to widen the dissemination of project benefits and services.	
096 Utilization of trained manpower (e.g., participants, counterpart technicians) in project operations.	
097 Enforcement of relevant procedures (e.g., newly established tax collection and audit system).	
098 Other:	
HOST COUNTRY COUNTERPART TECHNICIAN FACTORS:	
099 Level of technical education and/or technical experience.	
100 Planning and management skills.	
101 Amount of technician man years available.	
102 Continuity of staff.	
103 Willingness to work in rural areas.	
104 Pay and allowances.	
105 Other:	

In the space below for narrative provide a succinct discussion and overall appraisal of the quality of country performance related to this project, particularly over the past year. Consider important trends and prospects. See Detailed Instructions for an illustrative list of considerations to be covered.

For only those items marked N include brief statements covering the nature of the problem, its impact on the achievement of project targets (i.e., its importance) and the nature and cost of corrective action taken or planned. Identify each explanatory note.

106 NARRATIVE FOR PART III (Continue on form AID 1020-25 I):

080, 081

This program is a private sector effort through Rafael Landivar University. However, numerous government agencies and private institutions are involved in recommending local leaders for training, in teaching the leaders academic and technical courses in social and economic change, and in providing limited support to them in the field.

The support of the cooperating country is increasing in the aspects mentioned above, but not so in the financial counterpart. There is an awareness by the program of the necessity to improve technical support to the social promoters as well as the necessity in obtaining Guatemalan funds for the program.

CAPS has attempted and will continue to attempt to involve the GOG in its program to eliminate some of these problems and to make government administrators understand the needs and the aspirations of the people. It has begun to accomplish this through new training courses (i.e.: to extension

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## PART IV - PROGRAMMING IMPLICATIONS

## IV-A - EFFECT ON PURPOSE AND DESIGN

Indicate in a brief narrative whether the Mission experience to date with this project and/or changing country circumstances call for some adjustment in project purposes or design, and why, and the approximate cost implications. Cover any of the following considerations or others that may be relevant. (See Detailed Instructions for additional illustrative considerations.) Relevant experience or country situations that were described earlier can simply be referenced. The spelling out of specific changes should be left to the appropriate programming documents, but a brief indication of the type of change contemplated should be given here to clarify the need for change.

For example, changes might be indicated if they would:

1. better achieve program/project purposes;
2. address more critical or higher priority purposes within a goal plan;
3. produce desired results at less cost;
4. give more assurance of lasting institutional development upon U.S. withdrawal.

107 NARRATIVE FOR PART IV-A (Continue on form AID 1020-25 I):

NA

## IV-B - PROPOSED ACTION

108 This project should be (Place an "X" in appropriate block(s)):

1. Continued as presently scheduled in PIP.	
2. Continued with minor changes in the PIP, made at Mission level (not requiring submission of an amended PIP to AID/W).	
3. Continued with significant changes in the PIP (but not sufficient to require a revised PROP). A formally revised PIP will follow.	
4. Extended beyond its present schedule to (Date): Mo. <u>10</u> Day <u>31</u> Yr. <u>74</u> . Explain in narrative, PROP will follow.	X
5. Substantively revised. PROP will follow.	
6. Evaluated in depth to determine its effectiveness, future scope, and duration.	
7. Discontinued earlier than presently scheduled. Date recommended for termination: Mo. ___ Day ___ Yr. ___	
8. Other. Explain in narrative.	

109 NARRATIVE FOR PART IV-B:

A new termination date for the program has been scheduled for December 31, 1974 instead of December 31, 1973, in order to allow for successful gradual financial support to be transferred from AID/Guatemala to CAPS.

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## PAR CONTINUATION SHEET

This sheet is to be used for any Narrative Sections for which sufficient space has not been provided on the form. Identify each narrative by its Part and Section Designation.

008 Narrative for Part 1-A

Besides this activity, other training courses and activities are conducted by the Center, namely: 7 professional courses for extension agents, university students, religious ministers, and others; 14 municipal training courses for campesinos; 15 departmental advanced seminars; and 3 regional congresses.

CAPS now has an extension department and is forming formal Departmental Associations to support the graduated trained leaders in the field.

Overall Efficiency, Effectiveness, and Significance:

1. Objectives:  
Project targets have been met efficiently.
2. Contribution to Achievement of Sector and Goal Plans:  
Sector and goal plans are being realized by the increasing number of graduates and the large number of change projects carried out in a democratic manner.
3. Targets/Actions Completed to Date:  
One of the main purposes of the program is to train local leaders to better utilize local resources in effecting projects and to stimulate community members in increased participation. As of June 1970, the 776 graduates of the Center and the graduates from the Center's other activities have developed or participated in over 451 self-help projects using local resources effectively. Resource utilization is efficient.
4. Continued Relevance, Importance and Significance of the Project:  
The program becomes increasingly relevant to country development as more and more graduates develop an ability to democratically involve their people in relevant projects which rely heavily on efficient utilization of local resources.

106 Narrative for Part III

agents of governmental and private agencies, teachers, university instructors, religious ministers, etc.) as well as a close cooperation between the Extension Department and the local municipal authorities, and existing private and public institutions involved in rural development; and by participating in instruction for courses sponsored by other private and public institutions.

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