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The following information was obtained from the records of the Department of the Interior, Bureau of Land Management, regarding the land parcels described herein. The parcels are located in the State of California, County of [County Name], and are owned by [Owner Name]. The parcels are described as follows: [Parcel Description].

Parcel Description

The parcels are situated in the [Area Name] area, and are bounded by [Boundary Description]. The parcels are shown on the attached map, which is a true and correct copy of the map on file with the Department of the Interior, Bureau of Land Management. The parcels are shown as [Parcel Number] and [Parcel Number]. The parcels are shown as [Parcel Number] and [Parcel Number]. The parcels are shown as [Parcel Number] and [Parcel Number].

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Program Rationale and Design

The program rationale and design were based on the need expressed by ODF attendees to give rural community leaders, many of whom were well-educated but untrained, the skills to carry through effective community development. This was in harmony with the thinking of the ODF technical team, who agreed that the major need in rural communities was for effective action rather than words. They regarded the commitment of the various segments of the community. The average citizen feels an urgency for problem-solving, developing a united dependence on professional or technical expertise. In order for citizens to participate in decision-making it is essential that opportunity be provided for them to acquire skills in handling the needs of the community, the available resources, and techniques of planning and implementation of community improvement projects.

Many have continually stressed the importance of providing training programs which go one step beyond the training of the individual to the implementation of action toward community improvement in the communities represented in ODF courses. The design of the technical base provides one model for bridging the gap between individual capabilities and action in the community.

The technical base was unusual in that:

- 1) The central focus of the training program was the development of teams from each of the six communities represented which could provide mutual support after the training program in the their communities.
- 2) Selection of participants was considered of prime importance. Extensive interviewing in the various communities allowed for the formation of heterogeneous teams. Recognition was given to the diversity of community interests through the involvement of persons from different organizations and roles within their communities.
- 3) Participants formed the first mixed Cuzco group of men and women.
- 4) Working in community teams during the course, participants developed action plans for implementation upon return to their communities.
- 5) Reinforcement was conceptualized as part of the training program with ongoing technical assistance and evaluation to be provided by ODF/Washington, ODF in-country field representative and Committee of ODF egrenadan, and the possibility of a 1973 Cuzco in Peru.

Specific objectives of the Curso as elaborated by the OEF Sub-Committee for the Cursos were:

- 1) To offer the opportunity for training to persons of different areas of Peru who had had some experience, voluntary or professional, in community development activities.
- 2) To achieve and exchange of ideas and experiences during the training, exploring and using local resources with the objective of applying theory to action.
- 3) To promote the training of persons who were currently active in the development of their communities and would continue their community work on return from the Curso.

Assumptions of the training model used in the Peruvian Curso included:

- 1) Community action is most effective when a mutual support team functions to provide necessary information and reinforcement between individuals within a community. For this reason, a decision was made to provide training for four members from six communities, rather than to include one or two members from twelve to twenty-four communities.
- 2) Successful community action efforts need cross community support, and for that reason teams were developed that included a representative cross-section of the community.
- 3) The essence of the development of a community team is based on the ability of its members to identify with each other and learn how to work as a unit. For this reason immediately after selection, participants were encouraged to work as a team on the pre-curso study of their community, and community team sessions were built into the curso design.
- 4) Community action necessitates specific skills such as knowledge of and skill in documenting needs and resources within the community, skills in working in groups, and techniques of program planning and implementation. Training activities of the Peruvian Curso included small group sessions, team building sessions, work on community analysis, and theory and practice in program planning.
- 5) An extended residential experience is an integral part of a Curso, especially one in which the emphasis is on team building and as such the Curso of fifteen days was held in an "isolated island" of a convent, one hour from Lima.
- 6) Learning is enhanced when a logical sequence is provided. Training was conceptualized on a continuum of pre-conference interviews, pre-Curso documentation of their communities by participants, the training program itself, and post-Curso follow-up and evaluation by OEF.

Selection of Communities

The regions chosen by the Coordinating Committee in Lima from which to select community teams were Puno Ayacucho, Huancayo, Arequipa and

two of the provinces of Lima. These areas were selected because it was felt that they had far fewer opportunities for training than the capital itself. The communities represented in the final selection of participants were Juli, a small rural community in the province of Puno; Ayacucho; Arequipa; Huancayo; Baños and the region of Cajatambo, in the province of Lima. Three of these communities (Arequipa, Huancayo, and Ayacucho) had OEF egresadas who could possibly collaborate with the teams upon their return to their communities. In two other communities (Huaral and Cajatambo) which did not have OEF egresadas, there existed the possibility of continuing communication via the professional work of the members of the Coordinating Committee. In the case of Juli, the collaboration of the Instituto de Educación Rural, under the administration of the Maryknoll Fathers, provided the possibility of support from the local community for the returning team. Although candidates were interviewed in other communities, the six communities selected represented areas that had demonstrated interest in community action efforts, the OEF Curso, and provided the most impressive candidates.

During December 1971 and January 1972 members of the Coordinating Committee visited Huancayo, Ayacucho, and Puno to establish contacts with OEF egresadas there who would hopefully form local committees to pre-select Curso candidates. Two egresadas in Arequipa formed the nucleus of the local committee there. In early February, Hortense Dicker, OEF Field Representative for Peru, together with members of the Coordinating Committee, visited and interviewed all candidates in their communities, with the exception of those from Huancayo, to which weather conditions made it impossible to travel. In the case of the latter community final selections were made on the basis of initial contacts made there in January by members of the Coordinating Committee and information subsequently received in applications from candidates there.

Criteria for selection encouraged teams composed of participants from different backgrounds, occupations, ages and ethnic groups that would be representative of the total community. These criteria, as developed by the Curso Sub-Committee, were: Participants should have

- 1) The capacity to work with all socio-economic levels within the community.
- 2) Be considered without regard to the level of formal education.
- 3) Be responsible persons who have adequate time to participate actively in community activities.
- 4) Be considered without political, social, religious, or racial discrimination.
- 5) Together with other members form a team representative of the various segments of the community.

Additional criteria suggested by the Peruvian Coordinating Committee were:

- 1) Age between 22 and 40
- 2) Secondary education or the equivalent training and/or practical experience in community activities.
- 3) Demonstrate through active participation of at least one year, motivation and interest in the development of the community.
- 4) Have a commitment to an organization or program which would permit the utilization of the Curso training.
- 5) Be emotionally mature and open to social change in the society.
- 6) Not have previously participated in training programs of a similar nature.

In the selection interviews the primary interests, experiences and activities of the candidates were explored, as well as their maturity, attitudes toward working in groups representative of diverse levels of the community, their expectations of the training program, possible and probable use of the Curso experience for the benefit of their communities, with emphasis on interest in working within the team concept which was to be developed in the course. Whenever possible, persons who worked with or knew the candidates were also interviewed in order to obtain a view of their background, aptitudes, and acceptance in the community. This proved to be a particularly useful technique in the selection process. In each community four principal and two alternate candidates were chosen (the group which finally arrived at Santa Inés included two of the alternates, as two principal candidates were not able to participate). Heterogeneity in terms of community representation and sex were stressed, although it was not always possible to obtain a balance in the latter category.

Participant Profile

The Curso included twenty-three participants (one principal candidate from Cajatambo was not able to participate at the last moment and the alternate was not able to make the necessary arrangements to attend on short notice). Of the twenty-three, twelve were men and eleven women. Their average age was 32.7 (the women had an average age of 30.3, with a range of 23-46; the men had an average age of 35, with a range of 27-41). Of the eleven women, five were married (two were separated and one divorced); seven of the twelve men were married. The participants had an average number of 3.3 children, the range being 1-5.

Five participants had completed primary school or its equivalent, three completed normal school, eight completed secondary school, four had completed technical school, one had special training in midwifery and two had university training. Three participants had had special training in labor organization, five in cooperatives, two in agricultural reform, one in community development, one in bi-lingual education, one in public health, and one in rural sociology.

The group included two rural union leaders, four farmers, five teachers, two social workers, two social work students, one police chief, two secretaries, one barber, one midwife, a president of a community cooperative and two housewives.

With respect to involvement in volunteer and/or community activities, twenty were active in community development programs and projects, one in fundamental education, two in public health, four in programs involving children and youth and six with women's groups.

Pre-Curso Preparation

The community teams, once selected, were given a pre-Curso assignment to study the resources of their communities, using a "Community Profile" guide which was provided to each participant upon selection. The guide included questions on community population, economic, educational, housing and recreational resources, local government, community organizations, and was designed to provide the participants with a basis of knowledge and data about their communities which would serve them during the course. It also gave them an opportunity to begin working together before arriving at the training site.

Training Staff

Staff for the Curso included Sandra Wishner, Coordinator of Courses for OEF, Amparo Giraldo, OEF Field Representative for Colombia, and Hortense Dicker, OEF Field Representative for Peru. In accordance with one of the stated objectives of the Curso that it also provide further training for participants in past OEF programs, the training team included two egresadas from Peru: Lupe Pardo (Institute, 1968), of Lima and Crimilda Díaz (Multinational Seminar, 1970), of Arequipa. Lupe Pardo, a young business woman, is also head of a committee of the Asociación Cristiana Femenina of Lima which is working in the pueblos jóvenes, works with the Equipo para el Desarrollo Humano, and is a member of the Junta Directiva of the Secretariado Nacional de Instituciones Privadas de Bienestar Social. Crimilda Díaz, a young social worker, is head of the Department of Student Welfare in the University of San Agustín, in Arequipa. she is also active in community development work as a volunteer in the pueblos jóvenes.

Although it had been hoped that the Peruvian technical team members could spend a week before the Curso in planning with the OEF staff, the work responsibilities of both prevented either of them from formally joining the team until immediately before the beginning of the program. However, both egresadas were active in the pre-Curso preparations as members of the Coordinating Committee. Once the Curso began they participated fully as members of the technical team in all phases of planning and carrying out of the Curso design.

Curso Site

The Coordinating Committee selected as the site for the Curso the Convent of Santa Inés, in Chaclacayo, less than one hour's drive from Lima. Chaclacayo is a small, quiet town consisting mostly of vacation homes of persons from Lima who use them to escape the summer heat and winter dampness of Lima. The Convent of Santa Inés is under the administration of a group of nuns of the Presentation Order, and has been used for many years for religious retreats, conferences, etc. It consists of a large, rambling, three-storey building, with many wings and large gardens, complete with flocks of geese, cows, sheep and llama. There was ample space for living quarters, the men had individual and double rooms on the first floor, the women participants on the second, and the technical team on the third floor. Accommodations were simple but adequate. A large meeting room on the second floor served for general group sessions, film projections and was the scene of several informal social events. Small group work took place in this room, on a large adjoining terrace, in the gardens, and in any one of a number of other available meeting areas. One room was set aside as the "Sala Club" or Club Room, and was equipped with games, and a record player (lent by one of the egresadas) for relaxation during free time.

CURSO

The technical team and secretary arrived at Santa Inés the morning of March 4 to make final preparations. A mimeographed letter of welcome and candies were placed in each participant's room, the rooms being selected by lottery as each participant arrived. The Coordinating Committee was busy throughout the day meeting participants at airports and bus terminals and transporting them to Santa Inés by car. By 7:00 pm all participants, with the exception of the delegation from Huancayo, had arrived, and a brief ceremony of welcome took place, with members of the Coordinating Committee present. (By previous agreement members of the Coordinating Committee were to be present at the opening and closing ceremonies, and several special sessions which lent themselves to outside observers. Otherwise no observers were allowed to attend the Curso as it was felt that this would disturb the group process.) The opening ceremony was followed by a buffet dinner and informal reception. The Huancayo team finally arrived at 10:00 pm, mud-caked and tired after a long car trip interrupted by a land-slide that had cut off the mountain road on which they had been travelling. They had been forced to abandon their car, take their baggage and walk over a mile over the fallen rocks and mud until they reached the road again, where another car picked them up and brought them to Santa Inés.

The first working session of the Curso took place Sunday morning, March 5, and was devoted to getting to know one another. This we did by way of a series of mutual interviews in which each person selected another one least known. The two then interviewed each other, putting the resulting information on separate sheets of newsprint. The process was repeated with different partners, similarly least known, each one adding to the material already on the newsprint. The third stage involved adding personal notes on the newsprint record of the person best known. Finally each participant and

technical team member read to the group his or her 'curriculum vitae' as developed on the newsprint, correcting any errors in the process. The resulting material was mimeographed and distributed to the participants. This exercise took up the morning and part of the early afternoon, and helped break the ice among the participants and staff.

There followed a discussion of the participants' understanding of the Curso's objectives, as stated in the prospectus. Participants divided into small groups to interpret and list their own objectives and expectations in order of priority. The results of each group's work were shared in plenary session and showed remarkable similarity with the design of the technical team, which was discussed with the participants the morning of the second day.

Expectations of the Curso Participants

1. Techniques for work in community development
2. Theory and techniques on planning and execution of programs for community development
3. Techniques for motivation of the community
4. Leadership training
5. Exchange of experiences for better communication
6. Information on regional realities as they relate to the national panorama
7. Organizational techniques for development programs
8. Utilization of human resources among the participant group
9. Objective information and techniques of rural cooperatives
10. Multiplication of new learning in the community through cursillos
11. More information about OEF

A general consensus was easily reached, based on the input of participants and staff, and the resulting Curso design was seen to fit the desired objectives of all. Special conferences on agrarian reform and educational reform were incorporated into the design because of the strong interest of the participants in these current national programs.

C U R S O
PROGRAM DESIGN

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
5)- Mass - Getting Acquaint- ed -Participant Expec- tation -Explanation & Modi- fication of Curso Design	6) W O R K I N G G R O U P	7)	8)	9) Bridge a Theme: Community Deve- lopment - Dinner & Party	10) C O M M U N I T Y	11) A N A L Y S I S
12) FREE DAY - TOUR OF LIMA	13) Bridge B Program Planning Coordination Motivation -Discussion with members of Acción Comunitaria	14)	15)	16) Conference "AGRARIAN REFORM", Jaime Llosa D E V E L O P M E N T O F C O M M U N I T Y A C T I O N P L A N	17) Conference "Educational Reform" Carmen Cornejo	18) Evaluation of Curso -Closing Exercises
19) Departure from Santa Inés						

Content

The primary content of the Curso focused on working in groups, team building, documentation of community needs and definition of priorities, identification of personal and community resources, target setting of team goals for specific projects, elaboration of action plan by teams. Specifically the elements of the training design were:

<u>Unit</u>	<u>Content</u>
I. Working in groups	<ul style="list-style-type: none">- Human relations and communication- Roles of members in groups- Leadership- Decision-making in groups- Giving and receiving help
Bridge: Conference on Community Development	<ul style="list-style-type: none">- Philosophy and definitions
II. Analysis of the Community	<ul style="list-style-type: none">- Documentation of needs community by teams, using structured Community studies- Presentation of community analysis to total group
Bridge: Staff input on program planning, motivation and coordination	<ul style="list-style-type: none">- Definition of objectives- Steps in the planning process
III. Elaboration of Plan	<ul style="list-style-type: none">- Planning of a community project by each team, using planning tool (Blue Book of Analysis and Planning)- Presentation of action plan to total group, feedback to group on plans

IV. Evaluation of Curso

A schedule of day-by-day activities is outlined in the appendix.

Process

The first unit of the design, which focused on team dynamics, had a marked impact on the participants. Particularly when dealing with concepts of giving and receiving help, and leadership styles, many analyzed their own leadership in the groups they worked with and concluded that they were

It will be noted that in the first section the answers to the questions on theory and practice of inter-group communication and theory and practice of participation as members of a group fall below an average score of 3. If these answers are compared with the individual written evaluations submitted by the participants at the end of key-note days, referred to above, in which they were asked what they felt they had learned and what they had individually contributed as well as with the impressions of the technical team with respect to the participative ability, individual and group growth and quality of work in groups, there would seem to be some doubt as to whether these points in the final evaluation were clearly understood by the participants.

A similar doubt as to clarity of the interpretation of questions arises in the second section, where the questions dealing with the experience of the participants in the presentation of the course with analysis to the total group fall below an average score of 3, yet this is contradictory with the answers given in section III, dealing with the same area. The technical team tends to feel that the somewhat lower average reflects an insecurity with this type of presentation based on lack of experience, rather than dissatisfaction, since in our opinion the team presentations were rich in creativity and clarity.

In the third section, although the overall average is lower than in the previous two, it is significant that the key questions dealing with theory and techniques of planning and work in teams on the elaboration of specific community projects, score quite high. The evaluation of the special presentation on "Kedion, Guatemala" may be a reflection of the manner in which the theme was presented, as well as a certain dissatisfaction with the answers to some of the questions posed by the participants.

Unfortunately there was no time to summarize and discuss the written evaluations with the group before the course ended. Had this been possible we might have been able to clarify several questions and better understand the answers to others.

Under the fourth point, "Miscellaneous," it should be noted that the disapproval given to Projection of Films, is due to the unfortunate breakdown of the available projection equipment on almost every occasion it was used.

In the second major section of the evaluation, focusing on fulfillment of the participants' expectations, all average scores, save one, rated above 3. The highest rating reflected course emphasis on techniques of leadership, the ample opportunities provided, both formally and informally, for exchange of information and experiences, and the plans of several teams to multiply the techniques acquired in their own communities through emulation. The three lowest ratings went to input on techniques for motivation of the community (an apparent inconsistency here with the high rating on multiplication of techniques in the community), more information about OII (this was discussed in the afternoon session following the written evaluation; thus, the low rating reflects limited information at the time of completion of the evaluation questionnaire). The low rating of information about cooperatives appeared to be a reaction to the rapid speaking style of the resource person and the difficult nature of the subject itself.

In the third and last section on the evaluation, exploring general impressions and reactions, and requesting suggestions for future programs, a review of the subjective answers called for here finds a high positive overall reaction.

Participants were asked how they felt about the Curso experience as a whole. In addition to general expressions of enthusiasm, many specifically referred to satisfaction with the theoretical and practical learning acquired, which they felt they could and would use on return to their communities. Participants were extremely positive in their comments on the methodology employed throughout the Curso. The participatory learning methodology which involved all in the design and on-going development of the program was a new experience for all of them, and was vehemently preferred over the traditional classroom methodology used in seminars and conferences in Perú.

Many participants referred to their increased knowledge of their communities and the national panorama brought about through their work on community analysis and the exchange of information among the communities in the Curso.

One participant commented "I feel as though I had acquired a responsibility that I had lost. After seeing the enthusiasm with which the different groups worked, I realized that I still have something to contribute." Another said "I learned much more than I expected. I feel a great urging to work in my community. It is as though there had been a seed planted within me whose fruits must be developed." One participant wrote in the back of the final evaluation sheet "I ask that this type of curso always be encouraged with greater intensity and that the technical team will return soon to learn about our communities in person and thus see the reality, in order to develop new tactics or techniques for another, more advanced Curso. Your /the technical team's/ faith, love and good will will do it, right? Our brotherhood already exists. We will continue united. May you see the returns, the fruits, of the seed which you have sown."

Under suggestions for the technical team, it is striking to note that with few exceptions the suggestions deal with the need for more training of this type at the local, regional and national level. One participant felt that there should be at least two cursos a year on the national level. There were many requests for a follow-up course in 1973, to include the same group in order to evaluate the participants' utilization of learning, and to provide additional theory and techniques.

There was a suggestion that future cursos include men on the technical team, and another that the length of the Curso be extended to a month.

A series of questions focusing on satisfaction with the teams and the possibility of their continuing to collaborate once they returned to their communities brought forth a realistic response. Five out of the six teams felt they had functioned well though they had all had to learn to work together, working out many problems along the way. In the process they had arrived at a mutual respect which would help them hold together after the Curso. A sixth team had internal problems based on personal differences which they felt were unresolved. Five of the six teams felt they would continue to collaborate after the Curso; participants in the sixth team felt they would like to continue their association, but this would "depend". All participants in all teams expressed satisfaction with the community projects they had developed, and intended to follow through with them once they returned home, as far as back-home factors permitted. There was a strong recommendation for continued communication among the participants as well as with OEF and the Coordinating Committee in Lima.

In response to the question "As a result of experiences acquired in the Curso, do you think you will change the way in which you have been working

in the community?" the answers indicated that many participants would change their leadership styles, acting more democratically, encouraging increased participation of others within their groups and taking into account the expressed needs of their groups and communities in the formulation of projects. In respect to this last, several participants indicated that they had learned to listen to and consider the ideas of others. A large group of answers referred to a new awareness of the need to practice human relations in their work with groups as well as in their own family settings. One participant stated that he had learned how to give and receive criticism constructively and that he had learned to be patient with others.

Closing Ceremony

The closing ceremony on the evening of March 18 was completely arranged by the participants themselves. They devoted part of the previous evening and several hours on Saturday to intensive preparation, well out of sight and sound of the technical team, as the program was to be a surprise to us and to the invited guests, who included the Coordinating Committee and those persons involved in the special presentations (Acción Comunitaria, etc.).

Guests were presented with a printed program (a copy of which appears in the appendix) which outlined the seventeen "números" prepared by the participants, consisting of songs, dances, sketches, a "surprise" number, and words of thanks by one of the group speaking for all of them. This was preceded by a brief speech by the head of the Coordinating Committee, Dra. Esperanza de del Busto, and awarding of the diplomas to the participants. The rest of the clausura reflected the outstanding talents and creativity of the group as they went through their presentations, wearing costumes improvised from materials they found at the convent (one set of beautiful women's costumes turned out to be bedcovers). The "surprise" number was the awarding of diplomas by the participants to the technical team, each one presented by a different participant who made a brief accompanying speech. There were few dry eyes at the end of the clausura, and the warmth of the abrazos was a small indication of the extraordinary cohesion which had developed among the participants, the technical team and members of the Coordinating Committee.

Human Relations

From the first day of this live-in Curso, the interpersonal dimension played an important role in the overall experience. Twenty-eight persons of both genders (including the technical team and the secretary) from very different geographic regions and backgrounds gathered at Santa Inés on March 4, and began the rich process of getting to know one another. This happened in many ways - through the Curso sessions, of course, but also more informally - through evenings in the "sala club" which served as a useful ice-breaker the first night or two. The center of social activities then gravitated to the large hall where the Curso sessions were held during the day, but which also proved ideal in the evenings for spontaneous fiestas, talent shows, film projections and a surprise birthday celebration organized by the participants for one of their colleagues, complete with cake and candles. There was much interest in the exchange of music, songs and dances of the different regions represented; each

group took pride in presenting examples of its regional culture, and delight in learning those of others. As the course developed further, the socializing tended to take the form of quiet discussion in pairs and small groups - the subjects ranging from comparison of local problems and programs to aspects of the Curso itself.

The exchange of information produced one particularly interesting and practical development. One of the participants from Huaral disclosed that in her voluntary work with a women's group in her community she taught the women how to make attractive handbags by knotting twine, a technique similar to macramé. These handbags proved to be saleable and provided the women a modest source of income. On hearing about this a participant from Ayacucho, seeing the possibilities for a similar group she worked with, asked to be taught the knotting techniques. Agreement was quickly reached and the next day they bought the necessary material (several balls of twine) in Chacacayo, and the impromptu course began, taking place during "free time". As the handbag progressed, others in the group became interested and asked to learn the techniques themselves. Soon what we came to call the "cooperativo" was in full swing, with six or seven bags being worked on by the whole group, as even the men assisted the women, planning to teach the women of their own communities, when they returned. An indelible memory for many of us in the Curso is the sight of groups of participants whiling away the evening hours talking together and working on the handbags, occasionally breaking into a Quechua or Aymara song.

Impressions and Evaluation (Technical Team)

The technical team left Santa Inés with a feeling of deep satisfaction that the Curso had been a memorable and very worthwhile experience for all concerned, and that its principal objectives had been accomplished. The satisfaction was heightened by the fact that the program had revolved around a "pilot" design and there had understandably been much conjecture as to its outcome. The concept of building teams with heterogeneous participants, emphasis on planning of specific projects based on community needs, which would then be carried into action, opening the program to men as well as women, bringing together representatives of diverse regions, collaboration with a local coordinating group, inclusion of OEF egresadas on the technical team - had been initial question marks, and now we knew that they were both feasible and valuable concepts and techniques.

The heterogeneity of the group in background and gender provided a superb opportunity for personal and group growth in the working through of attitudes, the need to understand each other and find ways of communication, the testing of relationships, until finally there emerged mutual acceptance and respect, and an eagerness to work together toward common objectives. Inevitably there were differences, but these were based on personality rather than socio-economic background and the existing spirit was such that the rest of the group saw the need to help resolve these differences in order to protect the larger goals of the program.

Interestingly, the fact of gender difference produced no strains; if the men felt uncomfortable working on a level of complete equality with

the women, they never showed it; the women apparently felt at ease and free to express themselves at all times. In fact the male-female factor seemed to disappear during work sessions as all participants concentrated on the Curso tasks at hand, relating to one another as colleagues rather than social partners.

Perhaps one of the most valuable benefits to all participants was the experience of living and working successfully in such a varied group.

There was palpable growth too in terms of the participants' understanding of the basic concepts of group dynamics, interpersonal relations and leadership, with the realization of what this implied in their own actions and work.

The selection process proved its effectiveness in the overall quality of the participants, who were exceptionally dedicated and well-motivated. The diversity of the group reflected one of our initial goals, though in a future training program using the same model perhaps this aspect can be improved with respect to the teams, i.e., the team from Puno had only men, and all of the members of the Cajatambo team were teachers.

The final evaluation of the key objectives of team building and planning of projects which would then be carried out in the participants' home communities, will have to await the test of time. The teams were developed and functioned within the Curso, the projects selected and planned with much enthusiasm and there are indications at even this early stage that at least some of the teams are continuing to function as such, now that they have returned home and are beginning to follow through with the plans they developed at Santa Inés. Even if upon return to their communities factors make it impossible to carry out the projects in all cases, the participants will have gained a team identification, or desire to continue working together as a mutual support group, in addition to the individual learning, both in theory and practice, on group techniques and planning of community development projects which will help them in the groups with which they are already working as well as any future activities.

An undoubted gain for all of the participants was the opportunity to get to know and exchange information with people from other regions of the country. For many this was the first time they had travelled away from their home communities and it was thus a double learning experience. Through the community presentations and informal exchanges the participants received not only a living panorama of their country, but discovered common denominators as well as differences between regions, rural and urban communities, professionals and volunteers. For some, this was the first time they had seen their nation's capital, and the visit to the city of Lima on Sunday, March 12, and the day or two many of the participants spent there when the course ended was a moving experience.

The inclusion of Peruvian OEF egresadas on the technical team was enriching to all of us and made the Curso a genuinely multinational undertaking. As commented on above, ideally they would have joined the staff earlier, but their contribution to the carrying out of the Curso was invaluable and there is no doubt that participation on the technical team provided an additional training experience for them which will strengthen their on-going work with community groups. In terms of follow-up and communication with the Curso participants they are continuing to serve as in-country points of contact.

The Curso had the additional benefit of bringing together the large group of OEF egresadas, particularly those in Lima, and providing a focus for common activity through their work on the Coordinating Committee. This renewed contact was the impetus for the subsequent creation of the "Organizing Committees of OEF Egresadas of Perú" They have defined their organizational objectives and elected officers. The Organizing Committee has maintained continual correspondence with the Curso participants and has contributed both moral and technical support to the on-going work of the participants.

RECOMMENDATIONS

Follow-up:

Rewarding as the Curso was in itself, this promising beginning can only reap its full fruits if it is followed-up in terms of continual technical assistance to the participants and evaluation of their post-Curso work. The enthusiasm of the participants with respect to the training received led to requests for similar training experiences on the local level so that others in their communities could acquire some of the same skills. This is seen as a necessary and valuable reinforcement of the teams developed at Santa Inés, as well as a multiplication of the small nuclei of persons into larger groups which can work together in exploring common needs and follow through to action on community projects. The next stage of follow-up would ideally be a second intensive training experience on the national level, bringing together many of the participants in the first Curso for overall exchange and evaluation of experiences, as well as other persons from their community whom they would help select (persons who would have already participated in the regional training programs envisioned above) for a more advanced, reinforcing training experience for all.

It is through such a program of planned evaluation and progressive steps in further training that a truly lasting and multiplying impact will be achieved from the 1972 Curso.

Selection Process:

Future training programs should continue the careful selection process used to identify participants for the 1972 Curso - a time consuming but ultimately extremely useful procedure. In fact the pre-Curso preparations need a considerable amount of lead time, and this must be taken into account in planning dates for future training programs. Future Cursos should continue to be composed of a mixed group of participants.

Timing:

Another factor to be considered in arriving at dates are local climate and weather conditions. These played havoc with much of the necessary travelling involved in planning the Curso, as well as travelling to and from the Curso site. The ideal time for most areas of Peru would be from May through September.

Other Specific Recommendations:

- Egresadas on the technical team should be available at least two days before the Curso for planning and present throughout the Curso program and evaluation.
- The size of the community teams might be expanded to five or six persons from four communities
- The technical team should receive extended briefing on each of the communities, with the ideal being that time be planned for some field visits before the Curso.
- There should be intensive planning from the beginning with the co-sponsors of the Curso, to clarify objectives, criteria for selection, and design of the Curso.
- More attention should be given to search for and/or development of materials appropriate for both the individual design of the Curso, and the level and needs of the participant group.
- An effort should be made to continue location of the site for the program in an isolated area.

There should be adequate briefing for the technical team, on political, economic, and social developments of the country.

Fruits

OEF has received written correspondence from four teams, and has heard indirectly from a fifth team on their follow through on the action projects upon return to their communities.

The Huancayo team has followed its project through to completion, enlisting community support on all levels, and on June 2 the city of Huancayo saw the formal inauguration of its Artesans Cooperative.

Word came from Ayacucho that initial steps in the plan to organize leadership training courses for volunteer groups have been taken; further arrangements await word on possible cooperation with SINAMOS, the government program to coordinate all projects related to community development.

The Arequipa team reports that it has enlisted community support for its chicken-raising cooperative and is now in the process of seeking a locale for the project.

We have heard from a member of the Cajatambo team that, although proceeding slower than anticipated, she expects to see in the near future the establishment of the Guinea pig cooperative in her isolated rural town. As part of her plan, she has spearheaded and collaborated in the publication of a educational and technical pamphlet on the raising of guinea pigs. She is now involved the dissemination of the material which she plans to follow-up with a series of talks throughout the region of Cajatambo.

Indirectly OEF has heard that the Puno team is carrying through the leadership training courses in their region. OEF is hoping to receive more information of the Puno project as well as on the refrigeration cooperative planned by the team from Huaral.

Follow-up

Before leaving Peru the OEF technical team sent a letter to all participants, assuring them of continued interest on the part of OEF. At the same time, the OEF egresadas on the Coordinating Committee formed an informal group, mentioned above, one of whose stated objectives was to maintain contact with the Curso participants and assist them in their community activities to the extent possible. As the egresada group is newly formed and still exploring its possibilities, it has limited itself at this stage to moral support and sharing of information. To date it has sent two letters to all Curso participants, including in one of them a full copy of the new Educational Reform Law. The egresada group has been able to assist individual Curso participants in liaison with Government offices located in Lima, and has expressed willingness to cooperate in the development of training programs either in Lima or in the areas represented by the Curso participants.

A second follow-up letter was sent by the OEF technical team to the Curso participants in April, expressing interest in their progress, and enclosing a copy of the OEF publication Intercambio. As a matter of routine, the names of the Curso participants have been added to the OEF mailing list and they will be receiving Intercambio regularly.

In response to the request for training at the local level, OEF will undertake three short courses, of one week's duration each, in three of the communities represented in the Curso during the Fall of 1972 and in early 1973. Hopefully other short courses can be arranged for three more communities in the latter part of 1973. A second Curso on the national level is also projected during the later months of 1973. The OEF field representative for Peru will travel to Peru during the month of July 1972 to visit each of the teams in their communities, and to make initial arrangements for the short courses. It is hoped to involve the former participants to the fullest extent possible, in the organization of these training programs, as well as the egresada group in Lima.

APPENDIX #1

DAILY SCHEDULE OF THE PERUVIAN CURSO

March 4-18, 1972

Saturday, March 4

Morning: Arrival of technical team at training site
Afternoon: Arrival of participants; distribution of rooms
Evening: Inauguration of Curso: Welcome by Coordinating Committee
Buffet Dinner
Reception

Sunday, March 5

8:00 am: Breakfast
9:00 am: Mass
10:00 am: First session: getting to know one another
a) Interview person least known - write on newsprint
b) Interview second person least known - write on newsprint
c) Add personal notes about person best known
(these sheets were later mimeographed and distributed to all)

12:30 pm: Lunch
3:00 pm: Each person reads his newsprint. Adds or corrects
5:00 pm: Group discussion: what is your interpretation of Curso objectives (list of participants' objectives was later mimeographed and distributed. Also used in final evaluation last day)
6:00 pm: Small group discussion: interpretation and prioritization of above list of participants' objectives (4 groups)
7:00 pm: Group discussion: each group reports on its work
8:00 pm: Dinner
Evening: Game room

Monday, March 6

9:00 am: Memory Game: remembering names of participants
10:00 am: Explanation of Curso objectives of Technical team
Explanation of Curso schedule
Comparison of participants' objectives with equipo objectives
Adjustments between the two
11:00 am: Offer and Need Exercise: each participant writes on newsprint personal resources he can offer to the group, and what resources he needs from others (sheets later mimeographed and distributed).
11:30 am: Select partners that match what one offers or needs, paired talks.
12:30 pm: Lunch
5:00 pm: Analysis of exercise: importance of knowing resources and needs
Difficulty in defining either
6:00 pm: Distribution of article "The Consulting Process:
- Time to read individually
- Small group discussion - 2 groups with Team members
8:00 pm: Break for dinner.

Tuesday, March 7

- 8:00 am: Share conclusion re article
 - Time in small groups for conclusions
 - Group reports to total group
- 12:30 pm: Blind man's Exercise: 1/2 group blindfolded, 1/2 helpers
 lunch together, the switched roles and tour of convent
 gardens
- 5:00 pm: Analysis of Exercise
 - How each group felt (aspects of power relationships)
 - Steps in process (rights and responsibilities of partners
 in a helping relationship)
 - Fishbowl of staff observations
 Evaluation of the Day (written)
- Evening: Films

Wednesday, March 8

- Morning & Afternoon: Plenary Session: Conclusions of two groups on article
 re consulting process
 - group discussion: paternalism
 - participation - value of small groups
 - decision-making
 - program - unit on analysis of the participation of members
 of the group
 - application of human relations in the group
- Evening: Feedback by Team on work in large group
- 8:00 pm: Meeting of group - administrative matters
 Evaluation of the Day (written)

Thursday, March 9

- 8:00 am: Addition of Team thoughts on content of group discussion Wednesday
- 11:00 am: Small group discussion: each group defines of 5 leadership
 types and its effect on a group (5 groups each with Team members)
- 12:30 pm: Report of each group to total group: reads conclusions and
 puts on wall
- 1:00 pm: Lunch
- 4:00 pm: Visual Aids on Leadership Types: Team elaborates leadership
 types and effects on group, summarizing all group conclusions
 with visuals (later mimeographed and distributed)
- 5:00 pm: Conference with Equipo para el Desarrollo Humano
 Theme: Definition and Philosophy of Community Development
- 7:30 pm: Dinner with conference speakers
- 9:00 pm: Evaluation of the Day (written)

Friday, March 10

- 9:00 am: Additional clarifications on leadership styles
 Distribute article, 'Leadership development' and comments
 on situational nature of leadership
- 10:00 am: Small groups: discussion on leadership, and clarification of
 aspects of preceding 5 days (same 5 groups with Team member)
- 1:00 pm: Lunch
- 4:00 pm: Work in Community teams on analysis of their community
- 7:00 pm: Dinner
- 8:00 pm: Work in community teams on analysis of their community

Saturday, March 11

- 9:00 am: Presentations of community analyses
- 1:00 pm: Lunch
- 5:00 pm: Presentations of Community analyses
Evaluation of Growth of Teams (written)

Sunday, March 12

Free day
 Tour of Lima (16 participants) with Coordinating Committee members

Monday, March 13

- 9:00 am: Presentation of 6th Community analysis
- 11:00 am: Generalization of regional/national similarities
- 1:00 pm: Lunch
- 3:00 pm: Small group work: each community team develops "Community tree of needs and resources"
- 6:10 pm: Conference of Action Committees (work in pueblos jóvenes and slides)
- 8:00 pm: Dinner

Tuesday, March 14

- 9:00 am: Display of community tree (needs and resources)
- 10:00 am: Small group work: community team with Equipo member. Discussion of community tree and discussion of how team is working together (reference to evaluation yesterday and success/failure)
- 1:00 pm: Lunch
- 2:00 pm: Staff report on the process of Action Committee
- 3:00 pm: Discussion of Blue Book - Analysis & Reporting (written)
- 4:00 pm: Work in community team and field work of Blue Book - identification of community needs and their identification of resources planned
- 7:00 pm: Dinner
- 8:00 pm: Work in community team on Blue Book - field

Wednesday, March 15

- 9:00 am: Community team coordination meeting
- 10:00 am: Report by each team on community prepared & shared in the
- 11:00 am: Lunch
- 1:00 pm: Staff report, explanation of the goals of Blue Book
- 2:00 pm: Work in community team on the part of Blue Book - Review, Plan, and Report
- 3:00 pm: Dinner
- 4:00 pm: Work in community team on Blue Book - field

Thursday, March 16

- 9:00 am: ...
- 10:00 am: ...
- 11:00 am: ...
- 1:00 pm: ...
- 2:00 pm: ...
- 3:00 pm: ...
- 4:00 pm: ...
- 5:00 pm: ...
- 6:00 pm: ...
- 7:00 pm: ...
- 8:00 pm: ...
- 9:00 pm: ...

Friday, March 17

9:00 am: Continuation of presentation of community projects
 11:00 am: Conference: Jaime Llorca: Cooperatives and agrarian reform
 1:00 pm: Lunch
 4:00 pm: Continuation of presentation of community projects
 7:30 pm: Oral evaluation of work on planning the 2 1/2 days
 8:00 pm: Dinner
 8:00 pm: Conference: Carlos Cornejo: Educational Reform Law

Saturday, March 18

MORNING: Free, rehearsal for Clausura presentations
 1:00 pm to 4:00 pm: Evaluation of Cursos (written)
 6:00 pm: (Clausura) Closing ceremony
 8:00 pm: Dinner

Sunday, March 19

MORNING: Departure of Participants
 AFTERNOON: Departure of Equipo

APPENDIX # 3

SUMMARY OF COMMUNITY ACTION PLAN - AREQUIPA

The team from Arequipa identified unemployment as a major problem of its community. In an effort to attack the unemployment problem, which leads to a whole series of socio-economic difficulties in the pueblo: juvenets, the team propose to create a chicken-raising cooperative.

To achieve its goal, the team state that it will need technical and financial assistance. It proposes to motivate the community in general through talks, bulletin, signs, and posters. Following that, there will be a phase of dialogue in order to determine the most appropriate form of organization for the cooperative. Hereafter, there will be specific training programs on cooperative under the responsibility of an education sub-committee. The team will then seek out sources of finance for the cooperative. At the same time an effort will be made for coordination with state and local resources. The program will be evaluated periodically.

The team feel that the plan is possible and practical because chicken-raising is profitable. It is opportune because it will give work to part of the unemployed population.

The group plans to involve other groups and entities in the project, including the Ministry of Agriculture, INDECOOP, the Office of Community Development for technical assistance, the credit cooperative for financing, civil engineers, veterinarians, social assistants, specialists in cooperatives, child health and community health centers in various parts of the pueblo.

The team from Arequipa feel that the action plan could be multiplied according to the findings of periodic evaluation. The continuity of the project can be assured through the multiplication of trained leaders. The community can be motivated through the dissemination of material. The objective of the pilot project has been achieved with the multiplication of cooperative farms.

SUMMARY OF THE COMMUNITY ACTION PROGRAM - AREQUIPA

The team from Arequipa identified the lack of volunteer leaders as a major problem of the community. The group wants to solve the problem of the lack of volunteer leadership through the creation of a group of village health committees. The community can work on the solution of community problem by the community itself.

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The team feels that the responsibilities as they have been assigned utilize to best advantage the resources and abilities at their disposition, since they feel that it is necessary to orient a group to an organization and the resources of the community should be involved in the action plan. In order to guarantee continuity, the team proposes to establish more training for leaders, and the increase and broadening of production and other projects that will contribute to the total development of the region.

SUMMARY OF COMMUNITY ACTION PLAN - HUARAL

The team from Huaral identifies economic and health problems as the major problems affecting its community. The objective which the team has set for itself is to raise the levels of health and the economy by organizing a cooperative for refrigeration of fish. There is an over-supply of fish in the area which spoils and decomposes due to lack of means of preservation. The over-supply of fish and the lack of means of preserving the fish lends itself to speculation on the market. Thus the fish, when fresh in morning, could cost 15 soles, while in the afternoon the price would drop to 3. The inhabitants of the community buy the fish at the reduce rate, ignoring the serious dangers involved. There have been several incidences of poisoning from the fish. In addition, the shortage of meat throughout the country, and the high nutritional value of fish further predicates the need to increase the consumption of fish.

At the moment, there are no other groups that are working on this problem. Additional resources which must be sought for action include persons who have worked in the installation of a refrigeration system and the organization of cooperatives. The team will also have to search out information regarding types and prices of refrigeration systems, prices of freezers, the organization of cooperatives, and nutrition programs.

In order to achieve its objective, the team indicates that it should seek the cooperation of the fish vendors. The team sees that it will have to begin with an effort to change attitudes, particularly those of the fish vendors. The motivation would be done through talks, interviews, radio campaigns, information, courses.

The action strategy outlined by team is:

- 1) Motivation - responsibility of the Organizing Committee
Meeting with the president of the marketers union
Meetings with the fish vendors
- 2) Organization- Organize a board which will seek out information regarding cooperatives, and training in the organization of cooperatives
Organization of the cooperative--statutes, regulations, enrollment
- 3) Training- Formation of sub-committee on education which will train in the operation and use of the refrigeration system

- 4) Finances - Formation of sub-committee on finances to raise funds
- 5) Evaluation - To be made every three months

The team from Huaral feels that guarantees to insure continuity of the project include: to move ahead bit by bit, give an opportunity for the members to develop on their own, and make sure that the administrative responsibilities are delegated to more than one person.

SUMMARY OF COMMUNITY ACTION PLAN - PUNO

The participants of Puno established the training of community leaders through 3-5 day courses which will be held in each one of the communities represented by the members of the team as the objective for their community action plan. The team developed the objectives based on the broad knowledge of the problems of each of the communities. The team members felt that the lack of trained leadership was the source of many problems, including the absence of participation of the members of the community in community activities, and a notorious conformity and lack of organization therein.

Through its action plan, the team hopes to achieve a change in attitude on the part of traditional leaders and at the same time to detect new leadership in order to bring about a reorganization of the community.

The stages that the team has developed to carry out the action plan are:

- 1) Each participant will work in his own community toward motivation through community assemblies, groups, families, and individuals. In order to obtain motivation and coordination for the plan they each will also try to reach institutions such as the Ministry of Education, the Institute for Rural Education, TV education, parishes, and various community activities through the mail and with flyers. The time allotted for this phase is from April 1 to June 5, 1972.

- 2) From June 7 to June 10 the team will evaluate the first phase. At the same time they will publicize the training courses which they propose to plan in collaboration with the technical assistance from the Office of Community Development, Agrarian Reform, and the National Office of Development of Cooperatives

- 3) The schedule for the courses is:
 - June 12-15 - Caritamayo
 - Aug. 14-17 - Ancasaya
 - Sept. 27-29 - Juli
 - Oct. 16-18 - Pucará

The courses will be carried out with the collaboration of the team members from each of the four communities. Immediately after each course there will be an evaluation which will help in correcting weak areas and making the necessary changes for the succeeding courses.

In order to guarantee the continuity of the program, the team has considered it opportune to obtain the financial support of the community by holding social activities and sports events.