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CURSO BOLIVIANO
DE CAPACITACION DE VOLUNTARIAS

April 8 - 23, 1972

Cachimayo, Sucre, Bolivia

FINAL REPORT

FOR INTER-AMERICAN COMMISSION ON Women

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BACKGROUND

Following the requests of the Egresadas in their country conferences February-June, 1971, the OEF Latin American Committee recommended to the Board that the Curso-type activity be continued, and that three Cursos be given in early Spring of 1972.

Specific objectives of the Cursos, as defined by the Sub-Committee for the Cursos, the Latin America Committee, and Staff, guided by the OEF overall goal which is "to encourage and assist, within the framework of the national cultures of other countries, the development of citizen initiative, participation, and action" were:

1. Provide more intensive training for women who have had some previous professional or voluntary experience and training but not in the U.S. or a previous Curso.
2. Achieve a full and creative exchange of ideas and experiences in a field training situation with an exploration and utilization of local training resources in order to work from theory into action; and
3. To encourage the development of active, trained leadership throughout the country.

The decision of OEF to hold one of the three Cursos to be offered in 1972 in Bolivia was based on its policy to respond to the needs of Egresadas in the country and because of the present appropriate ambiente for holding such a training activity.

The OEF Egresadas in Bolivia, in their conference in Cochabamba in June 1971 had made an eloquent plea to OEF to continue with its in-country programs to train more women, and particularly to hold more Cursos like the one held in Montero in April 1970. The enthusiasm of this Curso's participants and their subsequent community activities had indicated the effectiveness of the medium and inspired the request.

The ambiente within the country had changed a great deal in the months since the Egresadas' conference, and it seemed to be a propitious time to hold a second Curso.

Co-Sponsors

The Confederación Nacional de Instituciones Femeninas (CONIF) and the OEF Egresadas in Bolivia co-sponsored the event. CONIF had co-sponsored with OEF the two National Bolivian seminars held in 1966 and 1967, and the previous Curso. In relation to this co-sponsorship, the National President of CONIF was invited by OEF to attend the Curso, and was present for the orientation and inauguration sessions in Sucre and two days with the group in Cachimayo.

Participant Selection Process and Site Selection

In November and December, the Field Representative held meetings with the Egresadas in La Paz, and, travelling with one of them, in seven other cities (six Departamentos). In all of these meetings there was agreement on (1) that the site of the Curso should be Sucre, (2) that the components of the Curso should be the same as those of the first Curso, (3) that the 26 participants should be invited from all nine Departamentos, with emphasis on participants outside the larger cities, (4) that since there would be an in-depth study of Bolivian problems it would be preferable to limit participation to Bolivians, and (5) agreement on the tentative dates for the Curso as set by OEF.

Participants were to be invited from La Paz, Caranavi, Cochabamba, Oruro, Potosí, Sucre, Santa Cruz, Tupiza, Riveralta, Cobija, Guayaramerin, Trinidad, Llica, Tarija, Yacuiba, Bermejo, San Lorenzo. It was originally hoped to include participants from Catavi, Camiri, and Vallegrande, where there are former participants. But no applications were received from these areas.

Again in January and February, the Field Representative, with another Egresada, visited the Curso site and two other Departamentos.

In early January, the site of Cachimayo, about an hour south of Sucre via a very unimproved road, was confirmed for the Curso for the April dates. Cachimayo is a large hacienda on the River Cachimayo which has been converted into a center for group work, the Centro de Entrenamiento Juvenil, now owned by a Peace Corps-type group of Germans. It consists of the major house where all participants stayed and the sessions were held, the dining room and Curso office, and rooms in which the resident administrator, the cook -- Máxima (her name is perhaps indicative of the "maximum authority" which she exerted) -- and the rest of the help lived. In a separate part down the road were the rooms in which the Equipo was housed and in which was located another but smaller meeting room. Also in the complex were a school for the area, several other buildings used for various other group activities, sports fields, outdoor "Centros de Meditación", natural areas for group sessions, and the river itself for bathing for those so inclined. It is a spot used for many conferences such as Girl and Boy Scouts, and the large meeting scheduled in May for doctors from all over the country.

Physical plant and services offered are rudimentary, but with a price of \$b 25. per day for everything (about US\$2.08) very adequate, and as one staff member remarked, the site is "ideal" for the Curso.

The staff of the Center received participant and staff mail in their office in Sucre, and delivered it to Cachimayo as well as doing many in-town errands. They made available their portable duplicating machine for our office use, as well as their late model projector and equipment for films used during the two weeks.

A Local Committee in Sucre, consisting of four Egresadas, the President of CONIF Local, and five others active in the community, was formed in December to work with the OEF Representative and the Equipo. The Committee was also responsible for presenting the candidates from this area. In La Paz, a National Committee, consisting of eight OEF Egresadas and the President of CONIF National as an honorary member was formed to work with the Field Representative, to receive the applications and make the final selection, following recommendations of the Local Committees in so far as possible. Letters of selection, together with pre-Curso studies and "Análisis de la comunidad" were sent out from La Paz to the selected candidates. Letters of notification of candidates were sent to each of the Local Committees and Egresadas in these communities.

Participants

Twenty-one participants from all nine Departamentos attended the Curso. Of the five selected who did not attend, two could not receive leave from their work as teachers, and two who had suffered loss or relocation in their work because of negative political situations were denied the possibility to attend. The fifth, from Caranavi, did not attend and no word has been received to date as to why.

In the group were seven volunteers (one of whom had for six years been head of the Departmental Division of Consejo Departamental del Menor (CODEME) and was replaced in October by a political appointee), four nurses, two secretaries (one of them bi-lingual), one social worker, five teachers, one dentist and one pharmacist. They ranged in age from twenty-four to forty-five, with a median age of thirty-four. A resumé of biographical information is attached to this report.

Equipo Técnico

The Team consisted of Sandra Wishner, the Coordinator of the three 1972 Cursos, Ligia Jaén and Una Cross, the Bolivian Field Representative; Blossom Holland, of the OEF Board, who was the Volunteer member of the Team; Raquel Traviño, graduate of the 1971 Institute, and Madre Trinidad Llop, graduate of the 1970 Bolivian Curso, were the two Egresadas, among those who had applied, chosen by the National Committee to form a part of the six-person Team.

Also forming an integral support to the Technical Team and the group as a whole was the Secretary, Dalcy Aponte Suárez of Santa Cruz. Dalcy, who was secretary for the first Curso, was first sought as the interpreter for the OEF Board member, but was pressed into service in her excellence as a full-time secretary when all leads for a local secretary made by the Local Committee failed completely, and when it was confirmed that the Volunteer was sufficiently proficient in the language not to require an interpreter.

PROGRAM

Philosophy of the Curso

The Curso, a residential program of fifteen days, is a true opportunity to awake concern, share experiences, and enrich knowledge, through an active and constant participation in the decision and development of the program.

This participation is achieved from the moment of the arrival of the participants, deciding their hours for meetings, meals, etc., getting to know each other, and getting to know the resources within the group through techniques which permit the application of a methodology adequate for the existing interests and needs.

This convivencia makes possible on the part of the participants a greater understanding of their true national reality through the linking of the following components:

...Bolivia de hoy en día -- the opportunity to know the reality in which they and other Nationals live, awakening an interest to achieve better conditions of life in their communities;

...Dinámica de grupo -- opportunity to know oneself better, understand the attitude and actions of other persons, helps in the understanding of the necessities of others, and helps each one to look for the necessary solution to her own problems;

...Técnicas de organización -- provides organizational techniques most needed and an interest in the group of their applications to the different activities in their organizations;

...Técnicas de acción -- promote plans for putting into action all that they had learned, in order that they not remain in the theory but project theory into action.

The method by which these four components were intermeshed throughout the Curso is concretely illustrated in the "Activity Schedule" attached to this report.

The program was developed to satisfy the overall goals for the Curso, and the expectations of the participants, which were:

1. How to organize committees
2. How to train volunteers
3. Motivation
4. How to maintain interest in voluntary groups
5. Techniques of meetings
6. How to create an awareness in each community level
7. How to introduce ourselves in our communities
8. How to know the reality of the community

9. Discovery and training of leaders in the communities
10. How to plan one's work
11. How to interchange our future experiences
12. How to design and carry out cursos, etc.
13. Know more about CONIF

In the section of this report on EVALUATION, page 7, the realizations of these expectations are evaluated.

Materials

Printed Materials. There were very few books or pamphlets available to distribute to the participants. Each one received copies of:

- "Manual para directores de organizaciones"
- "La campaña directa..."
- "Nuevas pautas para la mujer"

It was a disappointment to the technical team that "Participación en la comunidad" (the new OEF edition of "Acción en la comunidad") was not available for the Curso. Some sections of this material were duplicated and given to the participants as the Team felt they would benefit from reading immediately any material related to a subject covered in the Curso. Complete copies of "Participación en la comunidad" will be sent to each participant when available.

Other duplicated materials, related to the contents of the Curso, were also distributed.

Rifa. Only a few copies of several different books were available. In order to give out the books fairly, a raffle was held, and each person received one book. A complete list of materials distributed is attached.

Films. During the two weeks, six films were shown in the evenings. In each case, the film was related to the subject discussed during the day. For example, "Mujeres de corazón" shows cooperation among the women of four religious groups and a government agency; "Ignacio" shows the value of discussion in gaining the active participation of members of a community in development projects. The other four films were "Las manos del hombre", "Juan sin sesos", "Una comunidad se organiza", and "Raíces de felicidad". Each film was shown without any comment or discussion as the Team felt it was best for each participant to think about the meaning of the film for herself.

Resource Spakers

In the original design of the Bolivian Curso, "Bolivia Today" was identified as one of the four major components of the Curso. To realize this objective, four days were set aside in the program to focus on the themes of educational development, social development, economic development, and civic development. It was planned that the work of this component would include the following steps:

1. Each participant would answer a one-page questionnaire in each of the four areas on the current situation in her community before arriving at the Curso.

2. Four committees would be formed with each participant selecting the committee of most interest to her.
3. Committees would analyze the questionnaires of each participant in relation to the specific theme.
4. Committees would develop a summary of the problems and concerns in their area and communicate these to the resource speaker on the topic.
5. The resource speaker on the day of his involvement would meet with the committee to learn of their work regarding the above, would participate in a morning session with participants and staff and also open to the public which would include a lecture, discussion, and question-and-answer period. In the afternoon session, the resource speaker would continue in a closed session with participants and staff, and after his departure, the committee would lead a group discussion analyzing the content and process of the morning.

Members of the Local Committee of Sucre were responsible for identifying possible resource speakers in the four theme areas. Upon arrival in Sucre, the Team had the opportunity to meet with three of the proposed speakers. In these meetings the Team had the opportunity to further explain the content and methodology of the Curso and clarify the role of the resource speaker in the program. All four speakers were not confirmed by the time the Team left for the site.

In the actual development of the Curso, only two speakers (social and educational) participated. The first speaker (social) arrived late, met briefly with the Committee, and proceeded to deliver his prepared speech of one hour without taking into account the interests and concerns of the group as reported by the Committee. He left early because of problems of transportation. The second speaker, who replaced the originally scheduled resource person on Education, did meet with the Committee and participated with the group in a flexible treatment of the theme. There were no speakers for the themes of Civics and Economics, although in the latter case, the resource person sent a detailed reply to the questions developed by the Economics Committee.

In the case of all four themes, the Committees worked well in preparation for the day devoted to their theme, in the planning and implementation of the activities, and in its evaluation. As an example, the Economics Committee quickly organized into a working group. The chairman chosen by the members was experienced in group work and was a good leader. However, all members took an active part. They shared the reading of the Economic section of the pre-Curso questionnaires and developed a wall chart summarizing the problems of each Departamento. The Committee was greatly disturbed when their work was interrupted by a session to evaluate the group process as found in the theme committees. During the session this particular committee was judged by both participants and staff to have worked well as a group with some feeling that the leader could be more democratic.

The committee developed questions on the problems they considered major such as unemployment, political instability, and lack of means of communication. The economics expert was expected to speak on these problems. When it was realized that the expert was not going to speak, the Economics committee presented a summary of the problems to the entire group. Then participants divided into groups of four plus a team member to discuss the problems and possible solutions. The reports of these small groups evoked much discussion in the large group, and it was decided to continue the session after dinner. This was the only evening work session. The Economics Committee had formulated an evaluation sheet, but everyone was too tired to answer the questions that night, and time was set aside for this the next day. The participants and the Team agreed that the committee members had worked well together. On short notice they had been able to plan a session and give a clear presentation of the problems to the entire group.

The absence of two of the theme speakers, and the group's dissatisfaction with one other, did affect the outcome of this component of the Curso psychologically and substantively, although all felt that the committees' treatment of the themes was valuable and creative.

There may be many explanations for the absence of the resource speakers, such as poor coordination with the Local Committee, the distance and difficulty of transportation to the site, disinterest in volunteering one's time, discomfort with the methodology of the Curso which required flexibility and group discussion rather than the traditional formal lecture, misunderstanding or lack of clarity of the purposes and objectives of the Curso, or political reasons such as a discomfort in dealing with sensitive areas of national policy in this period of political instability, or discomfort in assisting with a Curso co-sponsored by non-Bolivians.

EVALUATION

Evaluation of the Bolivian Curso was seen as a continuous process throughout the program. Upon the completion of almost every activity, time was dedicated to an oral analysis of the activity in terms of content, process and application. In addition, written evaluations were developed and distributed by each theme committee regarding activities for that day, and the Team distributed one evaluation form mid-way during the Curso.

At the end of the Curso, comprehensive evaluations included (a) oral sharing of learning (new concepts) that could be applied in the participants' communities; (b) the open forum; and (c) final written evaluation questionnaire.

Application of Learnings

Participants were asked to share how they would interpret learnings from the Curso to their communities. Participants individually, or in pairs/trios from the same community were given time to review the two weeks of the Curso and develop their interpretations for their communities. The sharing of these interpretations gave many indications of what participants felt was most valuable in the Curso experience.

At least one-half of the participants commented on the methodology of the Curso. It had not been like other Cursos they had attended which were executed in traditional methods with the role separation of professor/student. The participants felt pleased with the active part they had played in the OEF Curso in the definition of Curso content via their expectations, and in their expectations, and in their involvement in large and small group discussions, and theme committee work. Others indicated that the Curso had maintained their interest throughout the two weeks, and had awakened new interest in continuing their work in the community. All indicated that they would meet with their organizations to report on their attendance at the Curso. A small number mentioned that they would attempt to organize related Cursos in their communities, while others indicated their desire to collaborate with OEF in its projected "cursillo" series in September 1972. Most indicated that they planned to share and use Curso materials in their community work.

One community trio planned to return to their organization with nine recommendations to improve its program. Three participants indicated personal changes as a result of the Curso. One decided to resign from the Cultural Committee of her organization and dedicate herself to another committee in the same organization which works in poverty areas within the city. The other two participants indicated that they became more aware of the need to develop themselves intellectually, and have decided to use their leisure time more productively in reading.

Open Forum

The Open Forum offered the opportunity for participants to express any concern, clarify questions or enter into a topic not previously covered in the Curso. Of most concern to the group was "what the Team thought of them -- evaluation of their work in the Curso." Other concerns expressed were: to what extent did the absence of two speakers reduce the effectiveness of the Curso; why is it important to have the Curso at an isolated location; how did the Team feel about the fact that the participants never arrived on time for sessions; what are the advantages/disadvantages of having a group of mixed ages; how will participants receive the photos that were taken during the Curso.

Final Evaluation

A three-page evaluation questionnaire was distributed in the final session of the Curso, and participants were asked to complete the questionnaire individually, using the amount of time that was needed. All twenty-one participants completed and returned the questionnaire.

The evaluation instrument was developed in six parts which included:

1. general reaction to the Cursos;
2. extent to which the 13 expectations of the participants were achieved and how;
3. the activities of greatest utility within the four program components of the Curso;
4. self-evaluation of individual's participation in the theme committee;
5. the living situation in terms of the live-in experience, the site, and the duration of the Curso; and
6. suggestions and recommendations.

1. General Reaction to the Curso

Participants were asked to indicate their general reaction to the Curso, using a Likert scale of 1 (very little value) to 5 (much value). Twenty participants gave a general reaction of 5 (much value), and one did not answer. Although there may appear to be questionable reliability of this undifferentiated response of 20, the responses to this question can be considered reliable in that in subsequent numerical ratings of the expectations, 76% of the participants did utilize a fuller range of responses, with only 5 participants (24%) creating a "halo effect" for all aspects of their ratings.

2. The Extent to Which Participants' Expectations were Achieved

This section of the evaluation asked participants to evaluate each of the thirteen expectations which were enunciated by the participants the first day of the Curso, and which formed the basis for the program content throughout the Curso. Participants were asked to rate each expectation using the same Likert scale and to explain their ratings.

In terms of their explanations of the ratings, there appears to have been confusion as to the purpose of the explanation. The intent of the Team was to determine which activities and aspects of the Curso contributed to the realization of the specific expectations. The general responses of the participants indicated that they felt they were being evaluated as to what they had learned, rather than that the Curso itself was being evaluated in its effectiveness.

TABLE I

A REALIZATION OF PARTICIPANTS' EXPECTATIONS

<u>Mean Ratings</u>	<u>Expectations</u>
4.94	How to plan one's work
4.75	How to organize committees
4.68	How to maintain interest in voluntary groups
4.68	How to interchange our future experience
4.64	Know more about CONIF
4.61	How to design and carry out Cursos
4.50	Motivation
4.50	Techniques of meetings
4.47	How to train volunteers
4.42	How to create an awareness in each community level
4.41	How to know the reality of the community
4.37	Discovery and training of leaders in the communities
4.33	How to introduce ourselves in our communities

As described by the above chart, all 13 expectations received mean ratings of considerable value (4 plus). Participants felt the highest realization of the expectation, "How to plan one's work", and the other highest ratings included aspects within Organizational Techniques.

The lowest rated expectations included community-related aspects of the Course, and indicated a consensus that these were relatively less effectively dealt with. Comments included that not enough time in the program was given to the community-related topics, and a few felt that some of the lower-rated expectations were not studied at all.

3. The activities of greatest utility within the 4 Program Components

The four program components defined by the OFF Course Sub Committee in Washington with representatives of the Team, and which were described in the Course Prospectus included: a) Bolivia Today; b) Group Dynamics; c) Organizational Techniques; d) Action technique

Participants were asked to indicate the activities of greatest utility in each of the above components. Here again, the majority of the responses centered on learnings, rather than on activities or aspects of the Course which contributed to said learnings. The following summaries indicate how the components were analyzed by the participants.

a) Bolivia Today:

Participants indicated that through this component they had developed a fuller understanding of the national reality of Bolivia. Two indicated that their learning started with the community study they were asked to develop (trabajo previo) before arriving at the Course. Others indicated learning through their participation in theme committees. In terms of these presentations, participants felt the most valuable were those of the Education and Civics Committees.

b) Group Dynamics

Participants indicated an awareness and appreciation of the use of group dynamics throughout the Course. Positive comments mentioned that all participated, maintained interest, were involved and motivated, felt their resources were utilized, felt integrated in the group, used democratic procedures, and fostered a fuller interchange of ideas and an opportunity to know each other better. Specific activities that were mentioned were the Collaboration Game and the practice in group discussions.

c) Organizational Techniques

Participants indicated learnings through the practical experience of their participation in their theme committees. The activity, "Method of Group Discussions," also received several comments. Other activities mentioned included socio-dramas, the Collaboration Game, and materials that were distributed.

B) Reaction: Participants

Summary of the data concerning participants' reactions to the program. The data were analyzed in terms of the number of participants who completed the program, the number of participants who dropped out, and the number of participants who were referred to the hospital. The data are presented in the following table.

Number of participants who completed the program

The following table shows the number of participants who completed the program. The data are presented in terms of the number of participants who completed the program, the number of participants who dropped out, and the number of participants who were referred to the hospital. The data are presented in the following table.

The following table

a) In terms of interest in the program

Participants were most interested in attending the program. The data were analyzed in terms of the number of participants who completed the program, the number of participants who dropped out, and the number of participants who were referred to the hospital. The data are presented in the following table.

b) In terms of the length of the program

Although a few participants indicated difficulties during the first few days (lack of water, difficulty in the field, discomfort), the general reaction was relatively favorable regarding the selection of the site. Participants felt that the site was a good location for the program and that the site was well equipped. They were also pleased with the site. They were also pleased with the site. They were also pleased with the site.

c) In terms of duration of the program

The majority (77%) felt the duration of the program was well designed to cover the material they lived and adjusted in terms of their absence from their families and work. Within those responses, participants indicated that although at the beginning of the program they felt two weeks would be too long, later on they felt it was sufficient. A participant (19%) felt they would have preferred a longer period of time. A participant (15%) felt the program should have been shorter in length and suggested an alternative of 8-10 days.

It worked well to have the participants pre-selected by the local committees with the final selection made by the National Committee in collaboration with the Bolivian Field Representative. The participants had a broad range of educational experience from only two years of primary school to six years of university training. This range did not prevent them from working well together. The other participants showed protectiveness and helpfulness toward the member with the least education. However, she was able to express herself well and made valuable contributions to the discussions. She had served as president of J.V. Fé y Alegría. She pointed out in their evaluation that it would be necessary to try the techniques she had learned, to practice them, before she would really know how much she gained from the Curso.

There was some dismay at the beginning of the Curso on the part of the younger and older participants, some of whom assumed it would be unpleasant living and working together. However, at the end nearly all agreed it had been a worthwhile experience.

All except one (a teacher) had had experience in volunteer activities in their communities. Several were leaders in their organizations including the national treasurer of CONIF, treasurer of the Girl Scouts, and the presidents of several local groups. There were seven outstanding participants that the Technical Team recommended for further OEF training in other programs such as the Multinational Seminar or the long range training program in Latin America.

3. Length of Curso

The Team generally agreed that the Curso was of the appropriate duration. The question was raised as to whether some possible candidates were prevented from participating because of the length of the Curso.

4. Site

The Team agreed that the Curso site was fine in spite of some problems with the food and water supply. Transportation to and from Cachimayo was sometimes difficult to arrange, and telephone communication was limited to a few hours per day.

5. Cooperation with National and Local Committees

The cooperation for the National Committee was good. As mentioned above, this Committee had to take the total responsibility for the final selection of some of the participants.

The Local Committee nearest the site had set up a good organization on paper. In actuality, almost all the responsibilities fell on one person who was not able to fill all the needs adequately.

6. Technical Team

The Technical Team felt it had carried out the objectives of the Curso as outlined in the prospectus. The Team in its planning of the activities believed it met the expectations of the participants.

The Team felt that more time should have been found for regular evaluation of the way the Team was working.

It had been planned that the Team as a whole should start working together two days before the Curso. However, the two Egresadas were delayed a full day because of transportation difficulties. The full Team met for the first time the afternoon before the opening of the Curso. The Team had little time to become integrated before it was under pressure to prepare plans for the next day or two. The major work of the Team was done by the three OEF staff members although the Egresadas and the OEF Volunteer made valuable contributions.

RECOMMENDATIONS

Timing

1. The seven month lead time should be maintained.
2. The prospectus for each individual Curso should be prepared and made available at least four months ahead.

Candidates

1. The pre-selection of candidates should continue to be the responsibility of the local committees. The final selection should continue to be the responsibility of the National Committee with the representative of OEF.
2. Candidates should continue to be selected from various sections of the country, mostly from outside the capital cities.
3. If any candidates are unable to attend, the local committee should notify the staff by telegram.

Technical Team

1. The Technical Team should continue to include egresadas and also, whenever possible, an OEF volunteer.
2. The entire Technical Team should have at least two and a half days together for pre-planning before the Curso starts. This time should be exclusive of travel time.
3. It should be the decision of the whole team whether or not the egresadas should live with the participants.
4. The Technical Team should take time to review often the feelings and the work of its members during the Curso.
5. All members of the Team should continue to share both program and administrative responsibilities inherent in the Curso.

Local Committee Nearest Curso Site

1. There should be a clear definition of roles and responsibilities of the Local Committee.
2. The Local Committee should meet at least once with the Technical Team for a complete review of the plans.
3. The Local Committee should choose an expert and an alternate for each subject in the national study. The Technical Team or a part of the Team should have interviews with the experts. Before leaving for the site of the Curso the Team should have the names of the principals and alternates. The Local Committee should have the responsibility of presenting either the principal or his alternate on the appointed day.
4. In seeking a secretary the Local Committee should keep in mind the necessity to be extremely efficient in office procedures, adaptable to the need of working extended hours, and able to integrate fully with the Team and the participants.

Duration of Curso

1. A Curso should continue to be fifteen days in length.

Site

1. A Curso should continue to be held in an isolated location.

Follow-up

1. The participants of the Curso should receive immediately the current copy of Intercambio and be added to the regular mailing list.

FOLLOW-UP

The twenty-one graduates of the 1972 Bolivian Curso now form a part of the "OEF Egresadas" in Bolivia -- seventy-five of them. They expressed a great deal of interest in forming a closer association with former graduates -- of uniting forces.

In all of the communities or Departamentos from which participants came, there is at least one other OEF Egresada, and they range upward to eighteen in the capital city. Of the total number of OEF Egresadas, only one has left the country to live in the United States.

Each of these participants -- and it is hoped all who applied as well -- will have her name added to the list of persons to receive OEF's Intercambio. A copy of an early issue was given them, and they were assured future copies would be sent them -- as a follow-up "enlace" with OEF.

As immediate follow-up, the Field Representative will be sending a letter to all Egresadas to advise them of the results of the Curso. Former Egresadas had received a letter advising them of the Curso, with a copy of the Prospectus, informing them that two Egresadas would form part of the Technical Team and inviting those interested to apply. The ones in the communities from which the participants came also received a copy of the letter sent to the President of CONIF in these communities giving the names of the principal and alternate participants. Enclosed in this first follow-up letter will be a "Day by Day List of Activities in the 1972 Bolivian Curso."

Probably the most concrete follow-up which OEF offers these Curso graduates is the series of shorter but nonetheless intense Cursos which are being planned in various of the communities for September and October and probably March and April of 1973. These five or six-day live-in programs will be given with the help of the graduates in their planning and execution, for groups of about twenty-four participants, in as many as possible of the principal communities of the nine Departamentos. The first are planned for La Paz, Riberalta, Tupiza, and probably Tarija. Requests are also at hand from Tarija, Trinidad, Cochabamba, Santa Cruz, and Sucre.

OEF personnel, besides Egresadas, will include Ligia Jaén and Una Cross, the Bolivian Field Representative.

Actually a continual follow-up is possible with the presence of a field representative in the country for a goodly amount of time twice a year. In addition, the exchange of letters between the OEF office and Bolivians will continue. The Field Representative hopes to be sending each Egresadas a copy of the AID edition of "Participación en la comunidad" which is due in the Mission in July or August and has been promised her.

One of the firmest follow-up ideas is the hope on the part of these new Curso Egresadas to integrate with the former Egresadas to form a greater "force" in their own communities. Whether a closer relationship will result remains to be seen.

There was also a deep interest expressed in the possibility of having another conference for Egresadas such as the one held in June of last year.

PARTICIPANT BIO-DATA

Copies of Appendix No. 1 for the 1972 Bolivian Curso Final Report are on file in the OEF Washington Office.

APPENDIX No. 2

CURSO PROGRAM DEVELOPMENT

Activity Schedule

Saturday 8 April	a.m. 12:30	Arrival of the Participants in Sucre Lunch in Hotel Municipal Immediately upon arrival, participants were given a name tag and a small Bolivian flag.
	3:00 p.m.	1. Orientation Session - Colegio San Cristóbal a. General explanation b. Auto-presentation of total group (Participants, Team, Visitors.) Each one gave her name and placed her flag on the map indicating from where she had come. c. Review the schedule (expressing the flexibility of it and that it would be completed day by day in the Curso; on the schedule appeared only the sessions of orientation, inauguration, days for the experts, the free day and the clausura). d. Distribution of the rooms at random using numbered candy bars. e. Return of tickets for change in reservations for return to respective communities.
	4:00	2. Session of Inauguration - Colegio San Cristóbal Informal speakers: Dra. Alcira Espinoza de Villegas, President of CONIF National Dra. Teresa de Sardán, President CONIF Local and President of Local Committee Lic. Marina Sánchez Chumeracera, Egresada of OEF Mrs. Blossom Holland, Representative of OEF Board and Member of Equipo Técnico
	4:30	3. Tea - Colegio San Cristóbal
	5:00	4. Departure for Cachimayo
	7:30	5. Toasting Participants and Success of the Curso experience Dinner Decision of hours of sessions the following day and meals

APPENDIX No. 2

- Sunday
9 April
- 3:30
to
12:00
1. Create an atmosphere of confidence
 - a. Choose a partner least known, get to know her - 15 min.
 - b. Choose a second person least known, converse for 15 min.
 - c. Presentation of each one by her first partner; the second person with whom each talked adds some more details; another person who knows the participant well adds something humorous.
 2. Mass
- 3:00
to
6:30
- Expectations of participants. Form five small groups counting 1 to 5
- Work on expectations. Each group named a recorder, and later in total group, presented the expectations that each had when she accepted participation in the Curso.
- Combine lists of expectations and establish priorities
- Monday
10 April
- 8:30
to
12:00
1. Exploration of resources within the group which could satisfy the expectations.
 - a. Emparedado (Sandwich)
 1. I can offer
 2. I need
 - b. Analysis of the process
 - c. Content of the Emparedado
 - d. ARAG
 - e. Process of giving and receiving help. Three groups, including the Team.
 - . Reading of an article about the above process. Work in small groups.
- Tuesday
11 April
- 8:30
to
12:00
- a. Presentation of work in small groups of the afternoon previous.
 1. Role playing
 - a. A case of Volunteers giving help (positive and negative)
 - b. Two situations presented by mimicry.
 - c. Case of an unmarried mother who sought help of a friend.
 - I. Reaction of the mother, the doctor, social worker and friends of the mother. (Illustration of help to a person with a problem in making her own decision).
 2. Analysis of the role plays.

APPENDIX No. 2

- 3:00 a. Review of the schedule to make the necessary
to adjustments. Share staff norms with the group.
6:30 b. Division in groups for drawing their conception
of an organization
c. Drawing
d. Analysis of the process
1) What the group sees
2) What the small group wanted to interpret
e. Content of the drawings
f. Aspects of organizations -- "Wheel". Example
members, board, etc.
- Wednesday 8:30 a. Division in four groups to form work committees
12 April to in accordance with their interests (Education,
12:00 Social, Economic, Civic.)
b. Work in Committees
1:30 a. Game of volley ball -- married women against
single ones
3:00 a. Meeting of total group to clarify any doubts or
to questions
7:45 b. Work in committees. Members of Team worked with
the groups to review the process -- "How are
we functioning as a group?"
c. Meeting of total group for analyzing the process
in sub-groups.
8:30 Film: Las Manos del Hombre
- Thursday 8:30 a. Communication
13 April to 1. Rumor
12:30 2. Instructions
3. Know how to listen (controversial theme)
a) Three groups for choosing three con-
troversial themes
b) In seven groups of three each, practice
listening -- one talking for and one
against the theme chosen with a
moderator for the discussion.
- 3:00 a. Fund raising
to 1. Brainstorming
6:30 2. Description of fund raising methods (small
groups)
3. Sharing with total group; one participant
directed the session.
b. Written evaluation
FREE DAY
- Friday 9:00 Trip to Sucre. Visits to historical centers-optional
14 April Free afternoon for doing what they pleased
5:50 Start the return trip to Cachimayo

APPENDIX No. 2

- Saturday 8:30 a. Game of organizations
15 April to 12:30
1. At random, each participant picked a paper on which was written one aspect of an organization
 2. Each drew this aspect
 3. Placed it on her back
 4. Group tried to identify these aspects, making list of the 20 aspects drawn
 5. Drawings with the correct interpretations shared with the total group
- b. Colaboration
- 3:00
to
5:00
- a. Work in Committees
- 5:00 Mass
8:30 Film: Mujeres de Corazón
Celebration - Festival of Tarija

(Please see page 28 of this Appendix for the schedule of Sunday, April 16)

- Monday 8:30 a. Social Committee
17 April to 12:00
- 1) How they worked
 - 2) Written evaluation
- b. Programming (steps in the planning of a program)
- c. Trying to apply the process to their own organizations
- d. Meetings -- role play presented by the Team illustrating negative aspects of a meeting
- 3:00
to
6:30
- a. Continuation of the morning session
- b. Leadership -- role play in form of pecera (fishbowl) (Small group acting in center of large group with the latter observing)
1. Democratic
 2. Autocratic
 3. Paternalistic
 4. Laissez-faire
- 8:30
p.m. Films: Ignacio, Juan sin Seso

APPENDIX No. 2

- Tuesday 8:30 a. Analysis of Forces
18 April to b. Work in committees -- four resource areas
12:00
- 3:00 a. Work of Economic Committee -- without Expert
to b. Analysis of economic problems -- five groups
6:30 of four each plus Team member
8:30 - c. Share group work in large group
10:30
- Wednesday 8:30 a. Civic Committee
19 April to 1. Written response of each participant
12:00 a) What do you understand by civismo?
b) What is política?
2. Sing Bolivian national
3. Six cuadros (skits) about civismo
4. Analysis of the skits
5. Reading of the resume of the pre-Curso
studies about civismo
6. Definition by total group of
a) Civismo
b) Política
- 2:30 a. Civic Committee -- continuation
to 1) What can we do in our own communities
7:30 about civismo?
2) One member writing group suggestions on
the blackboard
b. OEF programs in Latin America
c. Problem solving -- community development
1. Form 5 groups
2. Give each group a problem for solving
3. Analysis of the problem
4. Share analysis on whole group
- 8:30 Film: Raíces de Felicidad
- Thursday 8:30 a. Education Committee (in outside area)
20 April to 1. Exposition of Sra. Marcela de Valdevieso
12:00 2. Questions and answers
3. Exchange of ideas

- 3:00 a. Continuation -- Education Committee
to 1. Panel about education problems in Bolivia
6:30 2. Analysis of panel
b. Film: Una Comunidad se Organiza
- Friday 8:30 a. "How to interpret to my community what I have learned?"
21 April 12:00 1. Division and work -- groups of one or two or three
persons according to the community from which
they came.
2. Work in interpreting these concepts
- 3:00 a. Share the work of the morning in total group
to
6:30
- Saturday 8:30 a. Do you know your neighbor?
22 April to b. How to design a Curso -- total group
11:00 c. Raffle of books --one for each participant
- 11:00 a. Packing
to
12:30
- 3:00 a. Open forum
to b. Written evaluation of the Curso
6:30 c. Dinner -- closing of Curso. Awarding of certificates
- 8:30 a. Tesoro escondido
b. Program of farewell
- Sunday 7:30 Breakfast
23 April 8:00 First group leaves for Sucre (fourteen participants)
11:00 Lunch
11:30 Second group leaves for Sucre (six participants and Team)
2:00 Departure from Sucre for individual communities.

NOTE: Each session of the morning and the afternoon included a half-hour "coffee break" or recess.

Because of the difficulties of transportation, it was decided to end the Curso Saturday evening, April 22, instead of mid-day on Sunday to make possible the departure of the participants to their communities on Sunday.

- Sunday 9:35 Resource Person - Social
16 April to Dr. Eduardo Velásquez
11:00
- 3:00 a. Interchange of reactions of each person of the work in
the morning.
b. Presentation of pre-Curso studies in this aspect
c. Formation of eight groups, including Team, to work on
eight social aspects in the country
d. Sharing in total group