UNCLASSIFIED
CLASSIFICATION

PROJECT EVALUATION SUMMARY (PES) — PART I

Report Symbol U-447

1. PROJECT TITLE	2. PROJECT NUMBER	3. MISSION/AID/W OFFICE
Tarqui Cooperative and Community Development	518-0008	USAID ECUADOR

4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) 518-FY81-04

☒ REGULAR EVALUATION ☐ SPECIAL EVALUATION

5. KEY PROJECT IMPLEMENTATION DATES			6. ESTIMATED PROJECT FUNDING	7. PERIOD COVERED BY EVALUATION
A. First PRO-AG or Equivalent FY 79	B. Final Obligation Expected FY 82	C. Final Input Delivery FY 82	A. Total $ 719,000 B. U.S. $ 489,000	From (month/yr.) April 79 To (month/yr.) March 81 Date of Evaluation Review March 81

8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., airgram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
1. Cooperative should increase and improve information and publicity to the community.	Cooperative	March 1982
2. Cooperative should increase use of resources of SEGESVOL	Cooperative/ SEGESVOL	March 1982
3. Cooperative should employ independent auditor at completion of project.	Cooperative	March 1982
4. Cooperative should study available skills and available market, and design training courses as appropriate.	Cooperative	March 1982
5. Cooperative should pursue GOE committments to skills center and day care center.	Cooperative	March 1982

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS — NONE

- ☐ Project Paper
- ☐ Financial Plan
- ☐ Logical Framework
- ☐ Project Agreement
- ☐ Implementation Plan e.g., CPI Network
- ☐ PIO/T
- ☐ PIO/C
- ☐ PIO/P
- ☐ Other (Specify) _____
- ☐ Other (Specify) _____

10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT

- A. ☒ Continue Project Without Change
- B. ☐ Change Project Design and/or ☐ Change Implementation Plan
- C. ☐ Discontinue Project

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)

John Miller, USAID Housing & Urban Development Officer
Ron Carlson, OEF Resident Advisor
Patricio Maldonado, USAID Evaluation Officer
Toni Russin, OEF Consultant

12. Mission/AID/W Office Director Approval

Signature: John Sanbrailo

Typed Name: John A. Sanbrailo, Mission Director

Date

AID 1330-15 (J-78)

PROMOTING ECONOMIC AND SOCIAL DEVELOPMENT

IN THE TARQUI COMMUNITY,

QUITO, ECUADOR

A PROJECT OF:

THE TARQUI COMMUNITY

SEGESVOL

THE OVERSEAS EDUCATION FUND

(GRANT No. 518-0008)

Mid-point Evaluation

(April 1979 - March 1981)

Overseas Education Fund
2101 L Street, N.W., Suite 916
Washington, D.C. 20037

May 1981

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INTRODUCTION

The Tarqui Community of Quito Ecuador, SEGESVOL (Secretariado General De Servicio Voluntario), and the Overseas Education Fund are collaboratively implementing a project designed to promote economic and social development in the Tarqui community. The project is funded by an Operational Program Grant (OPG) from the U.S. AID Mission in Ecuador for the period of April 1979 - March 1982.

The following mid-point evaluation report has two major purposes: (1) to evaluate for the Agency for International Development the project activities and accomplishments from April 1979 - March 1981, and (2) to provide assessments that assist the participating organizations in strengthening implementation during the remainder of the project. Thus, the report is formative and action-oriented. It is a method to check whether the project is on track and to identify ways to make it more effective.

In accord with guideline for OEF's participatory evaluation system, the evaluation methodology emphasized inputs from and involvement by beneficiaries in the evaluation process. The evaluation was carried out from February 17 - March 6, 1981 by an independent consultant contracted by OEF. This report was prepared by the consultant, Antoinette Russin, in collaboration with Janet Kennedy, formerly OEF Special Assistant to the Director of Programs.

Chapter I of the report summarizes the project background and evaluation methodology, and analyzes project progress, accomplishments, and learnings. Chapters II and III present a detailed discussion on the role of the groups involved in the project and on the major project components and activities. The appendices include a chart of the project chronology and a comprehensive presentation of the participatory evaluation approach utilized.

I. PROJECT BACKGROUND, CONCLUSIONS, RECOMMENDATIONS

1. Tarqui: From Housing Coop to Community Development Coop

The Tarqui Community, located in Quito, Ecuador, was created as a low-income cooperative housing development in 1974. The project, building on the established housing cooperatives, has enabled Tarqui to form a community development cooperative and to initiate activities that meet a range of the community's economic and social needs. This section gives background on the community and on the project's development.

The Tarqui Community (formerly known as the Mena II housing program) was the first low-cost, government-financed housing program in Ecuador. It was formed as a result of political pressure by a group of over five thousand Quito residents, the Comité del Pueblo, demanding inexpensive land upon which the Comité could build houses. Instead, the Ecuadorian Housing Bank (BEV) and the National Housing Board (the Junta), offered to provide mortgage-financed houses to individuals. One thousand families accepted the BEV solution.

The Housing Bank, under the leadership of its newly formed Social Services Department, began an extensive program with all the families. Detailed socio-economic data were obtained and the future homeowners were organized into three housing cooperatives, La Concordia, Nuevo Cinto and 16 de Febrero. Each cooperative appointed block leaders, and held regular meetings.

Every effort was made to keep the prices of the houses low. Thus the three cooperatives organized work crews (mingas) to clear and level the land prior to construction. Also, the houses were not completely finished before occupancy; plastering, painting, installation of interior doors and partitions became the responsibility of the individual home owners. Contrary to some descriptions of the community's initial efforts to obtain housing, however, residents did not participate in self-help construction of the housing units themselves.

After occupancy, the housing cooperatives led the fight against municipal authorities for water and electricity, neither of which was in the homes until 1978, two years after moving in. During this period the coops also worked jointly, on other issues, such as the administration of the community center built for them by the Housing Bank. A coordinating committee (Comité Coordinador) was organized as the administrative body and still exists. It was with this coordinating committee that the original contacts were made in 1978 by OEF, SEGESVOL and, indirectly, by AID to see if a viable social program was of interest.

The Tarqui community consisted in 1976 of 1000 building lots of approximately 160 sq. mts. with one house per lot. Today the number of houses has increased

by about fifty percent since second and even third or fourth residences have been added either in the back yard or as extensions of the second floor in many of the houses. It should be noted that often the addition is larger and of better quality than the original home. The new units are usually rented and the income more than off sets the mortgage payments for the owner.

In recent years the socio-economic character of the Tarqui population has changed. The people today represent the working class and the low middle class, not the poorest of the poor. Most families are able to make ends meet although there are still families with precariously low and irregular incomes. The new families who are renting are higher on the socioeconomic scale than were the original families, but even the latter have increased their real incomes since moving to Tarqui.

The Tarqui Community was chosen for the project because it combined both a need for assistance and a potential for success. When the community was visited by the OEF program developer in 1978, it was found to be lacking a great deal of social infrastructure and had little chance of securing needed services by itself. However, Tarqui residents had been organized into the housing cooperatives and appeared to have potential for considerably more communal efforts.

Representatives of OEF, SEGESVOL, and BEV met with the Comité Coordinador to discuss a project that would lead to increased incomes, improved health services and child-care, and skills training for women. This committee expressed interest, especially as members had recently experienced difficulties in working together. Despite past successes in fighting for their homes and municipal services, they had been unable to organize activities in the community center built for them by the Housing Bank and felt the need for additional services as well.

However, the Tarqui representatives' first priority was for a market place in the community. They wanted a way of saving money otherwise spent in the high cost of shopping in downtown Quito or paying high local prices. The Coordinating Committee called a general meeting of the membership of the three housing coops. Five hundred people attended and confirmed their interest in building a market, as well as sponsoring a child care center and a skills training center for women.

A multipurpose community development cooperative was suggested as the vehicle through which these institutions could be established.

The "Tarqui" or community development cooperative, subsequently formed under the project, has members from all the different socioeconomic groups, and has also attracted some of the new residents who were not involved in the original housing cooperatives.

In spite of its history of communal efforts for obtaining land utilities and administering the community center, the Tarqui community is not particularly united. The three housing cooperatives had become very independent of one another by 1978. Only one of the three cooperatives, the "Concordia" is still active. The other two exist and by law must meet once a year but have no visible activities. The Concordia general assembly meets as often as once a month in the community center and since members are fined if they do not attend, the attendance is excellent. However, there are few projects left that the housing cooperative can legally undertake. Also, the original residents resent the fact that they are required to remain members and keep paying dues. Since the housing cooperative and the community development cooperative leadership overlap--the president of the Concordia is the expresident and now assistant manager of the new Tarqui market--there is some unofficial talk of disbanding Concordia and encouraging more of its members to join Tarqui. Many are already members.

The 16 de Febrero cooperative is virtually inactive but has not been dissolved. For a variety of reasons, it has become antagonistic to the others. Prior to the initiation of the OEF-assisted project, some problems arose over alleged misappropriations of funds which caused a change in the 16 de Febrero leadership. The new leaders encouraged the members not to cooperate with the groups nor with the coordinating committee. The new leaders were very active and tried, unsuccessfully, to build their own community center and to set up their own health dispensary.

The members of the third cooperative, the Nuevo Cinto, do not share this antagonism. Their cooperative is inactive and a large proportion of the membership of Tarqui is drawn from this cooperative.

The Tarqui community development cooperative, thus, is being set-up and organized within the context of an established but not necessarily unified community.

Community members represent diverse economic groups with established social patterns and sometimes competing loyalties.

2. The Evaluation Methodology: A Participatory Approach

The process used for the project evaluation needs to be understood in the context of OEF's participatory evaluation system. The system includes analysis and evaluation of a project from project development and design, through project implementation to project completion and beyond. Formative and summative evaluation procedures are employed. The system aims to include the full participation of the project beneficiaries in the design, implementation, analysis and follow-through of the evaluation. Over the last year, OEF has worked to develop new procedures which effectively promote a greater involvement of beneficiaries in evaluation activities. By combining "participation" with "evaluation", OEF has created a system which contributes to:

-- strengthening local capabilties for self-reliance;

-- enabling the group to confront problems which occur in implementation and to make needed adjustments;

-- guiding the future projects of OEF and of other organizations;

-- creating approaches for enabling project beneficiaries to take a more active role in project identification, design and implementation, and thus ensuring that projects are more responsive to their needs.

The evaluation of the Tarqui project was conducted between February 18 and March 4, 1981 by independent consultant Antoinette Russin. In planning the evaluation, collecting data, and analyzing the fundings, the evaluator worked with a team composed of project staff, community residents, and SEGESVOL members. The field evaluation included three major phases:

- Phase one consisted of a workshop on the theoretical and technical aspects of evaluation and on the development of the formative evaluation design the team would use in gathering and analyzing data (Design Workshop)

- Phase two consisted of community interviews and review of documents (Data Collection)

- Phase three consisted of a final meeting for data presentation and discussion (Analysis Meeting)

The evaluator wrote the report in Washington and sent a draft summary chart of "accomplishments, areas for attention, and recommendations for action" back to the coop leaders and the Project Director in Tarqui. Their responses were integrated into the final document.

Further details on the evaluation procedures are included in Appendix B ("The OEF Participatory Evaluation System and Its Application in the Tarqui Project").

3. Progress Toward Project Purposes

The major goal of the Tarqui project is to "improve the economic and social conditions of the 1000 families of the Tarqui Community." The specific purposes for achieving this goal shaped the design of the Tarqui project. They are to:

A. Increase the capability of the people to work effectively together in developing the community of Tarqui.

B. Increase earned income and decrease costs for obtaining food, clothing, and other basic human needs of the families of Tarqui.

C. Provide adequate day care for preschool children of working parents.

D. Increase Tarqui community's access to social services.

E. Institutionalize the capability of SEGESVOL to provide technical assistance to poor communities in Quito.

To achieve these purposes the project design included four major components. A community development cooperative was to be formed in the first months of the project. The cooperative in turn was expected to sponsor and run a community market, a vocation skills training center and a childcare center. This section analyzes the extent to which the projects activities are contributing to the accomplishment of the stated project purposes. Chapter III presents the project components and activities in full detail. In general, significant progress has been made in meeting the five stated project purposes.

A. Increase the capability of the people to work effectively together in developing the community of Tarqui.

The Tarqui project, seen as a whole, has definitely increased the capability of the residents of Tarqui to work together in community development activities.

Although the residents of the Tarqui community had had a variety of experiences in community organization before the project, community work had all but ceased by 1978. The housing cooperatives, by law, could not expand their activities further and had become increasingly less effective. This background provided a good base for building the multipurpose community development cooperative to undertake an expanded scope of activities.

Initial work on a multipurpose coop was begun with the existing Comité Coordinador representing the three original housing cooperatives. This group organized a meeting of 500 community residents to explain the purposes of a new organization.

By October 1979, sixty-five people had commited themselves to signing the legal documents establishing a pre-cooperative. Formal legal status was granted in March 1980, and by March 1981, two hundred and six people had joined the cooperative. The cooperative had raised $2,500 primarily through contributions from members.

The membership is diverse, including many residents who have recently moved to Tarqui as well as people who were part of the original Comité del Pueblo that had originally pressured for Tarqui's establishment. While a larger number of low-income than high-income families belong, all economic groups are included. Women heads of families who own their own small businesses work alongside men who are studying for a professional career.

Two of the three housing cooperatives have supported the new cooperative. Thirty eight percent of the Tarqui membership is drawn from the "Nuevo Cinto" cooperative; fifty-one percent is drawn from the "Concordia" cooperative. The third coop, "16 de Febrero" has encouraged its members to remain isolated from the new group. Thus only seven percent of the Tarqui members are from this coop.

The "cooperative" training provided by the project has been instrumental in strengthening the leadership, in building a team spirit, and in coalescing the cooperative

members into a functioning organization. During the first years of the project; training in the basic principles of cooperatives, human relations, and communication increased member's understanding of and ability to participate in the work of the group.

A weekend training program, conducted as a retreat for coop leaders, was a new experience and highly successful. The core group of leaders has continued to work together since that time, through the often pressured filled days of preparing the market for the March 1981 opening. The Board of Directors of the cooperative, composed of many of these individuals meets regularly and has taken on full decisionmaking responsibilities for the cooperative's activities. Internal divisions have been overcome.

Three committees were formed by the coop: the committee to conduct a community survey, a market committee, and a childcare committee have worked long hours to complete their work. Seventy five people attended eight one to two hour training sessions and interviewed fifty percent of the residents of the community. The market committee has organized and run a weekly outdoor vegetable market, to gain hands-on experience in all aspects of merchandising. The child-care committee has received training, prepared work-plans, participated actively in the mid-project evaluation and runs on a volunteer basis, an informal child-care program for students of the job skills center. Additionally, the classes taught through the vocational center have served to bring different elements of the community together in an educational and purposeful environment. Gradually these classes may evolve into work production groups.

The considerable level of community cooperation has been achieved in the face of several problems. Tarqui is a large and diverse community; currently it has over 1500 families. Many residents show little interest in working for the cooperative. A survey conducted in 1979 indicated a distrust of cooperatives among community members. Twenty percent of those interviewed said they would "never" become "active members" of a cooperative; thirty percent would be active only "later on."

In addition, the Tarqui cooperative is competing with the three housing cooperatives and other organizations in the community for the time and attention of the residents.

Two public schools are functioning and have parent associations led by some of the same leaders as the Tarqui Coop. Sports are also important in Tarqui. There are twenty-four soccer teams in the community, and all have clubs and leagues. The manager of the Tarqui cooperative is also head of a major sports league and active in a drive to create a good set of playing fields in the open spaces in the community.

Recently, a movement to create a Civil Defense organization has grown up in response to the threats from Peru. This group, if organized, will represent all the community residents hopefully including members of the non-participating "19 de Febrero". While it has no relationship to the Tarqui coop, leadership overlaps.

The Catholic church is active in Tarqui. There is a new church next to the community center and several nuns live in the community. The nuns' interest is purely pastoral, making home visits, teaching catholicism, nurturing the sick, etc. They sponsor a youth group which participates in the Mass with guitars. The nuns also provided space for a sewing class which is attended and taught by women who have some resentment toward the Tarqui coop. One nun interviewed made it clear that she did not approve of cooperatives, and would not join one herself nor recommend one to others. However, the nuns shop at the Coop's food stand and some of the lay leaders are also coop leaders. Future cooperation seems likely.

The building of the market and child-care center have served as concrete goals to be achieved and have helped the members to work together by providing a specific task. Although the opening of the market will undoubtedly attract new members, a temporary decline in commitment from active members may occur as a natural result of having completed a task.

If work begins soon on the child-care center, this may act as a stimulus to members to continue their high level of participation. If not, the child-care committee members might become disillusioned and withdraw.

Thus, it becomes important during the last year of the project to establish mechanisms and specific tasks for the continuing involvement of present coop members and the recruitment of others. Members need to be motivated for the perhaps more tedious long-term task of administering the cooperative.

B. Increase earned income and decrease costs for obtaining food, clothing, and other basic human needs of the families of Tarqui.

The original project design gives equal priority to both parts of this purpose: increasing income and decreasing costs. In actual fact, the project up to this point has focused mainly on decreasing costs, through the community market. During the first two years of the project, staff and the cooperative leaders spent considerable time getting the market built and in operation. They coped with delays in the transfer of land and construction. These efforts culminated in the successful opening of the market in April 1981. With the market in place, the staff and community members will have more time to devote to the job skills program, designed as a means to increase earned income, in the final year of the project. Gains toward accomplishing both the sub-purposes are discussed separately.

Decrease of Costs

A self-service market has been built by the multipurpose cooperative with project funds. The store is fully staffed and equipped and opened for business in April 1981.

Since the market began operating after the data were gathered for this evaluation, it is not yet possible to determine if the market will be able to maintain consistently lower prices while covering operating costs. However, before the market opened, prices for fresh products had been reduced in the weekly out-door market in which the coop's market committee has participated over the last six months.

Assuming that the market is able to maintain these low prices, residents will definitely be able to reduce their family food bill, which had been inflated by transportation costs to Quito. If Tarqui residents went into Quito themselves, the bus fare and time spent increased the costs of goods considerably. If they bought from local merchants who sold goods above retail to cover their costs, the residents also paid higher prices.

Increase of Income

The job skills training component of the Tarqui Project is still far from achieving its basic purpose of teaching skills that lead directly to increased income. By July 1981, 165 women will have received some skills training. It is unlikely that 500 people will be trained by the end of the project and also unlikely that the training will net family income increases to a significant degree. However, income gains may be experienced in future years as a result of activities initiated by the project.

During the Christmas holidays, in 1979, sixty three women participated in a short course on handicrafts and toys. The articles made were sold through an exhibit in the community center and informal channel identified by SEGESVOL volunteers. Ten women sold items during the Christmas holidays, netting about two hundred dollars.

Approximately forty women have gained marketable skills as a result of the training program but they have not yet begun earning money. Some are realizing indirect income from the money saved as a result of making clothes themselves instead of buying them.

Several factors help explain this phenomenon. First, the project plan did not clearly specify which areas of skills training could successfully lead to jobs or new income sources in Quito. This was to be clarified in the community survey. However, the survey identified only the skills that the residents were interested in learning but not necessarily skills that were marketable.

Personal preferences are useful for the establishment of an enrichment or home economics program in which people upgrade skills they use at home (such as dress-making, first aid, cooking). They do not provide enough information, however, for designing an employment training program. The type of skills people would like to learn have little relevance to the skills needed to find a job or to produce a marketable item. Also, in spite of the wide range of desired skills mentioned by residents, the program has provided training in three areas only: dressmaking, knitting and handicrafts production. Training has been oriented toward personal use rather than self or wage employment. However, several of the other skills mentioned in the survey appear to have more potential, such as auto mechanics, TV repair and accounting.

It may be that the concept of the original project design, of providing training to improve the skills of crafts people operating in the informal labor market, is inappropriate for the Tarqui community. First, many residents appear to be aspiring to jobs in the formal sector requiring more formal education rather than only technical skills.

Second, project staff is concerned that the women are not really interested in turning their skills into a job, a small home business or a cooperative production group. In discussions with the women, they said their prime interest was in producing items for their home and family, in order to save money and have better quality items. They were interested in selling goods that they would make at home if they could find the outlet. Being part of a production group, where the work is done cooperatively,had less appeal.

It may be that the women the courses have attracted are more upwardly mobile than others in the community and are not looking for work. The women who truly need employment may be out looking and have neither the time nor money for these classes.

Third, lack of space continues to inhibit the training program. When the medical dispensory and the ENPROVIT store opened sooner than expected, the space for the training program in the community center was substantially reduced. This left the skills training classes provisionally in the large meeting room, which the community leaders are unwilling to partition into classrooms since this room is also used for meetings, weddings, and dances.

As a result, the industrial equipment purchased for the sewing and knitting classes has not yet been set up. When this equipment is in use, students will be considerably more prepared for jobs.

Finally, no definition was given on the type of institution that would conduct the training. The planners assumed that the quality of the training was more important than the certification or the diploma issued. The community

people, however, felt that a diploma is essential for getting employment and preferred the skills center to be an official vocational school. Thus almost a full year was spent negotiating with the Ministry of Education to obtain certification as a vocational school. In order to use qualified teachers paid for by the Ministry of Education, the school must comply with certain standards, such as teaching basic history and language skills, which is an added teaching load for an already understaffed program. Eventually the Tarqui staff opted for official status, but it may be difficult to keep this status given the present curriculum and the space problem.

C. Provide adequate day care for preschool children of working parents.

A small provisional program for children of parents attending the job skills training program has been established by the child care committee of the cooperative, and plans have been made for a community-wide program.

The large Child Care Center for the community has been commited but not yet built. A written promise to build the center has been received from the Instituto del Niño, money was budgeted, but construction has not yet begun.

The eleven person Child Care Committee has been actively preparing for the center through training, consultation with an AID and High Scope staff, and negotiations with the government on plans for the new center. This group is also aware that even when the Instituto completes the center, not all the child needs of the community will be met.

Consequently in their work plan for the coming year, the committee will pursue a series of alternative ways to meet the child care needs of the community.

D. Increase Tarqui community's access to social services.

The project has increased the quantity and quality of social services available to the community from a variety of government and private sources.

A substantial medical program has been installed in the space originally designated in the community center for this purpose.

A doctor is on duty every afternoon. Two health educators have been assigned to the community two days a week each. They are responsible for a health and nutrition program also given in the community center.

A supplementary feeding program sponsored by CARITAS provides dried milk to pregnant and nursing mothers and preschool and undernourished children.

The Ministry of Education has provided a teacher for the skills training program and has given official approval to the program. They agreed also to build the classrooms for the training center sometime in the near future.

UNICEF and the Ministry of Social Welfare provided training to several community women in recreational therapy for the preschool child.

E. Institutionalize the capability of SEGESVOL to provide technical assistance to poor communities in Quito.

SEGESVOL has contributed to and learned from the project in many important ways. SEGESVOL has provided a member to fill the role of the Coordinator of Volunteers and has fulfilled the critical role of "resource broker". The work of the "Coordinator of Volunteers" has expanded into that of Special Assistant to the Project Director. She has been actively involved on a daily basis in the implementation of the project. SEGESVOL volunteers have been involved at various government levels to assist the project director in obtaining needed services and have made visits to the community.

SEGESVOL is a national level coordinating body for the many volunteer groups in Ecuador. The Board of Directors of SEGESVOL consists of one appointed representative from each affiliated organization. In order to carry out any activity, the Board recruits from the member organizations. Most individuals feel a primary responsibility to the work of their own organization,

and less of an obligation to SEGESVOL's volunteer work. Also, SEGESVOL's role was not clearly defined from the outset of the project. As a result of the role SEGESVOL has actually played, it is unlikely the organization has gained sufficient experience for undertaking a similar project on its own.

However, the role of "resource broker" in particular, has been of real value to the project and to the Tarqui community. In working with lower income communities, voluntary organizations like SEGESVOL may be best suited for linking communities with other institutions and individuals. This potential contribution could be more fully maximized in the final year of the project.

4. Accomplishments, Areas for Attention, Recommendations for Action

(See charts on following pages)

THE COOPERATIVE

Major Accomplishments	Areas for Attention	Recommendations for Action
1. The project has succeeded in establishing the multi-purpose community cooperative as a viable permanent institution dedicated to community service. It has been legally recognized by the authorities and is respected by the community.	1. The leadership base is presently small in part because the market has employed six of the coops most active volunteer leaders. 20 to 30 people or less seem to be doing everything.	1. The cooperative should draw more general members into responsible positions.
2. Membership is growing steadily especially as people see the market being completed. The membership represents a diversity of social and economic backgrounds.	2. Membership has not grown as anticipated in part because the Tarqui community is large and not united. Also recent publicity about the cooperative and the market could be more detailed. Many people were initially suspicious of the cooperative or never believed the market would become a reality.	2. A cooperative committee should increase and improve the information reaching the community. This can reach surrounding communities as well.
3. The Board of Directors is able to run the cooperative with only a little assistance from the project director. The board members understand their responsibilities and adhere to coop regulations and procedures. Accounting, minutes and correspondence are faithfully attended to by the secretary, the president and the manager.	3. Although the Board is relatively strong the other permanent committees are rather weak or nonexistant.	3. The coop needs to complete its internal committee structure, naming people for the unfilled positions and providing assistance to all committees in defining their functions and procedures. The assistance of ASDELA or a similar group should be continued. The Vigilance committee particularly needs help. Also Education and Social Affairs.
4. The training program for cooperative members was very valuable, especially the human relations portion. The leadership retreat had an excellent impact.		4. Schedule the next leadership retreat. Determine if additional training is needed, perhaps for new recruited leaders. Continue to mix the theory of coops with human relations training.

Major Accomplishments	Areas for Attention	Recommendations for Action
5. The cooperative has made efficient use of local advisors and consultants which will help to provide continuity after the project ends. The cooperative has formulated a sound plan to hire an outside accounting firm.		5. Put SEGESVOL volunteers in direct contact with the cooperative leadership so the cooperative can call directly upon SEGESVOL if influence is needed after project ends. Suggest that an independent recognized auditor be contacted to take on audit responsibilities after project ends, since financial credibility is absolutely critical to any Ecuadorian coop, especially if the G.O.E. cooperative auditors are too inderstaffed to do a satisfactory job.

THE MARKET

Major Accomplishments	Areas for Attention	Recommendations for Action
1. The coop and the project were successful in acquiring land, and an attractive, functional market has been constructed and began in March 1981.	1. The market is one year behind schedule due to legal delays in acquiring the land. As a result, the market has less time to work through its inevitable future management/marketing problems and achieve its financial projections.	1. By the end of the project cycle, coop and market employees should have access to outside expertise such as: a. A supermarket consultant; b. Well known accounting firm to do annual audit; c. A bank for loans for equipment, etc.
2. Construction was low cost compared to similar buildings due in part to contributions in-kind from the provincial government.	2. The construction cost exceeded the original budget, because of inflation and the delay in securing necessary approvals.	
3. The coop leaders and some members feel a great responsibility to make the market a success and recognize that the credibility of the coop rests with the market.	3. A rather limited group of members has been active.	3. More members and residents should be involved to participate e.g. make the landscaping job a big community event, not just a task.
4. There has been a high degree of participation from cooperative members: in all aspects of planning, negotiating with the bureaucracy, and purchasing.	4. Apart from the market committee and weekend work groups for landscaping the area around the market, there has been little voluntary labor contributed by members. AID/OEF made all financial contributions.	4. In future projects, AID and OEF project planners should not be overly optimistic about using volunteer manual labor for construction in such projects, but might consider participation in other areas.
5. Community people are running the market, not outside experts.	5. There has been little training on supermarket management (note: such training is not available in Ecuador).	5. Staff should continue to seek useful manuals or training programs in supermarket management.
6. The Friday practice markets were successful in reducing prices.	6. The indigenous traveling vendors, who came to the community after plans for the market were underway, are losing business and will have to move to another town.	6. The project staff should consider unintended consequences of the project and look into the welfare of these vendors.

7. The Tarqui community is generally in favor of the market.	7. Many non-coop residents seem uninformed about the market or not to know about the details. Some publicity has been undertaken by the cooperative (except radio Tarqui broadcasts). However, some residents did not believe the market would become reality.	7. More publicity is needed to make people feel the market is theirs.
8. Coop leaders are concerned about the displacement of the local women with food stalls. Appropriate solutions were discussed and a relocation policy has been set.	8. Final details for the relocation for the local food vendors need to be worked out.	8. The cooperative must include the vendors in the discussion of relocation and reach a mutually satisfactory solution for their businesses.
9. Market has the potential for serving as a buyer and seller for local products.	9. No systematic search for local producers has been made so far as the market is a basically consumer cooperative, not yet part of the production/consumption cycle planned.	9. Review survey data on small businesses and seek local suppliers.

JOB SKILLS TRAINING

Major Accomplishments	Areas for Attention	Recommendations for Action
A. Administration of the Program		
1. The skills training program has been operating for two years with significant improvement in the second year.	1. Space is not adequate for training activities.	1. The project should give priority concern to enabling Tarqui to have its own site, possibly an adult education center with several classrooms.
2. The 1981 program is well administered by the skills coordinator and by the teacher.	2. The skills coordinator is a coop employee and works both in the market and the skills training program.	2. The skills coordinator should give priority attention to skills training and less attention to work in the market.
3. Classes are well organized and the drop out rate of students who enrolled is very low.	3. There was far less interest in the classes than anticipated by the staff, given the interest shown in the initial survey. The sewing classes were just filled and the handicrafts class was under registered.	3. See recommendations under B1 & B3
4. The courses are self-supporting, from tuition fees.	4. Some individuals are unable to afford the tuition fees even with low tuition fees.	4. Continue to charge for the courses. It makes people take their courses seriously. Also, consider ways impoverished students could earn their tuition.
5. Nine SEGESVOL contributed scholarships have been given	5. The number of scholarships available is smaller than the number of people who need assistance.	5. Provide additional scholarships, but through nonpaternalistic approaches.
6. Teacher supplied by the Ministry of Education is very qualified and well received.	6-7. Some courses are less professional, and not directed to production.	6-7. Provide some teacher training for volunteer community teachers.
7. Some community residents have worked as volunteer teachers and are now part of the paid staff.		

Major Accomplishments	Areas for Attention	Recommendations for Action
8. Child care is provided by community volunteers for women enrolled in classes.	8. The space used for the child care program is not adequate.	8. Assign space to the child care program in the community center when the market moves to the new building.
B. The Content of Classes		
1. The classes currently offered are in direct response to the interests expressed by the women in the initial survey of the community.	1. The courses are not geared to training women for income production but are primarily aimed at personal benefit and reducing family expenditures.	1. Consider whether enrichment classes, personal sewing and handicrafts are appropriate for this project which has income generation for a goal.
2. The sewing and knitting classes are good quality.	2. The classes are not oriented to the commercial market. The industrial sewing machines and the knitting machines have not been set up and used in the classes.	2. Insert commercial education into skills training courses from the beginning, including needed basic math and language skills. Make use of the industrial sewing and knitting machines. Get information and/or advise about the market for products being made, especially but not exclusively on crafts items and industrial sewing.
3. The women expressed their satisfaction with the courses. The women think they will learn to make saleable articles.	3. The women have not shown interest in forming a production workshop, but have preferred to make and sell things at home or produce just for their families. They feel that the items they have learned to produce do not have high market demand. The courses are not reaching the people who really need to generate income.	3. Define marketable goods and services and realistic goals for the students in terms of: Individual home producation (for whom). Group workshop production (for whom). Self improvement and home economies.

Major Accomplishments	Areas for Attention	Recommendations for Action
C. Facilities		
1. The Ministry of Education has approved the Skills Training Center as an authorized vocational school. Students will receive the appropriate certificate upon graduation.	1. The school has additional requirements to fulfill for the Ministry of Education. If these are not fulfilled the school may loose the teacher and its status.	1. Assess the advantages in maintaining the status as an authorized vocational school. Determine what remains to be done next year in order to maintain this status.
2. The Center operates several classes in very limited space in the community center. The Ministry of Education will possibly build a new building for the skills training program, as a result of the influence of SEGESVOL and the project.	2. The project planners did not anticipate that space would be a problem, because they assumed the community center would provide sufficient room. The skills center has no space of its own, rather it borrows rooms in the community center. It can only run three classes at a time. Even when the coop market moves into the new market there will only be room for two additional classes.	2. Analyse carefully the possibility of having to maintain the program in the community center. Determine what could be done to increase the space in the center. Continue to pressure the Ministry of Education to build the promised classrooms.

CHILD CARE

Major Accomplishments	Areas for Action	Recommendations for Action
1. The Tarqui Child Care committee is a motivated and talented group. It has done an outstanding job in drawing up its own work plan and has received considerable training.	1. If concrete plans to build a center are not forthcoming soon, the group may lose its motivation to work as volunteers. Some are hoping for jobs in the child care center.	1. The Project Staff should continue to work with this group in areas they have required: 1) further training 2) try their skills in a conducive environment (i.e. a small guarderia), possibly outside the community 3) continue as volunteers with children of skills training students.
2. The Project has secured the land for a child care center and has a written commitment to build, equip and administer the center from the Instituto del Nino and the Ministry of Social Welfare.	2. The child care center has yet to be constructed.	2. Staff and especially committee leaders should continue to press IdN to act. SEGESVOL must also be involved to insure action after end of project.
3. The child care committee is interested in other preschool care alternatives.	3. The center as promised may not meet project objectives in that: it will be out of the control of the cooperative; it will probably be custodial, not educational, in focus; and will not solve all the child care needs of Tarqui.	3. The cooperative and its child care committee should decide if it wishes to pursue other child care possibilities that would be different than and would supplement the IdN center. If the answer is positive, certain decisions must be made regarding the following questions: 1) What is the best day care strategy? (c.f. High/Scope report) 2) Should a study be conducted on present child care conditions? 3) Is funding needed, and what are possible sources of funding? 4) Is further training needed? 5) What are mothers willing to pay for semi-professional care? 6) What is the available space

Major Accomplishments	Areas for Attention	Recommendations for Action
4. The Instituto del Nino has promised to hire local women as staff when the center opens.	4. Jobs for local women are not insured.	4. When the center is close to reality, SEGESVOL's influence may be needed to insure hiring local women.
5. The community is receiving considerable assistance for its children through the Medical dispensory, the Milk Program and the Leche Avena Program, and the Health Education courses.	5. These may not be guaranteed to continue after the project ends.	5. Staff should press for continuing indefinitely activities promoting the general welfare of Tarqui children, such as: Parent Orientation Classes Caritas Milk Health Lectures

5. Implications for Other Programs

Although this report is only a mid-point evaluation, it is possible to identify some of the implications that are emerging from this project.

A. Securing Government Approvals

Project designers should not underestimate the time that can be lost by bureaucratic delays.

Many of the delays of the Tarqui project, in all areas, market, child care center and vocational training program, arose because of the length of time needed to fulfill the requirements of the Ecuadorian Government. Over a year was spent waiting for the completion of the land transfer, which delayed work on market construction. The project designers did not anticipate the problems that would be caused by these delays. It may be necessary in future projects to include a longer and more realistic period of time for this task at the beginning of projects where government approval is needed. An assessment of the time other organizations have spent in this process as well as an understanding of cultural variations would be ways to improve the implementation plan.

B. Local Contributions

Operational Program Grants require local organizations to contribute twenty-five percent of the total costs of a project. These contributions take many forms, including the estimated value of volunteer labor, donated equipment, office space, as well as cash contributions.

In the Tarqui project, the community and SEGESVOL were to contribute a total of $81,074 dollars in volunteer time. Included in this total was $9,600 representing 3,840 person hours for construction of the market.

Time for market construction was not contributed for a variety of reasons, though other contributions have been made which compensate for it. For instance, community members helped landscape the area around the market. Also, local banks and companies donated office equipment, materials, and machinery for specific purposes, once the project was underway.

It may be that in calculating the in-kind/local contribution, some flexibility should be given to enable planners/directors to change the nature of the contribution during the life of the project. As it becomes apparent that one type of contribution is unrealistic, such as the expectation of volunteer labor for construction, another can be substituted. This appears reasonable, as many local groups will contribute to proven, on-going projects.

C. Training in Human Relations

Human relations training has been a particularly positive feature of the project. Integrating this training into other training (cooperativism, health) appears to be more successful than isolated courses. However, a short intensive weekend retreat was also very effective.

Use of local consultants particularly in human relations training has been successful in Ecuador and should be considered for future projects. They are competent, inexpensive, and still available after the project is officially on its own.

D. Unintended Consequences

Unintended consequences from a project are inevitable. In Tarqui, for example, two small groups of people are being negatively affected by the market. Market construction forced about a dozen local women to move their food stalls and lose some business. A second group of women come to the community every Friday to sell vegetables in the open air market. They will lose their clients as the market begins under-selling them.

The project has dealt creatively with the first group by offering them the opportunity to build stalls alongside the market. The Board of Directors is aware of the impact on the second group.

It is important to remain alert to a project's potential negative as well as positive effects and not be too narrow in the focus of the project.

E. Type of Organizations

The nature of the organizations involved in providing development assistance to low-income groups is extremely important. Voluntary organizations such as SEGESVOL may be unable to fully carry

through their original commitments. This is particularly so if the organization has little history of a dedicated commited corps of volunteers. It may be more profitable in the long run to pay for services than to rely on volunteers who are not commited.

Further, the type of organization created within a community is extremely important. Originally, the Housing Bank created three housing coops for the Tarqui community. Over the years they have grown into independent groups, and are in fact part of the reason for a split within the community. As a result, it becomes more difficult to create a new organization based upon cooperation of the entire community.

II. ROLE OF MAJOR PARTICIPANTS

Introduction

The degree of success of the Tarqui project, i.e. the extent to which the program meets the objectives set forth, is dependent on the involvement and interrelationship of the major participants: the Tarqui Community, the Government of Ecuador, the OEF headquarters and OEF Ecuador Staff, SEGESVOL and AID. This chapter describes the role originally planned for each of the major participating groups and discusses their actual contributions.

1. The Tarqui Community

The most complex of the participants is, of course, the community, consisting of well over 1500 families. The community's participation was negotiated by the Coordinating Committee of the three housing cooperatives, which was assumed, perhaps erroneously, to represent this diverse population.

When the OEF representatives met with the members of the Tarqui Coordinating Committee in 1978, the Committee agreed that community residents would volunteer time to organize and administer the new cooperative, which would become responsible for building and overseeing the functioning of the market. It was also agreed that the coop would recruit members to work on the various committees necessary to run a child care program and a job skills program. Further, over three thousand hours of volunteer labor was included in the budget as the community's contribution towards building the market.

As discussed in more detail in Chapter III, a solid core of new and old leaders has contributed countless hours to the cooperative in various activities.

The initial community survey was conducted by community volunteers who spent time in training as well as in actually carrying out the survey. The work organizing the cooperative, recruiting members, complying with the legal requirements, forming committees and supervising the construction of the market has been done by community volunteers who have given freely of their time. The Child Care Committee and the Market Committee have also contributed many volunteer hours as have other groups. The project to date also has utilized the collective experience of the community as an effective pressure group to obtain services from the municipal authorities.

For a variety of reasons the volunteer labor expected for the construction of the market building has not been forthcoming. The tradition of mingas or communal labor was never strong in Tarqui. Land for the housing cooperative was cleared through communal efforts, but the homes were built by contractors not by communal self help. Many people undertook further work on their own homes, and since 1976 there have been no large scale community work projects. An apparent misperception that residents were accustomed to communal building projects may have led project planners to expect more in terms of volunteer manual labor than was realistic.

2. The Government of Ecuador

Contributions from the Ecuadorian Government have far exceeded those specified in their original project plan, although some commitments have not yet been met.

The municipal authorities of Quito have stood by their agreement to donate on a twenty-year renewable lease the municipally held land in the community to the Tarqui Cooperative for the market place. Excess space will be used for the vocational training center. Land for the child care center has been donated to the Instituto del Niño. This government office, after much renegotiating, has agreed not only to build and equip a center but to staff it through the office of the Ministry of Social Welfare. The center has yet to be built, but money has been set aside.

The Ministry of Education has made a major and unexpected commitment to build a skills training classroom building and to help out with vocational teaching staff.

Other government agencies contributed considerably more than anticipated in the areas of construction as well as in staffing. Many of these contributions were a direct result of the project director's persistent efforts to attract resources to the community.

The complete list of contributions, showing the agency responsible for the contribution and the estimated value when known is summarized below.

Local Contributions to the Tarqui Project

National Government:

Agency	Purpose	Estimated Value
Instituto National del Niño y la Familia	Will build and equip Child Care Center	$ 80,000 for construction alone
National Board of Housing	Prepared plans for the market Loaned space in community Center for coop office	$ 10,000
Ministry of Social Welfare, with UNICEF	Training in PAIPE method of recreational therapy for preschool children Will operate Child Care Center	
Ministry of Health	Two health educators one day a week to provide health education	
Office of the Census and Statistics	Training for the community survey Coding of the survey	
Ministry of Education	One teacher full time for vocational skills training program	$ 8,776
	Construction of five-room small training center*	Committed but as yet unrealized contribution

Provincial and Municipal Government:

Provincial Council	Graded the land in preparation for building market	$ 7,000
Dirección General de Mercados de Quito	Provided training materials for market staff	
Municipality, Quito	Donated land for market and Child Care Center	

* Committed but as yet unrealized contribution.

Private Contributions

Agency	Purpose	Estimated Value
CARITAS	Donates each month approximately 350 kilos of powdered milk product (leche avena) to children of Tarqui	
City Bank of New York	Second hand office and furniture partitions	$ 4,000

3. The Overseas Education Fund

The Overseas Education Fund provides overall technical assistance for the project.

Once the agreement was signed, OEF headquarters staff in Washington, DC began recruiting for a project director. In June 1979, the project director, a US national with extensive experience in developing cooperatives with the Peace Corps, arrived in Quito.

Primary responsibility for the implementation of the project resides with the project director, who hired local staff and is responsible for major decisions.

During the first two years of the project, the field staff has included the Project Director, Coordinator of Volunteers, and a Bilingual Secretary. The project director's activities have fulfilled and gone beyond his original job description. For instance, he has spent innumerable unanticipated hours negotiationg the land transfers and other government assistance to the project through bureaucratic red tape. In the last year the Project Director has also taken on some of the work of a market manager.

Some modifications in the original staffing pattern were made by OEF in response to local conditions and delays. Local staff have also taken on responsibilities beyond their initial job descriptions, again in response to every day reality and demands.

The Coordinator of Volunteers was originally responsible for recruiting, training and supervising SEGESVOL volunteers. Her role has expanded considerably. In addition to her work with SEGESVOL, she has become a special assistant to the Project Director. In this role

she has helped the project surmount innumerable bureaucratic obstacles with government agencies, has supervised many of the activities in both skills training and human relations training in the community, and has worked with some of the Tarqui committees, especially child care.

The Bilingual Secretary has also done more than expected. She has become a part of the field team and participates in many of the Tarqui community activities. She will help out in market administration if needed.

The project planners anticipated that an experienced and well paid market manager and assistant manager would be hired and join the staff within the first year. This did not happen for two reasons. First, the market did not officially open until April 1981, a full year behind schedule. Second, the Project Director and cooperative decided to reallocate the money and to train and hire a market manager and staff from the community at appropriate local salaries.

The Headquarters Office of OEF has provided backup support to the project in the following important areas:

a. Recruited and provided orientation for the Project Director.

b. Sent the Project Developer to Quito to introduce the Project Director to the project and the community.

c. Purchased and shipped to Quito necessary equipment, such as a vehicle, industrial sewing machines, hair driers, and food processor.

d. Provided training for project staff in Costa Rica and in Washington.

e. Handled administrative matters of budgets, reimbursements, amendments to grant agreements, insurance, etc.

f. Made initial contact with High/Scope Research Center to arrange consultation for the community on early childhood education.

g. Evaluated the project in February 1981.

h. As of January 31, 1981, paid the difference of $43,116 between AID/Washington approved overhead rate (34%) and the negotiated overhead rate on grant agreement (10%).

4. SEGESVOL

SEGESVOL was founded in 1969 to coordinate the activities of voluntary organizations in Quito. SEGESVOL and OEF have worked jointly for many years. As a result of training provided by OEF in past years, SEGESVOL members have the capacity to provide training in motivation, volunteerism, human relations, and other areas. Members of SEGESVOL have also been trained in community survey techniques. Some members have skills in nutrition, recreation, health, literacy and child care.

It was anticipated that the Tarqui project would provide SEGESVOL some direct experience in program implementation, since the organization has had little background in designing and running a community development project. SEGESVOL was to provide the following critical inputs to the Tarqui project: the Coordinator of Volunteers, office space in Quito, assistance at high levels within the Municipal and National Government, and a cadre of 25 volunteers to work in the Tarqui community. SEGESVOL's actual involvement has included these contributions:

1) The Coordinator of Volunteers, a SEGESVOL volunteer and later a staff member of the organization was hired by the project and has made invaluable contributions. Her contribution was discussed in detail under OEF staff. SEGESVOL is kept informed about the activities of the program through the Coordinator, who remains a member of SEGESVOL. However, SEGESVOL has not requested nor been offered any administrative responsibilities for the day to day running of the project.

2) SEGESVOL has provided adequate and conveniently located office space in downtown Quito.

3) SEGESVOL members are extremely influential in private and government circles. Almost every aspect of the project has benefited from the contracts they have made. Many of the contributions from the Ecuadorian government, particularly from the Ministry of Education and the Instituto del Niño were made in part as a result of the intervention of SEGESVOL. SEGESVOL has always been very responsive when called upon by the Project Director for assistance in this area.

4) Although SEGESVOL agreed to contribute 25 volunteers who would have regular assignments in the community, in actual fact only four or five women have been able to contribute their time in direct community service. Despite repeated urgings and requests, very few of the original 25 women who indicated interest in 1979 have had time to work in Tarqui. They find the community very distant and, their own families and other volunteer commitments make working nearly impossible during the evening and weekend hours most needed by the community.

Also, the exact role the volunteers would have in the project was not clearly defined at the outset. This may be one reason why the original volunteers did not feel a strong committment to the project. Despite having a smaller corps of active volunteers than planned, SEGESVOL has also made important contributions at the community level.

--Each Christmas, a handicraft workshop has been organized in the community. SEGESVOL volunteers served as teachers the first year and were invaluable in finding markets for the products both years.

--In 1981, SEGESVOL provided nine scholarships for students in the skills training classes.

--In an effort to get to know the community better, SEGESVOL gave a tea for the community women in 1979.

--SEGESVOL members volunteered to teach cooking and pastry making.

--A small group has participated in the child care program. Three received training jointly with women from Tarqui.

On the whole, the community people welcome the presence of SEGESVOL members and there is no feeling of resentment toward them. On the contrary the community people would very much like to cement their relationships with the influential SEGESVOL women.

The Board of Directors of SEGESVOL still feels a strong committment to the project. While acknowledging the uneven participation in the activities, they recognize their role will be crucial after the project is officially ended. They will become the basic "broker" institution to assist the Tarqui Cooperative in finding technical or financial resources. SEGESVOL also has not relinquished the idea of providing volunteers, though on a smaller scale and will try to contribute several to work with the Coordinator of Volunteers. However, the role of "intermediary" with access to potential resources may be SEGESVOL's most needed and valuable role.

5) <u>The Agency for International Development</u>

The Ecuador Mission of the Agency for International Development (AID) agreed to provide an Operational Program Grant (OPG) to the Overseas Education Fund for a period of three years to support the Tarqui project. The OPG was signed March 30, 1979.

The funds from the OPG cover the total costs of construction for the market, equipment and local staff, and technical assistance from OEF during the life of the project.

The Mission has been extremely cooperative in the administration of the grant and has provided support in many ways beyond finance. The mission staff have assisted the Director by explaining personally on several different occasions the purpose and funding of the project to several agitated community leaders who questioned the amount of funds accruing directly to the community. An AID employee prepared the feasibility study and worked on the market design. During the construction phase, the AID supervisory engineer reviewed the building contractor's work by making periodic inspections of the construction. The Mission has been very flexible in the administration and disbursement of the funds in order to respond to the varying local needs. In addition, the visit of the High/Scope consultant from Michigan was paid by AID/Washington.

III. PROJECT COMPONENTS AND ACTIVITIES

This chapter presents a review of each of the four major project components: the cooperative, the market, job skills training, and child care. Each section includes: objectives, activities undertaken in pursuit of the objectives, status of each component as of March 1981, and an analysis of what has been accomplished. The summary of accomplishments and recommendations for action in the final year of the project is included in Chapter I, part 4.

1. The Cooperative

A. Objectives

The formation of a cooperative was central to the original project plan. A major purpose of the Tarqui project was to "increase the capability of the people to work effectively together in developing the community of Tarqui." The vehicle chosen to carry out this effort was a to-be-formed community development cooperative. The cooperative in turn was expected to sponsor and run the community market, the vocational skills training center and the childcare center. Thus the initial activity of the project was to establish a multi-purpose or community development cooperative.

B. Activities

Staff energies were first directed to designing a questionnaire for a community survey, training interviewers, and conducting and completing the survey (July-September, 1979). The results of the survey provided information about the community's interest in a cooperative, the desire for job skills training, and patterns of food consumption for use in planning the market. (See Luzuriaga's report, "Resultados de la Encuesta, Analysis Y Recomendaciones Para el Establecimiento de un Mercado, una Guarderia Infantil Y un Centro de Capacitacion en la Comunidad de Tarqui (Mena-2) en la Ciudad de Quito, Ecuador", November 1979).

By September 1979 the Project Director and the Coordinator of Volunteers, together with consultants from the Ecuadorian Cooperative Institute, had begun working intensely with the leaders of the Tarqui community to form the community development cooperative, one of only five such multi-purpose coops in the country.

The beginning steps were to convince enough people in the community that the cooperative would benefit them and that it was not some North American trick to steal from or brainwash them. Given the history of exploitation, the Highland Ecuadorians are understandably suspicious about cooperatives, and they were not easily converted (except for the core of leaders who had supported the project since OEF's visits in 1978).

By October of 1979, 65 people were willing to sign their names in support of a formal request to form a precooperative. They prepared and reviewed all the documents, bylaws and regulations, following the strict and cumbersome procedures established by the government coop office. This process took until January 1980, when the papers were filed with the government. Formal legal status (Personería Jurídica) was granted, after a three month delay in March 1980. While the timing was considered lightening-fast by the Ecuadorian government, it was frustratingly slow for the project staff and coop leaders, as they could not proceed with the market plan until the coop documents were legalized.

In March of 1980, the general election was held at the first general meeting. Twenty-four officers were elected. In April the cooperative hired a manager and a part-time secretary. Both are young men, and well-educated, an engineering student and an aeronautics mechanic who were previously without stable employment. Community residents, they were active in the new cooperative from the first organizational days, but were not part of the older housing cooperative leadership.

The coop, in accord with the standard Equadorian cooperative structure, is administered by the Board of Directors (Consejo Administrativo), to whom the manager is directly responsible. Eight people were elected to this board plus five substitutes, to review all activities of the cooperative. It is currently most concerned with the building and opening of the market. Also elected, and meeting less frequently, is an oversight committee (vigilancia) of six members whose

job it is to review the financial accounts of the Board of Directors and the Manager, and bring any concerns to the attention of the general assembly. Financial affairs and day-to-day coop administration are conducted by the manager, subject to the approval of the Board of Directors. The manager is required to post a bond to guarantee any loss of funds. The manager's family has posted a bond of $2,000.

The leaders of the Tarqui cooperative have come from two sources: the long-term leadership of two of the three existing Housing coops, and other residents, newly involved through the efforts of the project staff. For example, one individual concurrently has been president of both the Tarqui cooperative and the Concordia Housing cooperative for the past year. He has kept his two roles distinct and only in recent months, after a request by the Housing coop which he has led for over 5 years, did he promote the Tarqui coop and its market to the members of his housing cooperative.

The ultimate authority of the cooperative rests in the general assembly, made up of at least fifty percent of the members. By law this meets once a year. Extraordinary meetings, however, may be called, if needed, by the Board, the vigilance committee, or the manager.

A great deal of training was programmed for the Tarqui Project as part of the method to achieve the primary purpose of "increasing the capability of the people to work together," clearly a prerequisite to the formation of a community-based cooperative. In the project proposal, it was anticipated that by the end of the project some "500 people will have received human development and community action skills... and will have developed greater self-confidence and higher aspirations..." The training in this area, as opposed to job skills training, was made an integral part of the development of the cooperative, not a separate training program. Specifically, the following <u>training</u> has been accomplished to date:

Techniques of a Conducting Community Survey

Seventy-five volunteers from the community (principally high school and university students on vacation or unemployed), attended an eight-session course that included the history and objectives of the Tarqui Project as well as interviewing techniques and applicable human relations skills. They then interviewed fifty percent of the community households.

Cooperativism, Human Development and Social Communications

An average of 40 people attended weekly workshops for one year conducted by the staff of the Ecuadorian Institute of Cooperatives (Instituto de Cooperativios, ICE) and the Tarqui Project staff.

Principles of cooperativism and human relations were taught using a workshop approach. People were successfully encouraged to speak up, assert themselves, work in small groups, and do self-evaluations. In the words of some of the thirty graduates who received diplomas in February 1981, "We learned to relate well to our fellows. We became more united, learned about human relations as well as learned what a cooperative truly means." During one class observed by the evaluator, people appeared comfortable working in small groups making evaluations of the whole course, using flip charts, participating in physical warm-ups, and speaking up to express their ideas, particularly their enthusiasm for the nonformal teaching style of the instructor.

Weekend Leadership Training Course

This training was conducted by ICE and the Tarqui coordinator of volunteers at the ICE Center and lasted three days. It was attended by thirty-five people, sixteen of whom were women, and was the single most well received educational event to date in the Tarqui project judging by comments from participants, non-participants and staff.

By focusing on leadership techniques and styles, as well as on interpersonal relations and applied psychology, the facilitators attempted to bring about more open communication among the cooperative leaders. It seems to have hit an unmet need to be more open and trusting in a society where a high degree of distrust and a "what do I care" attitude ("desconfiansa" and "que me importismo") are norms.

The experience of living together away from family for three days was novel and stimulating, and created a bond among most of the participants that has helped them keep active in the cooperative ever since. Of the thirty-five who attended, about twenty-seven are still active in the coop, including most of the board members and the newly hired employees.

Organizational Development

A third form of training for leaders of the cooperative and administrators has recently begun with ASDELA (a US/Ecuadorian firm specializing in organizational development, management and human relations.) It involves group facilitators working with the cooperative's committees to help them focus on their immediate tasks and use good management techniques. Their services, though expensive by local standards (about $50.00 per 3-hour meeting), have been authorized by the cooperative which in turn can cancel the contract if it feels the service is not valuable. It is funded by the project.

Training Programs for the Staff of the Cooperative

Two one-week courses in secretarial work and accounting procedures for cooperatives were given at the Ecuadorian Institute of Cooperatives. Four leaders and staff members attended.

A local accounting firm has been contracted to train the cooperative and market staff in accounting procedures necessary to the market and the coop in general. The firm will help set up the books and supervise the accounting procedures during 1981.

C. Status as of March 1981

After almost two years of project activity, a community development cooperative (Cooperativo de Desarrollo Communal Tarqui) has been formed in Tarqui and is functioning effectively. In March 1980 it received its legal status (Personeria Juridica) and by March 1981 had a paid membership of 206 individuals, 117 of whom are women. It has built up capital of its own with a current savings account balance in the Banco de Cooperativas of approximately $2,000. The Tarqui cooperative has held two general meetings and is due for its second annual meeting and election in March 1981.

In February 1981 a major change was made in the management structure and leadership of the cooperative. Anticipating the need for a paid staff for the market, the Board made six paid positions available to qualified cooperative members. Twenty-four people applied for the jobs. Among those selected were the president of the cooperative (the single most effective community leader), another member of the board and several active members of other committees.

New elections for the coop office will be held in March 1981. Many positions must be filled and there may be a lack of willing and proven workers to replace those who are now paid employees. For the time being, the employees continue to be very active in the everyday leadership of the coop, as well as in their new jobs. They work hand in hand with the other staff members, the manager, the secretary and the skills training coordinator to accomplish the most pressing concern: opening the market.

D. Analysis

The internal structure of the cooperative is nearly complete, but the cooperative is not functioning equally well in all areas. The Board of Directors is functioning very well, and has taken complete responsibility for the activities relating to the market. The Project Director no longer has to attend most Board meetings, but rather serves as an advisor to the manager.

The Board of Directors has appointed several committees, which, over the last two years, have functioned at various levels of activity.

The market commission, composed of ten people, has supervised progress of the market building and has run weekly produce sales since September 1980. The Child Care Committee has been very actively involved with the childcare issue for several months, and a temporary Inauguration Committee is planning the official opening of the market in April 1981.

A social affairs committee was named but, to date, has been non-functional. However, its outreach functions--events to promote the cooperative, as well as the welfare of the members--are sorely needed. An Education Committee exists on paper only, as no members have been named to it. Its major functions are critical to the future of the cooperative. This committee is responsible for educating the general public about the cooperative to promote increased membership, and will in the future have the task of providing cooperative education to the new membership. The Oversight Committee has not been able to meet often enough to become an effective check on the Board.

The estimated attendance at the cooperative training sessions was fifty; thirty-two attended the leadership course. ASDELA has reached a maximum of forty, and four attended the office skills courses. About sixty individuals were involved in the human development and community action skills training. On the whole, the training programs were significant in consolidating and strengthening the leadership of the organization.

In the next year the cooperative will need to focus on increasing, the membership promoting wider community involvement and preparing for the task of long-term management of the market.

2. The Market

A. Objectives

Another major purpose of the Tarqui project is to "decrease the costs for obtaining food, clothing and other basic human needs." The means selected was a community market run by the cooperative. By the end of the project, a viable community market with low prices and in a convenient location, was expected to be open to all the residents.

In the initial stages of project development, Tarqui community leaders were asked by OEF and SEGESVOL representatives to define the program most needed to help the community. The number one priority of the leaders was a community market, which would thus eliminate the expensive and trying bus ride to the Quito municipal markets. Families would save both time and money. Also, a community or cooperatively run market would be available to sell goods more cheaply than the local shops. Further, some community members might also produce products to be sold in the market, and others would find it a source of employment.

Since a large plot of land (owned by the municipality) had been reserved for use as a market place and since AID had agreed to contribute the construction costs, it was projected that a building could be constructed in less than a year. Thus, it was planned that by the spring of 1980, a market would be functioning. No one anticipated how long it would take to negotiate a land transfer (from the municipality to the to-be-formed cooperative) through the Ecuadorian bureaucracy.

B. Activities

Since the cooperative had to own the land before it could build on it, the first step was to initiate the land transfer. The municipality owned the land but was willing to donate it for this purpose. Yet with all parties in full agreement, it took from June 18, 1979, the Project Director's first meeting with the Mayor, to May, 1980, when the provincial board stamped

the last document to complete the land donation. Countless individuals, committees and board had to sign their approval. At each step the Project Director and the Volunteer Coordinator had to hand carry the papers on to the next person and beg for attention. At one point the Mayor, trying to be helpful, exchanged the piece of land involved for a different but totally unsuitable one. This set negotiations back several months. Furthermore, the donation could not be completed until the recipient - the cooperative - acquired legal status. Although this was accomplished in record time by Ecuadorian standards, another nine months of delay ensued.

Only when the land transfer was completed could building plans be approved and contractor bids be obtained. By this time estimated construction costs had risen to $75,000, greatly exceeding the $31,000 allocated in the 1980 budget. A few months were spent cutting costs, seeking contributed services and a lower bid - finally found at $61,000. Construction began in August, 1980 and the market was completed in March 1981.

The "lost year" was put to use in various ways, such as consolidating the coop as an organization and training the staff and cooperative volunteers. The cooperative leaders learned about supermarkets through visits and manuals. They modified the architectural plans by adding some very clever improvements, such as replacing opague roof sheets with translucent ones to reduce dependency on electricity.

A market committee was formed which for six months has purchased fresh produce, eggs and recently rice and sugar for resale at low prices on the Friday out door market days in Tarqui. They have experimented with several sources of supplies and are learning buying skills. And they are building up a steady clientele in the community which can be transferred to the supermarket.

Sales have gone well, and the cooperative is able to compete with the vendors who trade in Tarqui on Fridays. In February 1981, six market employees were selected from twenty-four

applicants. Each candidate was rated on participation in the cooperative as well as on knowledge important to the job. All the new employees are previous members of the cooperative, and some had been extremely active as members of the marketing committee. The ex-President of the cooperative is now the market Assistant Manager.

The employees are being trained in several areas. All spent three full days learning to operate the elaborate cash register/calculators purchased for the market. The managers are learning accounting systems from a consultant to the coop, and the manager of a large supermarket pays occasional visits to observe the staffing and stocking plans.

C. Status as of March 1981

The construction of the market was completed in March 1981 and has been officially turned over to the cooperative. The market opened for business on April 11, 1981 and was formally inaugurated on the same date. The employees, assisted by the Project Director, selected and purchased all equipment for the market. All items have been researched and prices negotiated. Some good second-hand equipment has been found. The employees have located sources of fresh produce and small town markets, and they feel confident of keeping prices low.

The market had not yet opened when this evaluation was made, so no assessment can be made of its financial viability. The Project Director, however, has made some cash flow projections. The salaries of the market employees, now being paid out of the project budget, will be gradually assumed by the cooperative itself and paid out of the market profits. By March 1982, the cooperative should have no difficulty paying the $2,000 in salaries and the monthly overhead, although it is unlikely to clear much profit.

The Project Director projects that the volume of business will grow gradually as the word spreads beyond Tarqui to nearby communities and as local people adjust to the supermarket style of buying. There may be certain

constraints on growth. First, the community has to be willing to support the cooperative by buying at the market and not all residents are cooperative supporters. Secondly, a recent government price freeze on staples might cause the distributors to hoard supplies and promote an expensive black market. Third, the future of the government subsidized "Enprovit" store now operating in the community center area is unknown. When contacted in 1979, "Enprovit" was not opposed to an arrangement whereby the cooperative would sell the subsidized products supplied by Enprovit and the latter would move to another community where it was needed more. The cooperative has not secured this arrangement, and presently Enprovit is open and selling a wide variety of goods. No fresh produce, meats or bread are sold however.

The market building was built by a contractor, identified by coop leaders, who used local labor as much as possible. Contrary to the original plan, no volunteer labor was contributed by residents, as this would have created problems for the contractor in guaranteeing his work. It is planned, however, that external land-scaping will be done by community volunteers.

The project to date had been able to utilize the collective experiences of the community more as an effective pressure to obtain services from the municipal authorities than as communal or mutual help work groups (mingas) to build houses and markets.

However, there has been a great deal of participation of cooperative members in other areas of the market including all decision making and problem-solving. When the electric company refused to hook up the electricity, the Assistant Manager dealt with this. The Manager is a frequent visitor to the Mayor's office. The employees are locating suppliers for most of the equipment and stock, and the Project Director has taken the fairly courageous step of letting them do it themselves.

Although the original project proposal calls for an experienced market manager, the Project Director has given the responsibility of running the market from the beginning to the coop manager, assistant manager, and five other employees. The Project Director will supervise their work but the responsibility remains in their control. Any salary increases depend on their proven ability.

D. Analysis

Although the market component has been running behind schedule, (it opened on April 11, 1981, just after the evaluation data was gathered), their building is far more attractive than most people expected and no doubt one of the best equipped in Quito. As a result of the initial delay, less time than planned remains to insure its smooth operation before the project supervision and funds run out.

Little volunteer labor was contributed to the actual construction of the market - contrary to what was anticipated in the original project proposal. However, the cooperative membership has actually participated in the planning for the market and in the marketing exercises designed to provide hands-on experience in running a business.

Not everyone is happy about the market. Small shopkeepers are somewhat nervous about the competition. Some are opposed; most have a "wait and see-if-it-works" attitude. Ten local women who sell prepared food and some vegetables from wooden stalls were quite opposed. They were moved when construction began and stand to be moved again, because the coop owns the vacant lot where they are now located and has plans to "clean it up". The women were told if they became active coop members they would have a right to rent or build a stall in a designated spot near the front entrance of the market. These arrangements have not been finalized. The concept that the market is part of both a community consumption and production cycle has not yet been realized The Tarqui residents view themselves primarily as consumers of, not producers for, the market. The primary benefit for them is to save money with lower grocery prices; very few envision the market as a way to make money by selling their own products.

The final year of the project will allow the employees to gain valuable experience in administering the market.

3. Job Skills Training

A. Objectives

Community leaders together with the OEF/SEGESVOL project designers agreed in 1978 that job skills training for women and youth could help families generate more income, and would be an additional way to achieve the overall goal of improving the social economic conditions of Tarqui families.

The specific objective of this component, as distinguished from the human relations and cooperative education training, was to "train 500 Tarqui residents in income-generating/vocational skills in areas identified as needed by the community survey." By the end of the project, some of the better students would become trainers themselves, by using manuals and other training materials generated by the project, and could continue the program after the OEF/AID support ended.

B. Activities

The community survey, conducted in the first three months of the project, documented a high level of interest in one or more of fifteen suggested programs. The largest number of people (over two hundred) expressed an interest in dressmaking, hairdressing, decorations, shoemaking, auto mechanics, radio/TV repair and electrical wiring and repair.

Worthy of note are other topics suggested by some of the respondents, but not listed on the survey questionnaire. Requested were: legal counseling, industrial mechanics, baking, chicken farming, first aid, accounting, nursing, typing/secretarial skills, and printing. Most of these suggest both a higher educational level and higher aspirational level on the part of the individuals than those implicit in the skills listed by the survey designers. Clearly, some of the respondents want to enter the formal modern sector, not the informal labor market of their parents. In fact, many of the subjects mentioned are those that Tarqui high school students currently are studying.

The first skills training activity was a short course of two months duration which organized a production workshop to make and sell toys and Christmas decorations. Sixty-three women participated in the classes. Some of these women were already organized in another community program (club de madres) that was floundering. SEGESVOL volunteers and the Project Director's wife did most of the teaching. An exhibition and sales were held with SEGESVOL volunteers finding markets among their contacts in Quito.

The classes were repeated in 1980, again for Christmas. Fifteen women attended a class regularly, and ten of these women formed a production workshop among themselves. They borrowed three hundred dollars for supplies from the cooperative, made gift items and netted a profit of about two hundred from sales, again done with the help of SEGESVOL volunteers. However, the women found it impossible to work together in a production group arrangement and ended up with each woman completing individual items and receiving her pay accordingly.

In 1980, a knitting/crochet class was given by a community volunteer. A course in dressmaking, more popular than knitting, was attended by two groups of thirty women each who attended classes from May to December 1980.

The first year of the skills training was also spent negotiating with the Ministry of Education over the status of the future vocational school. In order to qualify for receiving teachers whose salaries would be paid by the Ministry of Education, the center had to comply with the requirements of an official vocational school. The project staff vacillated as to whether this was worth the trouble, but the Ministry continued to push for its acceptance. The requirement to offer literacy classes to the community was met, as were the physical requirements (such as toilets and adequate classroom space). In May, 1980, the Ministry approved the center as an official vocational training center.

In January 1981, five new classes were begun: two levels of sewing (thirty-three beginners and ten advanced students), two levels of handicrafts, and one knitting/crochet class for ten women.

The women were asked to pay approximately two dollars for a registration fee and a little more than a dollar a month for materials. Non-cooperative members paid double for the registration fee. Nine women received tuition scholarships provided by SEGESVOL. The dressmaking students were finding it difficult to afford the fabric for the class. They preferred not to purchase cheap material for practice, because they wanted to wear their "practice" dress.

Based on the interests expressed in the original community survey, the project purchased and sent to the Tarqui community four industrial sewing machines, one overedge finishing machine, five professional hairdryers, four knitting machines, one refrigerator, one gas stove, and two small food preparation appliances. These machines have yet to be used, due to lack of classroom space and to the existing level of skills of the students. At the end of the dressmaking and knitting class, some instruction on the machines will be given.

The lack of adequate clarrwooms has frustrated the staff from the beginning. The project planners assumed that the Tarqui Community Center would offer sufficient space, since at the outset of the project it was virtually unused. However, to the great benefit of the community, the rooms reserved for a Health Dispensory were occupied in May 1980. Then the Enprovit store began to operate, making it less likely that their very large space could be used by the project.

In an attempt to gain more space, the project financed the construction of a classroom and living space for the community center janitor who was occupying two large rooms within the center. The money for this ($3,000) came from the market budget. This additional space, three classroom sized rooms, rapidly became filled with items stored for the market and training center, so that little space was actually gained for training activities. The space problem became more serious this year with the childcare service provided to the children of training center students. There is literally no place to put the eight to twelve children. Playpens sit in the coop office; on good days toddlers play on the patio, but the

infants must be carried around if the coop staff is to accomplish anything.

The coop office and all the materials in storage will soon be moved to the market. This will free up two store rooms and the office. At least one skills course that needs permanently installed equipment can be run. A cooking or baking class and the industrial part of the sewing and knitting classes will occupy these rooms.

The project staff and the cooperative board finally decided that the community center will never be adequate for the type of training center they envision: workshops with large equipment. So they, with the valuable assistance and influence of SEGESVOL, approached the Ministry of Education for help. With remarkable speed the Ministry agreed to build a five room building, a contribution to the community not contemplated by the original planners. However, like other government commitments in the Tarqui project, a promise is one thing, reality is another. By March 1981 there was no sign of a building and the Project Director reports that even though "the Assistant Secretary of Education has approved the donation of construction materials for the 5 classrooms for the skills center and a newly named presidential committee, Unidad de Plan de Obras Emergentes, agreed to build them, the Direccion Nacional de Construcciones Escolares had misplaced the files."

If the Ministry fails to come through with the building, the training program may be able, with some luck, to adapt itself to the community center. Should the Enprovit store move out as the cooperative has discussed, and with the space rented to the coop, either the guardaría or the skills training program would have adequate space for most of its activities. But that would still leave one of the programs without adequate space.

C. Status as of March 1981

The vocational center is in the first semester of its second year. By July 1981, one hundred and sixty-five women will have received some skills training. Approximately forty women could be said to have acquired a marketable skill: ten

in advanced sewing, ten to twenty in advanced manual handicrafts, and ten in knitting.

The teaching staff consists of three women: a professional vocational teacher who teaches three classes and is paid by the Ministry of Education, and two community women, who were volunteers last year and are now paid a small stipend by the cooperative from tuition income.

The center is run by a paid coordinator, responsible to the manager of the cooperative. She is a young resident, a former medical student who has worked full-time since February 1981. In addition to her job at the vocational center, she also does secretarial work for the cooperative. In close coordination with the project's Coordinator of Volunteers, she plans, designs, and supervises the classes and recruits students and teachers for the classes.

D. Analysis

The skills center is a small efficient program, responsive to the interests of the women in the community. The center runs smoothly, a major improvement over the first year, which some described as disorganized. Information is distributed in a timely fashion, and the women feel adequately informed about the classes. When they register, forms are completed, fees collected and materials sold in an efficient and friendly manner. The office, also the cooperative office, is a bee-hive of activity, yet everyone, new or old is welcomed. Even the distracting presence of the children being cared for is not unwelcome or resented.

Attendance is excellent. Women rarely miss classes and resist any attempt to reduce the teaching time (three hours, two afternoons a week) with other activities such as human relations training, a course they politely refused last year. The students find the instruction excellent, and are pleased with their progress. The classes, rather than showing attrition, are actually growing as late registrants arrive.

The program is largely self-supporting, following a policy decision of the cooperative leadership. It is believed that people value what they pay for and this appears to be true

given the good attendance. The salaries of the two neighborhood teachers, though low, some of the supplies, and costs of running the office are paid with the income from the tuition. Only the coordinator's salary is funded by the project budget. All classes have a specified curriculum, provided by the teachers. There is a post-course evaluation done by the teachers, although written reports have not been prepared.

As part of the participatory evaluation, the Project Director, the Skills Coordinator, and the Coordinator of Volunteers identified a number of concerns which continue to hamper the programs, including the issues of inadequate space, official status and ultimate training goals described earlier in detail. The staff is also concerned that the skills classes currently offered have not been heavily subscribed. Although sewing and knitting had the full quota of applicants, the staff expected a larger demand, since in the community survey over two hundred people alone expressed an interest in sewing. "Manualidades" (oraments and simple toys) was underregistered. A few are joining late, and some are coming from outside the community as the word spreads.

Advertising, however, was not the problem. From the community survey done by the evaluation team, it was clear that more people knew about the skills classes than about the cooperative itself. Residents received flyers and then later a loudspeaker truck reminded them of registration.

It is not known if a class oriented more toward business, and less toward personal enrichment -- such as industrial sewing, in which the students knew they were part of a production group from the start -- would attract more students.

The questions of fees also needs to be addressed. Everyone agrees that it is important to charge a minimal fee. Some women, however, have been unable to attend because even the minimal fees were too high. SEGESVOL gave nine scholarships but others could also use help. The coop discussed possible solutions to the economic hardship issue, such as providing more

scholarships, or a subsidy from the cooperative to keep the fees lower or allowing people to pay their fees by participating in production workshops.

If the purpose of the program is in fact to increase earned income a reconsideration of the present activities is needed in order to identify training appropriate for identified jobs and to attract students who seek this type of training.

4. Child Care

A. Objectives

A fourth purpose of the Tarqui Project was to "provide adequate daycare for preschool children of working parents." Specifically, the Tarqui community was expected to have an operational day care center managed by the Cooperative by the end of the three-year period. The Cooperative was to establish a child care committee which would operate the center and provide training for parents in childcare, health and nutrition.

Two principal factors motivated the project planners to include a childcare component in the project. First, it was commonly believed that children of employed women receive less than adequate care during the time their mothers are away from home. Locking preschoolers in the house during the day is standard practice in Quito. Second, women would be encouraged to take up income generating opportunities at the skills center if some solution were found for their children.

Neither construction funds nor operating funds were budgeted in the project for building and operating a childcare center, since it was anticipated, based on verbal commitments from the Patronato del Nino. that the Ecuadorian government would construct, equip and support a day care center for the Tarqui community. Also, the municipality had agreed to donate land in Tarqui to any organization that promised to build and run a child care center.

B. Activities

In July, one month after the project began, the Project Director successfully negotiated with and acquired a written confirmation from the Patronato del Nino that it would construct and equip a child care center if they received land from the municipality.

However, the staff soon learned that this agreement was made null and void by the 1979 presidential elections. Since the head of the institution is traditionally the wife of the

president, the Patronato closed for six months to be reincarnated as the Instituto del Nino under the new Roldos administration.

A series of seemingly fruitless negotiations with the new institute went on until January, 1980 when Mrs. Roldos was persuaded to visit Tarqui and immediately offered to build, equip, staff and manage the center. In March, 1980 the land was officially donated by the municipality to the Instituto del Nino. Since the Instituto del Nino is not yet a legally incorporated organization it cannot register the land in its name. Yet without land registry no construction could begin. This process has taken close to a year even with the President's wife, a lawyer herself, at the helm.

In October, 1980, Mrs. Roldos, as president of the Institute, signed papers acknowledging receipt of the land donation and agreement to build. She announced that the Ministry of Social Welfare would manage the center but would employ some local women as staff. In March 1981, the land registration hit yet another legal snag. Money is said to be budgeted but it has been impossible for the Instituto del Nino to move forward.

The two years have not been lost. A child care committee of seven members was formed by the cooperative very soon after the project began and has been active ever since. The members corresponded with the Instituto del Nino and other potential sponsors of a center and were active in planning Mrs. Roldos' visit to Tarqui.

The committee members have received considerable training. Four women from Tarqui and three from SEGESVOL attended a 14-week (36-hour) course on educational play and recreational therapy for preschool children sponsored by the Carolina Teran Home of the Government's Department of Child Protection at no cost to the project.

Additional training came with the three-day visit of an AID day care consultant in August 1980. Mr. David Fiske of High Scope (U.S.) worked with the group on teaching methods and discussed possible alternatives to the large, basically custodial day care center planned by the Instituto

del Nino. As discussed in detail in the 1980 High Scope Report Fiske feels a modified version of a home day care program could work in Tarqui: "A combined program in which neighborhood mothers (screened and trained) provide the basic care and nurturing, and have access for 2-3 hours a day to the supplemental service of a central preschool facility..." (High Scope, Fiske, 1980, p. 28).

The child care committee made a commitment to practice their newly learned educational skills. Since January 1980, they have taken on the task of babysitting with the small children of the women attending the skills training. Each volunteer works at the community center a minimum of one three-hour afternoon a week. SEGESVOL volunteers work with them on occasion.

A health and nutrition education program is another important project activity related to child care. This is a precursor to programs that should be sponsored by a community day care center. The project's Coordinator of Volunteers worked with the Ministry of Health to initiate a course. They have had lectures every Friday afternoon since March 1980 covering all aspects of family health, child development and nutrition. The courses have been well attended. The Health Ministry is hoping to increase the use of the local dispensory through these lectures. A doctor is on duty every day.

Caritas, too, has been brought into the Tarqui community. Milk products (leche Avena) are regularly distributed to women who attend the health lectures, or to their children. The women are also registered with the local public doctor, if they are pregnant, nursing, or have small or undernourished children. Some 350 kilos of milk products are distributed each month.

C. Status as of March 1981

A very active, motivated and growing committee of eleven local women - the child care committee - is dedicated to improving the situation for the children. During the participatory evaluation process, the committee met with the evaluator to discuss their situation and to establish plans for the final year of the program.

As part of the evaluation they helped interview fifty families, and they designed specific questions on child care for the questionnaire. The following relevant information was collected. Most mothers of preschoolers, when they must be away from home, leave the children locked in the house or alone or in the care of an "older sibling". A five or six year old is considered old enough to care for the little ones. The infants are often carried with their mother, however. No one considers a friend or neighbor as a desirable source for regular child care, and only a few leave children with relatives. Neighbors do not trust each other and feel that bad relations might result from such close contact. Taking in a neighbor's child conflicts with local mores that "nice" children do not play in the neighbor's house. Some working mothers, those with a moderate salary, hire a maid to babysit. However, she is often only a child herself, usually an indigenous preteen child. These results confirmed the assumptions of the initial project planners and underscore the sense of urgency to help Tarqui children.

The members of the child care committee are anxious for more training. The Coordinator of Volunteers will help set up a program, perhaps in psychology or in human development. The women also want to share their training on educational play with other mothers in the community. Committee members intend to begin by working with the mothers enrolled in the skills class.

The women have decided to continue working on a volunteer basis with the children in the afternoons at the community center. They have requested a room at the community center when the market equipment is moved out. However, they have not resolved the problem of providing snacks for the children. The cost is calculated to be 10 cents a day per child, yet they are unsure if the mothers could contribute this amount.

If a child care center is opened in the community, this group of women expects to be considered first for the paid staff positions. Until that time, however, the committee hopes to utilize their training in other ways.

The committee has been seeking an inexpensive or free space in the community in which to run a small "guardaria' until the large institution is built, but the rentals are too high. In fact

this may be premature since the basic philosophy and logistics of running a small day care program have not been worked out by the group. This needs more study, and a specialist would be welcomed by the group to help them establish their plans.

Although a child care center to care for 315 children has been promised in writing by the Instituto del Nino, legal problems persist and no dates for beginning construction have been set. Unless construction is begun shortly, it is unlikely that the center would be functioning by the end of the project (March 1982).

If built by the Instituto del Nino, the child care center will not take the form as described in the Project Proposal, since it will not be managed by the cooperative, but rather by the Ministry of Social Welfare. The Ministry is very reluctant to relinquish control of its program to a community group. Further, from past experiences with programs run by the Ministry, it is believed that the care provided by the Ministry will be primarily custodial, with little emphasis on an educational program. Hopefully some of the women trained in the Tarqui project will be employed and will be able to use some of their new skills in the center.

D. Analysis

A lot has been accomplished in the Tarqui community to promote better child care.

There are no guarantees that the center will be built before the project ends nor that the Ministry of Social Welfare will honor Mrs. Roldos' request that some local women be hired. Since the coop no longer anticipates receiving an equipped and budgeted center to administer, the child care program is of far less concern to the coop management than the market and skills training center.

However, considerable health education activities and milk donations have been injected into the Tarqui community. In addition, the coop's child care committee has received more and better training than was ever anticipated by the project planners at no cost to the project. Consequently, they are an active and growing group. They also

anticipate that when the center is built, they will be offered paid staff positions. In fact, this is a more felicitous outcome for the women involved than forming a volunteer board to manage a child care center for the coop.

The women who are volunteering their time to practice their skills will continue only as long as they feel they are gaining something, namely: better skills through more training, a great deal of appreciation and cooperation from the mothers in the skills training classes and from the coop itself, and the chance to qualify for a job in a future child care center. None of this is assured today, although the Project Staff has plans for more training and for pursuing the construction of the center.

APPENDICES

PROJECT CHRONOLOGY

Dates	Cooperative	Market	Skills/Courses	Child Care Center and Other Activities
1976	Tarqui houses occupied			
July 1978	OEF rep. makes contact with Tarqui community--agree on basis of project			
June 18, 1979	Arrival of project director and introduction to Tarqu leaders.	Contacts with	municipality to secure	land donation.
July 1979	Meetings with Coordinating Committee of the Housing Coops.	Imported vehicle Mayor changed market location.		Discussions with Patronato del Niño to agree to receive land and build Center certified, July 31.
August 1979	Contacts with Direccion Nacional de Cooperativas. Meetings with community leaders re: coop.	Feasibility survey for all phases designed 8 training sessions for interviewers Renegotiation for land		Patronato de Niños not yet functioning.

Dates	Cooperative	Market	Skills/Courses	Child Care Center and Other Activities
September 1979	Procedures for pre-cooperative made known to leaders	Survey: begun & completed. 50% sample taken; training sessions; tabulations begin Visits to markets.		
October 1979	Pre-coop formed with 65 founding members. ICE helping Directors fulfill legal requirements for Pre-Coop. ICE giving (Wednesday night) classes. Cooperation and human development.	Replace Coordinating Committee. Has no legal status to receive land. Draft of feasibility studies. Work on donation of land continued in municipality offices.	Contact with private organizations and individuals to start workshops.	SEGESVOL's first tea with 45 local women and 15 SEGESVOL volunteers.
November 1979	Four Wednesday night sessions. Average attendance.	November 9 study finished. Municipality denies request for land donation. Lacking legalized cooperative to receive it.	Contacts with Bienestar Social who are trying to do C.D. in Tarqui. 7 craft workshops. 63 women attend. Realize community Center is too busy. Look for other space.	Interview with Mrs. Roldos - receptive but says institution must own land and won't work with coops.
December 1979	Pre-Coop members reviewing documents with help of ICE. Conflicts with community leaders over purpose of project funds.	Discussions with Director General de Mercados, promised training manuals . Request to BEV to do plans.	Workshops cont'd. Exposition & sales via SEGESVOL.	Stalemate with Instituto del Niño. Contacts with charitable groups.

Dates	Cooperative	Market	Skills/Courses	Child Care Center and Other Activities
December 1979 (cont'd)	AID meets with leaders to explain funding. Meetings with community groups re: project and survey			
January 1980	Pre-Coop files all papers. Incorporation is delayed due to resignation of official. Members approved by-laws etc. Coop to begin with 85 members. ICE contracted to do training sessions on 36 cooperatives & human relations.	Continued negotiation for land donation. Delays design work.	$3,000. Expansion of C.C. to help house training courses January - February. Proposal to Ministry of Education for Teachers and certification. Prepared skills course outline.	Mrs. Roldos visits Tarqui. Inst. Del Niñp agreed tp construct, equip and staff center. Visit to Meni I Center - Plan to use Plans and costs. Inst. makes it clear they control it. Begin 12 week Paipe Training session. 4 Tarqui, 3 SEGESVOL. Health Education negotiated with Ministry of Health.
February 1980	By-laws and documents of Pre-Coop approved by Direction National of Coops. But lack signature of Minister of Social Welfare.	Still working with municipality. Awaiting legalization of coop. BEV working on design	Finished Annex to Community Center Received building and office materials from City Bank.	Visits to Child Care Centers with Institute del Niño to select type. Survey made re: Health Education. Program being planned.

Dates	Cooperative	Market	Skills/Courses	Child Care Center and Other Activities
	3 ICE Sessions dealing with important aspects of the new Coop (not the 36 sessions planned for later) Cancelled plan for leadership training with Ministry of Social Welfare.		Red tape with Ministry of Education. Decide postpone certification and start informal classes.	2 Health pre-sessions given to 59 participants. 12 week Paipe course continues. 4 Tarqui volunteers meet to plan own local activities.
March 1980	Legal status granted to Coop. 1st Assembly - Coop Elections - 24 officers. ICE Training sessions officially begin. Meetings of new officers. Workins on accounting and policies with ICE consultants.	Land donated by Municipality to coop. Market designs presented it to Coop for study. Rumors of House clearance contradicted by leaders.	Classes delayed because Ministry of Education wanted center to be official. Some cooking and sewing equipment purchased. Internal by-laws, regulations drawn up.	Land donation by Municipality. Instituto del Nino presents its model design. Still interested. Paipe classes continue.
April 1980	Coop hires Manager and Secretary/Asst. Manager. Both "new leaders" young educated. Develop accounting proceedures. Plan efforts to capitalize Coop with members funds.	Find out land donation had to pass thru Consejo provincial! - in process. Preconstruction permits being sought. Final designs and specifications underway.	More negotiations with Ministry of Education. Will only pay teachers if literary classes are offered. Also need to approve location and equipment. Director recognized community center is still inadequate for classes.	Paipe classes continued and extended. Health education continues. Drop off in attendance.

Dates	Cooperative	Market	Skills/Courses	Child Care Center and Other Activities
	Plans confirmed for Leader Training. Coop classes continue.	Looking for contractors - Bidders. Hope to use materials of City Bank.	Hopes to get Enprovit space. Plan contacts with them.	
May 1980	2nd general meeting. 70 people attended. May 16-18 - Leadership Seminar - run by ICE & coordinator of volunteers. Attendance: 34 people (15 women) Increase in membership to 130 Capitalization policy approved. Each member to deposit $2.00 monthly. (voluntary savings)	Provincial Consejo approved. Donation of land. Municipality prepared documents for land transfer. Building plans completed by BEV.	Ministry of Education formally ratified "Vocational Training Center" status. Start: 2 sewing classes (57 students). All members of coop. 2 sewing class members attend teaching materials class at Ministry of Education mannequins etc. 45 hours, 3 weeks Awaiting other equipment from USA-OEF.	(Health dispensory opens.)
June 1980	June 9 - Coop classes continue We. nights. Internal policies established slowly. Some committees set up: "construction." "Child Care".	Land registered in name of coop, June 9. As Mayor signed 20 yr. renewable lease for land for market. Plans awaiting municipality approval.	Sewing classes continue Planning other courses Worried about space. No funds to build.	Instituto del Nino can't move on center until its own new by-laws are registered. Health training continued. Contacts with Caritas for milk.

Dates	Cooperative	Market	Skills/Courses	Child Care Center and Other Activities
	Ron helping manager in accounting. (Community requests explanation of project funding again!)	Interviews with contractors. Contacts with Partners of the Americas re: sources of Ag Products.		End of Paipe classes. Total 14 weeks, 36 hours Teaching equipment donated
July 1980	Membership up to 160.	Construction plans approved by municipality. 5 bids offered. All too high $75,000+ Construction committee 2 volunteer architects sought ways to cut prices. 1) Consejo provincial will do land grading free 2) Community to help.	Equipment arrives. Request BEV for use of 2 vacant rooms in Community Center. Request Ministry of Education for classrooms. Agreed! To donate metal frames for 5 prefab rooms, but not walls, etc.	Child care committee operating. Meeting with SEGESVOL to receive High/Scope visitors. Institute del Nino still processing its by-laws. (Health lectures continue. Caritas promises milk for up to 150 participants.)
August 1980	Coop classes continued.	Contractor chosen - $61,000. Construction began. First Stone Ceremony.	Sewing continued. Handcrafts begun (Aug. 22). Coop hired a coordinator for skills classes.	Instituto del Nino still processing its by-laws. High/Scope seminar, 3 days and 7 members of Child Care Committee and 4 SEGESVOL.
		Health	classes continue	

Dates	Cooperative	Market	Skills/Courses	Child Care Center and Other Activities
September 1980	ICE Administrative Training for employees and Vigilance Committee	Construction ahead of schedule Market Committee formed	Trouble finding teachers inside or out of Tarqui. Possibility of free prefab classrooms. Received 2 rooms from BEV in Community Center. Courses continued.	2 attempts to schedule signing of land transfer failed.
October 1980	Coop classes continue. (Anti-foreigners campaign during local elections.)	Outdoor market (Feria) run by coop committee Fridays. Construction continues. Ferias using produce of Partners of the Americas Coop.	1) Production workshop formed. 2) Crochet class opened. Awaiting decision of Ministry of Education on classrooms.	Mrs. Roldos signed documents. Said Ministry of Social Welfare will manage it but will employ some local women. (Ministry of Health Plans Education program for 1981.)
November 1980	ICE: 3 attend one week workshop (Coordinator, Secretary and Secretary of Vigil).	Friday feria continues low prices. Learning system of Middlemen and weights and measures. Dropped Partners. Excellent quality but too expensive.	3 courses continued. Still cramped. Workshop continued with 12 ladies. Some internal conflict. Loan from Coop.	Child Care Committee is now volunteering with Children of Skills Students.

Dates	Cooperative	Market	Skills/Courses	Child Care Center and Other Activities
December 1980	Coop has $50,000 capital.	Construction continues Ferias continued. Shelves & refrigerators ordered.	Classes ended. 2nd Annual Artesan Exposition Sales paid off loan and profit to students	Can't reach first lady for further action.
January 1981	Coop class continued. 52 people attended exercise on how to improve a coop	Feria continued. Construction permit received by contractor. Construction almost finished.	New classes begin.	
February 1981	Membership 206 (paid up)	Employees tested and chosen		Problem registering land in name of Instituto del Nino.

THE OEF PARTICIPATORY EVALUATION SYSTEM AND ITS APPLICATION IN THE TARQUI PROJECT

1. An Overview

OEF has long recognized that evaluation is integral to effective development work. In accord with Board-defined philosophy, OEF has adopted a "participatory project evaluation system" -- a system in which the beneficiaries of OEF-assisted projects, namely members of local organizations and low-income women, are actively involved in project analysis and decision-making. This guide presents the procedures and "tools" for putting the system into action.

OEF emphasizes "participation" in its development assistance for both practical and theoretical reasons. On the practical level, a participatory approach is effective because it builds on what has been learned about motivation and change: basically, lasting improvement in the social and economic conditions of a society depends on the full involvement of a society's people in defining and solving their own problems. Theoretically, "participation" is consonant with the growing awareness in the development field that development requires changes in economic and political relationships, not just in technology.

By combining "participation" with "evaluation," OEF has created a system that serves several important purposes. The "participatory project evluation system" is a means to:

* Strengthen local capabilities for self reliance
* Assess project results in a particular setting
* Guide future projects of OEF and other organizations ("what works and what doesn't work")
* Create "alternative tools" for enabling project beneficiaries to take a more active role in project identification, design, and implementation
* Provide "ammunition" for securing funding for other "women in development" efforts.

The system is designed to be simple and creative. It has four components that span the life of a project, from the initial, "What are the needs of this group? to "Were the needs met? And why or why not?"

LIFE OF A PROJECT

Project Identification →	Project and Proposal Development →	Project Implementation →	Project Termination/ Autonomy
NEEDS ASSESSMENT	PROJECT IDEA AND DESIGN	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Evaluating local conditions and problems to determine whether a project is appropriate and what it should be about	Evaluating the concept of the project and its proposed goals, structures, and processes	Evaluating project implementation and progress to discover problems and to make needed revisions	Evaluating project outcomes, impact, and "what have we learned?"

In OEF;s evaluation guide, a separate section is devoted to each of the four components. The section on each component includes a description of the component (WHAT?); an explanation of procedures and those responsible for implementing them (HOW?, WHO?); and a bank of evaluation methods ("TOOLS"). Some of the tools are to be used "as is" and others are samples, suggestions for practical techniques. As OEF continues to learn from experience, more and more such samples will be added. Thus, the guide is not a finished product, but rather a growing and evolving resource. OEF staff, especially program developers and project directors, will submit additions to the guide, based on their own work, to the OEF evaluation coordinator.

2. The Tarqui Project Evaluation

The evaluation consultant worked with a team including: the president of the cooperative, several employees, some members of the child care committee, three SEGESVOL representatives, the project director, secretary and the volunteer coordinator.

This section presents the schedule of evaluation activities and specifics on each of the three phases of the evaluation process: Design Workshop, Data Collection, and Analysis Meeting.

A. Schedule of Evaluation Activities

Feb. 17 - Tuesday	- Arrival in country.
	- Officers and employees of coop advised of evaluation plan by Project Director. Meeting dates set.
	- Meeting with AID Director of Urban Projects.
Feb. 18 - Wednesday	- P.M. Coop meeting. Brief presentation.
Feb. 19 - Thursday	- First Evaluation Workshop (3:30 - 5:30)
	17 present
	(7 new employees of Coop) 3 SEGESVOL Volunteers 3 Project Staff 4 Coop Members: Active Volunteers
	Discussed groups expectations for the evaluation, characteristics of an evaluation, themes of the evaluation. Confusion between a research evaluation question and a questionnaire question.
Feb. 20 - Friday	- Second Evaluation Workshop (3:30 - 5:30)
	14 present
	Worked in 4 groups developing evaluation ideas and questions for a questionnaire focusing on four different areas. Decision made as to information needed and sources of information.

Feb. 21/22 -	Saturday/ Sunday	- Evaluator living in community - Refinement (working with individuals) of questionnaires. - Coop secretary typed up 3 sets of questions.
Mar. 2,4&5 -	Monday/ Wednesday/ Thursday	- 1) Members of evaluation committee and some friends interviewed 50 households. 2) Two members of group interviewed 4 other Coop leaders. 3) Twelve members of Child Care Committee met and discussed evaluation, made general and specific work plan for next month and did 2-3 interviews. 4) Training Evaluation Subgroup met - Conducted group interviews with 4 Skills Training groups. (5 questions related to Training.) Assessed its own position and raised some questions re its direction. Agreed on some recommendations. (About 60 people involved.)
Mar. 6 -	Friday	- 1) Wrap up meetings scheduled for: 3-5 for evaluation committee 8-10 for Coop Board to hear conclusive recommendations First wrap up meeting never took place despite advanced scheduling. (1) People were too busy around the office to sit down. Too tired from intensive market related work. (Note: These people missed two other meetings that afternoon.) (2) Evaluation consultant met with as many small groups as could be gathered and conclusions were drawn re 3 of 4 topics. (3) Evaluation consultants presented brief conclusions to Coop Board in the evening.

March 9 - Monday	- Consultant and Project Director presented evaluation findings orally to AID Director of Urban Projects.
March 10 - Tuesday	- Depart Ecuador.

B. Design Workshop

The workshop was intended to develop a team of evaluators and to develop materials, metnodology, and a schedule to conduct the evaluation. It also proposed to help the participants understand that evaluation is not something just done by experts but is something those involved in the project can and should do on an on-going basis. The first part of the workshop focused on the definition and purposes of evaluation; then it moved to deciding the scope of the Tarqui evaluation and to preparing instruments for collecting data.

Here is an outline of the workshop plan:

EVALUATION WORKSHOP FOR EVALUATORS OF OEF TARQUI PROJECT

A. Part One 1 1/2 hours

I. Introductions/Preliminaries

a. Personal introductions
b. Why we are here - to do an evaluation jointly

- midway point in project
- others want to learn from our success and failures
- to form a team that can do future evaluations

II. Elicit expectations, 'What do you expect to learn/ accomplish with your participation' Why are you here.

a. Theirs, mine
b. Mine: (develop a team that can and will design and carry out the evaluation).
c. All must understand that the group will do it themselves and also make conclusions and recommendations.
d. Discuss time commitment.

III. Discussion:

1) What is an evaluation?
2) What is a midpoint/formative evaluation?
-cornfield/motorcycle metaphors
3) Why do we do it?
4) What is a good evaluation? (Useful, simple, objective, planned, done by people involved = participatory).

IV. How do you do an evaluation?

a. Pick a subject, theme, topic, problem, e.g.:

-unemployment of Tarqui women
-war between Peru and Ecuador

Can pick several small topics.

b. Pose a question to yourself about the problem. (This is a crucial step - not as easy as it appears). The question must be clear, useful, not too complex and above all researchable.

-e.g. Why are Tarqui women unemployed, or do Tarqui women want jobs in Quito, etc.
-e.g. What caused the War, what are results of the War.

This helps you narrow down the subject.

c. Establish what information is needed to provide an answer (indicators, evidence).

d. Decide the most effective ways of getting that information (data gathering). Sources: questionnaires/interviews/observation minutes/documents/case histories/Photos

e. Collect and organize the data.

f. Analyze the data and draw conclusions, i.e. answer the original question.

g. For evaluation we must go further and make recommendations for future action.

V. a. What should our Tarqui Project evaluation be concerned with?

-Preliminary discussion - can be small or large topics
-You know the project, I don't.
-Each team member is assigned task of developing an evaluation question about one aspect of the program. Talk to his neighbors about it too.

B. Part Two - 2-3 Hours

I. Discuss evaluation questions for the Tarqui Project

a. e.g. "Is it going as well (better or worse) as we expected" - This is the broad question.

b. Establish 4 or 5 components to be evaluated. Use the lists of purposes and outputs to augment groups' suggestions about goals, accomplishments, unanticipated consequences.

c. Develop reasonable evaluation questions for each evaluation theme (component/goal)

-e.g. Child care:

What has been accomplished, is there more care available now than before?

-e.g. A functioning cooperative - What remains to be done in next 12 months - What problems must be solved - What are its main achievements

II. For each theme and its question(s) discuss sources and data gathering methods (Divide into subgroups of number permitting)

a. Figure out what information may be needed - facts, statistics, behavior, impressions

b. Sources of this information: people, groups, records, photos

c. Methods of getting the information

-records
-interviews/questionnaires/schedules/ reports
-observation
-photos
-group meetings
-community reconnaissance

d. Establish how the information will be utilized in the analysis. How it will be organized will determine how you gather it. E.g. answers to different questions on different pieces of paper.

-e.g. Berry picking - Don't mix them if you plan two separate pies.

e. Set up work plan, assignments, deadlines and next team meeting date.

f. Small team meetings to develop questionnaires

As a result of the workshop, the team decided to examine several aspects of the project: motivation, skills training, child care, and the organization of the cooperative and the market, and began to develop data collection instruments.

C. Data Collecting

Most of the data was collected through reviewing documents and through interviews: about 55 families were interviewed on all aspects of the cooperative; group interviews were conducted in the skills training classes; and individual interviews were also done with selected staff and leaders. Two sample questionnaires are included at the end of this appendix.

D. Analysis Meeting

Because of other commitments, the evaluation team could not devote a full day to reviewing and analyzing the data collected. The evaluator strongly recommends that more time be set aside for this phase in future evaluations, perhaps even a two-day residential workshop. The meeting that was held is described in this excerpt from the evaluator's field notes:

> "Since there was no general assembly being called during the time of my visit I decided that the most appropriate body to which to present some of our (the evaluation committee) conclusions was to the consejo which is the executive board of the coop. Present were five of the eight members plus the gerente and subgerente, and the Project Director.
>
> As this was the end of a very long day for everyone (they had been selling produce since 6 a.m. and in meetings all afternoon) I made a fairly simple and brief presentation and only solicited a minimal amount of comment and participation. (I probably could have done more but it was 9:30 p.m. before the meeting began.)
>
> I reviewed with them the topics that the evaluation committee had chosen to study (motivation, the skills training, the child care issue, and the organization of the cooperative) and the methodology used. I presented them with some of the conclusions:
>
> 1. That many people in the community knew nothing or very little about the coop. (perhaps 50% of the 55 families interviewed).
>
> 2. That people wanted more information: loudspeakers didn't really work. Discussion on this point confirmed this. People ignore loudspeakers. Radio Tarqui is a good communicator; people want to see in writing what financial commitments a member must make. Above all, people would like some personal contact. It was generally concluded that the cooperative would have to make more efforts in this regard if they wish to build up their membership especially in the 16 de Febrero Nuevo Colmena areas.
>
> 3. On the skills training: This area needs help from an outside consultant on what products to produce and how best to organize production workshops and how to

deal with the somewhat noncooperative attitudes of the women. Group agreed to a consultant which the Director said OEF could fund. I raised the issue of the cost of the tuition and the president chimed in with stories of women asking him to reduce or cancel tuition (also cost of materials). I suggested that it was okay to charge, people value what they pay for, but there must be ways of reducing costs for the most needy. SEGESVOL has helped here with their scholarships (9), but perhaps the coop could provide a partial subsidy and finally, if we had working production workshops women could pay for their courses with hours of work in the workshop. This would also attract women who truly wanted to make a business.

A third point I made was that the skills training needed a policy making committee to supervise it from the Cooperative organization itself. I suggested the yet to be formed Education Committee. This was rejected without explanation by the president who said there should be a committee formed with the ladies who participate in the courses.

4. On child care: I simply reviewed the decisions of the child care committee to continue to "practice their skills" by caring for the children of the skills classes; their desire to have better space for this and other points.

5. On the last area, the cooperative as an organization, I asked one team member to give his ideas since he had interviewed a number of the other coop leaders. He described the lack of depth of understanding of cooperativism. I added the requests from the less active leaders for more joint meetings. (The Director pointed out

that that may not be constitutional as one committee is supposed to check on the other). Also I mentioned the overwhelming request for another leadership training weekend (basically a human relations thing).

I told them that in general, I was very impressed with the project. There was a great deal of emphasis on the Market right now but we all understood that the market has to make a go of it or the project will fail.

I promised that they would receive--fairly soon--a copy of my recommendations and my general assessment of the project."

3. Evaluation of the Evaluation

Through implementing the participatory evaluation process, the evaluator identified a number of considerations for future application:

a. The approach enables an evaluator to really get to know people in a community (e.g. in the spirit of participation, the evaluator stayed with a family in the community one weekend).

b. Involving community members throughout the evaluation helps them understand and be receptive to the evaluation findings. They are a part of creating this information; it is not imposed on them.

c. The approach requires that a number of people have sufficient time available for conducting the evaluation. Time expectations should be made clear at the outset, and commitments need to be honored.

d. The evaluator, in a sense, has to orchestrate several evaluations (or sub-evaluations) at the same time. Organizational skills are required. The evaluator must spend time on the "process", which can take time away from the "content".

e. Simple procedures and instruments need to be developed so those not experienced can be involved. It's difficult to prepare an evaluation team in a relatively short period of time.

f. The differing capabilities and levels of team members need to be considered. For instance, data collecting could be done by pairs of more and less experienced members.

g. Guidelines on analyzing and sharing information would be useful.

h. The final step in the process, analysis, is critical. A one or two day workshop should be set aside for presentation of information, discussion and drafting of recommendations. Efforts should be made to present these results to the community.

i. Having project and community decision-makers on the team can help in having recommendations integrated into the project.

j. The system basically "works", and can be even more effective if it incorporates some of the suggestions made above.

SAMPLE

ENCUESTA PARA LA COMUNIDAD

Quito, 23 de Febrero de 1.981

1. Hoy en día, cuáles son las necesidades principales de la Ciudadela Tarqui?

2. Qué conoce Ud. sobre la Cooperativa de Desarrollo Comunal Tarqui?

3. Qué información ha recibido Ud. con relación a la Cooperativa y el Proyecto durante el año 1.980?

4. Qué cree Ud. que sea necesario para lograr el mejor conocimiento de las personas de la Comunidad, respecto a las actividades y oportunidades que da la Cooperativa y el Proyecto Tarqui?

5. Cómo se diferencia la Cooperativa de Desarrollo Comunal Tarqui de las otras Cooperativas de Vivienda?

6. Alguna vez fue Ud. invitado personalmente por alguien para una reunión o Asamblea, o talvez para que se asocie? Conteste con toda sinceridad.

7. Cuál es la razón para que sus vecinos del barrio y la Comunidad en general, no hayan participado en este Proyecto?

8. Si Ud. conoce la Cooperativa, cómo mira la organización de la Cooperativa de Desarrollo Comunal Tarqui? Explique.

9. Ha llegado a conocer a quienes toman las decisiones de las inversiones que hace la Cooperativa?

10. (Para familias donde hay niños pequeños) Qué hace con sus niños cuando tiene que ausentarse de su domicilio?

11. En dónde preferiría dejar a sus niños en caso de ausentarse de su hogar?

    Decida:
    11.a) Dejar con sus hermanos mayores.
    11.b) Dejar con un pariente.
    11.c) Dejar con un vecino.
    11.d) Dejar en un hogar-infantil.
    11.e) Dejar en la Guardería.

12. Desearía tener conferencias sobre orientación familiar? Cuando sería para Ud. más conveniente?

13. Qué sabe Ud. con relación a los Cursos de Capacitación que auspicia la Cooperativa de Desarrollo Comunal Tarqui?

14. A qué cursos de capacitación le gustaría asistir?

15. Tiene algunas sugerencias con respecto a la Cooperativa y al Proyecto Tarqui?

* * * * *

SAMPLE

ENCUESTA INTERNA PARA SOCIOS Y DIRECTIVOS

1. Qué uso ~~cree~~ que se dá a la aportación que Ud. entrega mensualmente a la Cooperativa?

2. Que representa para Ud. la Personería Jurídica de la Cooperativa?

3. Conoce Ud. si la Cooperativa Tarqui tiene personería jurídica?
   3.a) Seguro 3.b) Duda

4. Qué tipo de Cursillos han sido de mayor utilidad para los socios?

5. Qué tipo de Cursillos cree que debe dictar en el futuro la Cooperativa?

6. Cree Ud. que la Cooperativa de Desarrollo Comunal Tarqui debe ser la Institución principal de la Ciudadela?

7. Qué espectativa tiene para la Cooperativa?

8. Qué necesidades tiene la Ciudadela hoy en día?

9. Qué necesidades debe atender con mayor prioridad en los actuales momentos la Cooperativa?

10. Cree que la Cooperativa Tarqui ha dado algún beneficio económico? Describa el tipo de beneficio.

11. Cree Ud. que se está cumpliendo con los objetivos propuestos por la Institución?

12. Cuáles fueron las causas para que Ud. tome la decisión de asociarse a la Cooperativa?

13. Cómo le gustaría que las decisiones de la Cooperativa lleguen a su conocimiento?

14. En qué forma cree que beneficiará el Mercado de la Cooperativa a la Comunidad?

15. Estaría de acuerdo que todos los moradores de la Ciudadela sean socios de la Cooperativa?

* * * * *