

PD-448- 958

A.I.D.

NONCAPITAL PROJECT PAPER (PROP)

Reference Center
Room 1656 NS

I. PROJECT IDENTIFICATION

1. PROJECT TITLE: **CIVIC DEVELOPMENT - Youth Affairs**

APPENDIX ATTACHED YES NO

2. PROJECT NO. (M.O. 1095.2)
15-890-092.2

3. RECIPIENT:

COUNTRY: **GUINEA (1971)**

REGIONAL

4. LIFE OF PROJECT
STARTS FY: **1969**
ENDS FY: **1974**

5. SUBMISSION
 ORIGINAL
 REV. NO. **11-28-71** DATE
CONTR./PASA NO.:

III. (M.O. 1095.1) AND MAX MONTHS (M4) REQUIREMENTS

	D. INVESTMENTS	E. COMMOD. STRES	F. STUDY COSTS \$	G. PASA/CONTR.		H. LOCAL EXCHANGE CURRENCY RATE: 5 US 24.75 (U.S. OWNED)		
				(1) U.S. GRANT LOAN	(2) MM	(1) U.S. GRANT LOAN	(2) COOP. COUNTRY	(B) BUDGET
				6	12	47		183
						36		232
						29		264
						24		287
				6	12	136		966

ICI AMOUNT: **1,886,550**

IV. PROJECTING BUDGET REQUIREMENTS

Education & Civic Development

DATE: **Nov. 23, 1971**

DATE:

APPROVED FOR AID (See M.O. 1025.1 VI C)

SIGNATURE

DATE

SIGNATURE

DATE

AGENCY FOR INTERNATIONAL DEVELOPMENT

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A. The Mission Goal

1. Statement of Goal

The Mission goal to which this project contributes is maximum participation of all the people of Ecuador in the political, social and economic life of the country.

2. Measurement of Goal Achievement

Achievement of the project goal will be measured for the SEV (Ecuadorian Domestic Volunteer Service Corps) portion of the project by determining the number of participating volunteers and youths reached by SEV's development education programs, and measured changes in attitudes and behavior with relation to the development process. Achievement of the project goal will also be measured by the number and type of textbooks sold through the National Association of University and Polytechnic Bookstores (ANAUPE) and Ministry of Education National Bookstore Service (SEALME), as well as the student retention rate to determine changes in learning patterns, relevancy of curricula and level of academic achievement.

3. Assumptions about Goal Achievement

- Experience as volunteers will have a lasting effect on individual change agents, multiplying SEV's effectiveness.
- Utilization of modern textbooks where none were previously used will raise level of education and the development results thereof.
- Less expensive learnings aids will stimulate students and professors to purchase and use them.
- The establishment and management of bookstores will increase youth involvement in development affairs.

B. The Project Purpose

1. Statement of Project Purpose

The purpose of this project is to improve the quality and degree of involvement of Ecuadorean youth in national development. Two major activities -- an Ecuadorean volunteer service corps (SEV) and a national university and secondary bookstores system (ANAUPE-SEALME) - will foster active participation of student age young people.

The Ecuadorean domestic volunteer service corps, is a VISTA-type program, through which university age young people become directly involved in development work,

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especially in rural communities and urban slums. SEV will also conduct education activities such as seminars and public lectures to increase constructive concern for development needs among Ecuadorian youths. Through the national bookstores systems, university and secondary students will also become directly involved in development work by helping to establish and manage the bookstores, while at the same time they achieve improved academic preparation as modern textbooks are introduced at low cost in all curricula.

Thus, while the project has the single purpose of providing to the youth of Ecuador the means whereby they can properly and meaningfully function to change their society, the dynamics and outputs of each activity are sufficiently different to warrant separate treatment in the PROP.

2. Conditions Expected at the End of Project

- a. By the end of FY 74, as an association of Ecuadorian youth experienced in volunteer activities, SEV will actively encourage a broad range of volunteer participation in development by means of seminars, lobbying with power organizations and local development groups, and where possible, direct involvement in community level projects, thus demonstrating to the GOE that youth can constructively participate in their immediate society.
- b. By the end of FY 74, ANAUPE and the university bookstores will be financially self-sufficient, and retail 110,000 volumes a year to university students and professors on a non-profit basis.
- c. By the end of FY 74, the Ministry of Education bookstore will be financially self-sufficient, and retail to secondary and primary school students and teachers 450,000 volumes a year, on a non-profit basis.

1. Ecuadorian Domestic Volunteer Service Corps (Servicio Ecuatoriano de Voluntarios - SEV)

This is a high-risk activity; youth volunteer organizations usually find it difficult to obtain sufficient financing and there is a question whether or not SEV can become self-financing either by the currently scheduled EOP or ever. However, the financing being proposed will provide the means by which it can be fully demonstrated that Ecuadorian youth can be mobilized for development purposes. In addition, SEV, in this manner will have a broad multiplier effect in the communities and with the people with whom they work. If full financing does not become available from non AID sources then adequate time is provided for SEV to adjust its operation to the level of financing that is available and the USG is not put in the position of raising false hopes or brusquely cutting off a program to which it had provided the initial impetus. Realizing that volunteerism is important to a democratic society, and that adequate channels must be found through which youth can promote democratic changes, the Mission supports this activity as a demonstration of the value of youth volunteerism in the socio-economic development of Ecuador. It is hoped that as SEV begins to show evidences that it is capable of meeting its output targets, other institutions, both local and foreign, recognizing the importance of SEV's activities, will provide the financial support on or about EOP necessary for SEV to continue operating.

Basic Assumption:

That there exists a sufficient willingness and motivation in university students, young professionals and rural leadership to act as volunteers, a sufficient number of volunteers to provide the necessary management and sufficient staff continuity to implement programs competently.

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That development education programs designed to raise the constructive commitment of youths to development can accomplish that purpose to a significant degree. That there is a reasonable chance of SEV eventually being financed from other sources than AID.

Statement of Outputs and Output Indicators

1. The following table indicates outputs and respective numerical targets for the life of the project:

<u>Outputs</u> <u>SEV</u>	<u>Output Targets</u>			
	<u>Thru FY 71</u>	<u>FY 72</u>	<u>FY 73</u>	<u>DOP</u> <u>FY 74</u>
1. SEV established	1			
2. Regional development offices opened	4	6	7	7
3. Interregional, interinstitutional coordinating committees formed		7	7	7
4. Regional volunteer coordinators trained and functioning effectively	4	5	5	5/yr.
5. Managerial staff trained and functioning effectively	3	4	4	4
6. Evaluation system established		x		
7. Regional development agency directories prepared		4	7	7
8. Promotion of national Voluntary Agencies committee for more creative use of available resources		x	x	x
9. % of SEV's budget derived from non-AID sources	0	25	50	75
10. Number of volunteers in the field	40	55	80	80/yr.
11. Number of people being affected by SEV volunteers (ratio: approximately 1 volunteer to 300 people)	1200	16,500	24,000	24,000
12. Communities and groups receiving SEV assistance in the development of self-help projects.	70	100	100	100
13. SEV teaching volunteerism and group organization to other voluntary groups	5	5	5	5

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14. Number of people reached by development education programs

Thru FY 71	FY 72	FY 73	FY 74
0	100	300	500

Basic Assumptions

That private and public groups, and individuals will financially support volunteer activities.

Statement of Project Inputs

- All obligations charged to the old Youth Affairs Project No. 518-15-825-095 were authorized by the original PROP. Costs of Project thru June 30, 1969: \$45,000.
- The USAID and Cooperating Community Agencies will provide the following goods and services in order to produce the above outputs (from July 1st, 1969 to EOF):

USAID Inputs

	Thru FY 71	FY 72	FY 73	EOF FY 74
A. Total costs of the Project (\$324,505)	105,005	74,500	73,000	72,000
1. Commodities	9,310	-0-	9,900	13,100
a. Vehicles	(1)3,200	(0)	(2)6,400	(3)9,600
b. Office equipment & supplies	3,480		1,500	1,500
c. Educational equipment and materials	2,630		2,000	2,000
2. USAID/DH advisors and TDY services (man/mos.)	"	5	5	5
3. Other Costs	95,695	74,500	63,100	58,900
Budget support: Motivational training and general training courses	5,000	4,000	4,000	4,000

Cooperating Agencies

1. Unpaid volunteers and personal time estimated wages (in-kind)	30,000	30,000	30,000	30,000
2. In kind contributions by cooperating communities	5,000	10,000	20,000	30,000
3. COE financial support through programs such as Misión Andina, etc.	0	10,000	20,000	30,000

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B. Budget

The budget shown in the face sheet is for the total Youth Affairs project. Inputs include office supplies and equipment, audio-visual equipment and three vehicles. Indirect inputs will be made through other public and private sector and community groups contracting for volunteer's services.

C. Basic Assumptions

That USAID and other donors will continue their support of the project, and that organizations in Ecuador will contract for services and provide some subsidies for the services which SEV will be in a position to provide.

Rationale

The level of commitment to development in Ecuador is still relatively low compared both the needs and to other LDC's such as Colombia. One of the potentially most effective ways of raising this commitment is to encourage the basic idealism of young people who are still open and do not yet have a vested interest in the status quo. This is the strategy which underlies this project.

SEV will work with two types of youths. Those who have not thought a great deal about development problems and those who have, but despairing of democratic solutions have become attracted to extreme solutions. SEV will raise the level of awareness and concern of the first group by giving them first hand experience of and information on social and economic conditions in the country. It will try by similar means to show the second group that there are ways of meeting pressing social needs within the existing system.

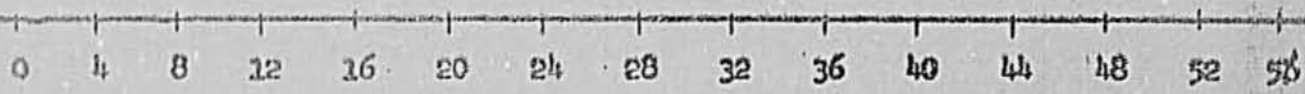
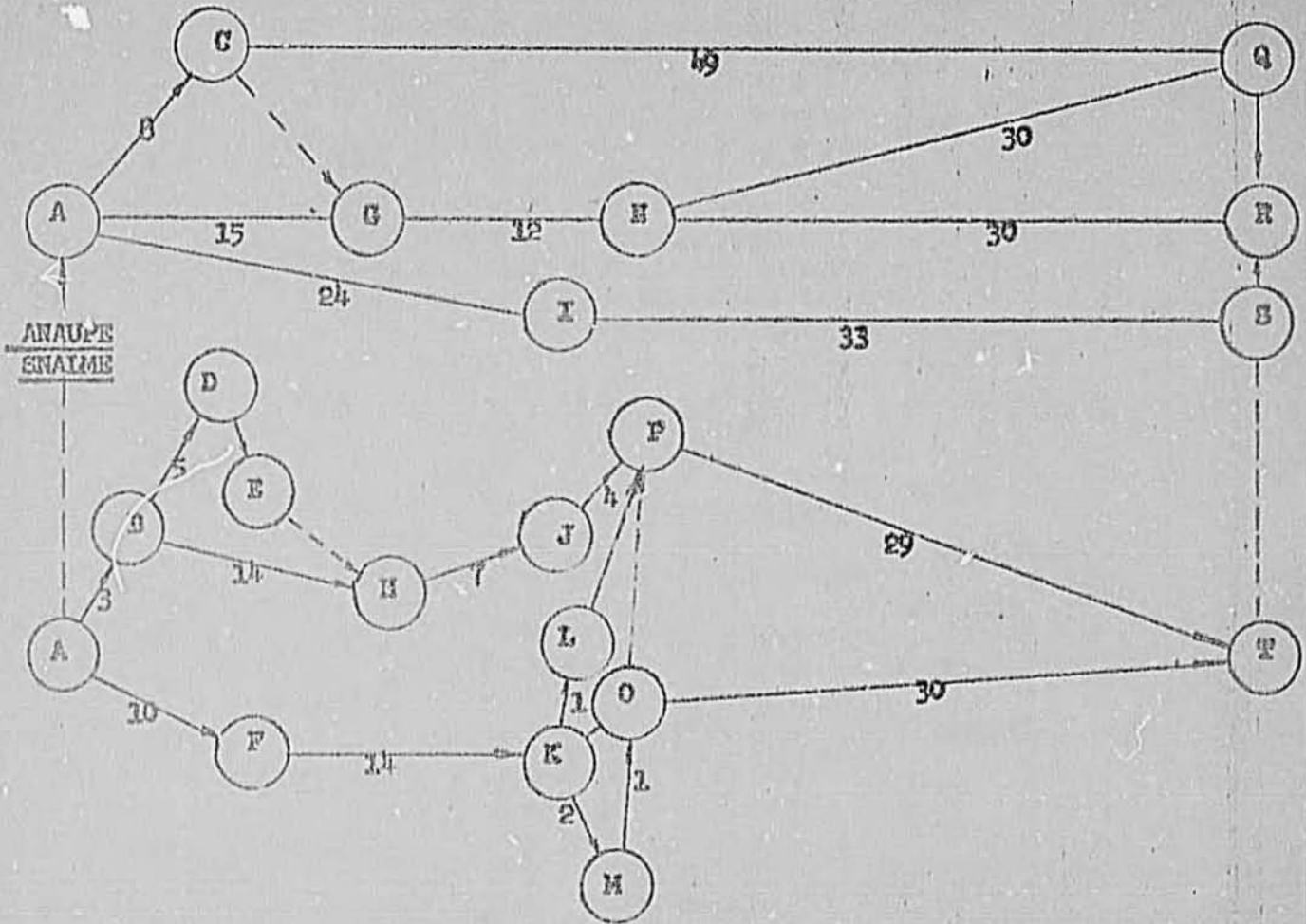
Implicit in the above is that SEV will attempt to foment not merely a concern for macro economic growth but for the conditions of social justice, which are so highly deficient in Ecuador, as well. It is also important to note that this latter concern will be promoted within a democratic participatory framework, one which encourages concern for the capacity of individuals to meet their own needs and influence the course of national politics, as contrasted with the traditional paternalistic approach or more modern marxist paternalism.

This project is a volunteer program in that only token subsistence allowances will be paid to those who participate. Thus students and young people in general must be willing to offer their time and efforts to the development of the institution, to live under difficult rural and urban slum conditions as participants in this development activity, and thus be confronted with the realities of Ecuador through community work. An environment will be provided, both physical and mental, which will make possible changes in attitudes, ideas, and role perceptions, both on the part of the volunteers as well as of the communities wherein they work. Interest and financial support are expected from local, regional and government institutions as well as from private enterprise. Such support is essential if this organization is to become financially independent of AID.

YOUTH AFFAIRS

Abbreviated PERT NETWORK

SEV



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Youth Affairs Abbreviated PERT NETWORK (Activity List)

Step	Activities	Description	Responsible Agent	Time Months
	A	Conceptualization (prior to April 20, 1970)		
1	A-A A-B	Logical interrelationship Establish ANAUPE, develop and approve constitution and by-laws, elect first manager, ANAUPE staff appointed	M/UNIVS	-0-
2	A-C	Provide motivation training/ staff/volunteers	M/GOE	3
3	A-F	Establish SNAIME	M/GOE	8
4	A-G	Start organization/staff/volunteers/ training/site selection	M/SEV/GOE	10
5	A-I	Develop relationship with local/ international agencies	M/SEV	15
6	B-D	Develop procedures manual for ANAUPE and university bookstores	M/SEV	24
7	B-H	Develop ANAUPE and UNIVS bookstores financial plans	ANAUPE/M	5
8	D-E	Deliver procedures manual to UNIVS bookstores	ANAUPE/UNIVS/M	14
	E-H	Logical interrelationship	ANAUPE	1
9	H-J	Establish four new university bookstores	ANAUPE	-0-
10	F-K	Legalize SNAIME	ANAUPE/UNIVS/M	7
11	K-L	Train and motivate SNAIME staff	M/MOE	14
12	K-M	Develop SNAIME financial plan	ANAUPE/M	1
13	J-P	Plan and hold motivational training workshop for all bookstores managers		2
	L-P	Logical interrelationship		4
14	L-Q	Provide motivational and specialized training for community groups	SEV	-0-
	L-G	Logical interrelationship		49
15	G-N	Select new sites/volunteers, training, establish regional offices, volunteers to sites	SEV/C/M	-0-
16	I-S	Start negotiations and obtain financial support with local/ international organizations		12
17	H-Q	Analyze and evaluate work to date	SEV/M	33
18	N-R	Start continuous process of: select new sites, contract new volun- teers, training and send volun- teers to sites		30
19	M-O	Develop SNAIME procedures manual	SEV	30
20	O-T	Provide modern educational materials at low cost and achieve self- sufficiency	SN/M	1
				30

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Step	Activities	Description	Responsible Agency	Time Months
21	P-T	Provide modern educational materials at low cost and achieve self-sufficiency	ANAUPE/UNIVB/N 29	
	T-S	Logical interrelationship		-0-
	Q-R	Logical interrelationship		-0-
	S-R	Logical interrelationship		-0-

2. Narrative

(In that this is a revision, and the project activities are well underway, part of the implementation plan is actually a report of what has been accomplished).

The implementation of the SEV activity can be divided into four periods: (a) Initiation of the project; (b) staff and volunteer training and site selection;* (c) acquisition of necessary experience for independence from AID; (d) Independence.

a. Initiation of the project through February, 1971

A sampling of students from the extreme left through right were asked to indicate what they thought the role of youth in development could and should be. Based upon the results of these responses, the idea of a domestic volunteer corps was tested on students' contacts at major Ecuadorean universities. A representative group was formed by ten students to develop guidelines and internal legislation by which a youth corps could function and be officially recognized by the GOE.

Motivational training and goal setting sessions were provided. From August 1970 to February 1971 a selected cadre of 30 young people developed the basic administrative capacity to facilitate the Corps' first year's activities. Working relationships with private and public sector organizations were developed. The participation of young professionals was obtained to give the project a strong technical foundation. The aforementioned activities led to the establishment of the Servicio Ecuatoriano de Voluntarios (SEV), an independent Ecuadorean non-profit corporation, in December of 1970.

b. Staff and Volunteer Training and Site Selection

Specialized training was developed for an elected staff of volunteers coordinators who in turn helped volunteer candidates design meaningful training sessions on a regional basis, followed by a general training program of one month. Group dynamics, leadership patterns, community development, cooperativism and communications skills, as well as a basic understanding of Ecuador's economic and social problems, made up the overall training input. Site selection began well before volunteer training so that training could be shaped to meet volunteer needs as they pertained to selected sites.

* In this type of activity staff and volunteer training and site selection are to be construed as on-going activities.

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This phase will be repeated on a semi-annual basis together with continued specialized training as the situation calls for it during the life of the project. To date approximately 27 training days per volunteer candidates have been provided, 31 full time and 19 part-time volunteers are working in over 75 communities.

During the course of this year and the last two years of the project SEV will increasingly hold seminars and lectures with various groups of young people to foment an increasing concern for democratic development and social justice. The seminars and lectures will be conducted by SEV volunteers with community development experience and other knowledgeable persons associated with the organization.

c. Acquisition of necessary experience for independence March 1, 1971 through February, 1972.

The administration of the domestic corps, carried out independently of USAID/E, has included and will include the development of a volunteer training and community level program responsive to the changing needs of volunteers and marginal rural and urban communities and groups, further develop the already existing administrative capacity to serve volunteers at their assignments, and carry out periodic program evaluations. Additionally, SEV will prepare a financial plan and gain experience in fund raising. Development education programs will expand and be refined on the basis of earlier experience.

d. Independence from USAID/E

Necessary technical assistance is to be provided by USAID through evaluation, coordination, and planning according to specific needs. SEV will obtain an increasing percentage of its income from non-USAID sources, as the value of SEV's contribution becomes recognized on a community, regional and national level. SEV has worked out and will continue to work out formal agreements with Ecuadorean private and public sector institutions for the increased self-financing of SEV. SEV's contribution to the coordination of other Ecuadorean volunteer projects will be developed together with the promotion of national legislation for a social service requirement for university graduates in fields such as education, medicine, agriculture, engineering and law.

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**II. Ecuadorian National Association of University and Polytechnic Bookstores
(Asociación Nacional de Almacenes Universitarios y Politécnicos del Ecuador - ANAUPE) and Ministry of Education National Bookstore Service (Servicio Nacional de Almacén de Libros del Ministerio de Educación - SNAIME)**

Conditions Expected at the End of the Project

At the end of the activity it is expected that there will exist:

a. An association of university bookstores (ANAUPE):

1. financially self-sufficient;
2. capable of centralizing, ordering and handling overseas books and materials orders for the universities;
3. providing adequate, up-to-date reference materials and bibliographies;
4. providing technical assistance in such things as selection, accounting and management to local bookstores;
5. with a minimum annual turnover of 37,000 volumes and gross sales of \$238,000;
6. with a system of 17 financially self-sufficient university bookstores that have an annual turnover of at least 64,000 volumes;

b. A Ministry of Education bookstore (SNAIME):

1. financially self-sufficient;
2. distributing new (MOE produced) 1-6 grade textbooks to at least 75% of public school children;
3. with annual sales of approximately 231,600 other volumes;
4. able to satisfy the book and materials purchasing demands of 25% of the primary and secondary student body;
5. providing up-to-date, adequate reference materials and bibliographies.

Basic Assumptions

- a. The universities and the Ministry of Education will continue to support local bookstores.
- b. As non-profit institutions, the bookstores will be able to sell books and materials at a low enough price to enable low income students to buy books.
- c. Duty free import privileges for books will be retained.

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Statement of Project Outputs and Output Indicators

1. The following table indicates outputs and respective numerical targets for the life of the project:

<u>Outputs</u>	<u>Output Targets</u>			
	<u>Thru</u> <u>FY 72</u>	<u>FY 72</u>	<u>FY 73</u>	<u>EOF</u> <u>FY 74</u>
Established	2			
Staffed	4	5	9	9
Technical assistance capability developed		2		
Local bookstores staff trained		2		
Gross sales of books (per annum)	\$ 66,826	151,894	203,124	238,270
Number of books sold (per annum)	10,450	21,600	37,700	37,230
Number of bookstores established	13	17	27	17
Number of totally self-sufficient local bookstores				17
Gross sales of local bookstores (per annum)	102,979	231,481	329,010	409,123
Number of books sold by bookstores (per annum)	15,090	36,170	51,400	63,924

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	Thru FY 71	FY 72	FY 73	BOF FY 74
<u>Cooperating Agencies</u>	147,900	181,700	193,700	197,150

ANAUPE

1. Staff for local bookstores (member supported)	66,000	55,800	60,000	62,000
2. Physical facilities for bookstores	17,400	12,000	15,000	18,000
3. Supplies, equipment, materials and furniture	25,000	30,200	55,000	58,000
4. Capitalization fund	20,000	40,700	38,200	29,950

ENALME

1. Staff (MOE supported)	4,000	8,000	8,000	8,200
2. Physical facilities	3,500	4,000	4,500	5,000
3. Supplies, equipment, materials and furniture	1,000	1,000	1,000	1,000
4. Capitalization fund	11,000	10,000	12,000	15,000

Other Donors

1. REAC book donations				
to ANAUPE	26,850	20,747	13,750	15,400
to University bookstores	19,000	68,400	49,500	32,450
to ENALME	11,000	20,000	24,000	20,000

2. Budget

The budget shown in the face sheet is for the combined Youth Affairs projects. However, other inputs may include special lines of credit and the placing of books on consignment on the part of publishers.

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Outputs

SHALME

Established

Staffed

Managerial staff trained

Gross sales of books
(per annum)

Number of MOE textbooks
distributed (per annum)

Number of other books
sold (per annum)

2. Basic Assumptions

USAID, the universities, the state and local governments are expected to contribute in the financial plans of ANAUPS and SHALME.

Statement of Project Inputs:

1. The USAID and cooperating agencies will provide the following inputs in order to produce the above outputs.

Inputs

USAID

1. Total cost of project

2. Budget support

3. Seed capital-ANAUPS

Seed capital-SHALME

4. Commodities

Vehicles

Office equipment

5. USAID/DH advisory serv.
(man/moe)

... support to the project and that the primary schools will place their book orders

Rationale

The original PRDP explains in more detail the rationale and background of this project.

Textbooks and reference works are usually beyond the reach of the majority of students, at all educational levels, both because of their excessive cost and the unavailability of an adequate selection and supply of up-to-date materials. Furthermore, a majority of the professors prefer to utilize the traditional rote learning method, without requiring the purchase and use of textbooks, and relying on the use of antiquated notes.

The Ministry of Education and the universities do not have sufficient financial resources either to provide students with the required instructional aids or to meet other priority needs. The establishment of bookstores at the universities, a national association of university bookstores (ANAUPE), and one at the Ministry of Education (SNALME) to serve the secondary and primary levels, at which students and professors can obtain the modern texts and reference works practically at cost, sets a pattern for self-help measures that relieves the financial pressure on the GOE of the increasing demand and cost of education. At the same time, of course, the availability of adequate texts creates an incentive for the professor to utilize them and require their use by the students. Most important the availability of modern texts does a great deal to raise the quality of education both directly and through the indirect influence it has on curricula.

ANAUPE also serves other beneficial purposes. By placing joint orders it can accelerate the availability of higher level books in Ecuador and obtain larger discounts. Its permanent stock services the immediate needs of the member bookstores and university libraries, and its technical assistance permits the establishment in all bookstores of sound administrative, financial, promotion and selection procedures.

SNALME will not only meet the needs of 25% of the secondary and primary students and teachers and increase library holdings, but will also promote, distribute and sell instructional aids in numerous small towns and rural areas that have not yet been reached by commercial bookstores. SNALME further provides the vehicle to distribute the primary textbooks and teacher guides prepared by the Ministry of Education, with USAID/University of New Mexico assistance.

Experience has shown that the provision of bookstores proves to the authorities, administration, teaching staffs and students the feasibility and need for student participation in matters directly affecting their immediate society, such as student welfare services. This activity, largely developed by students and often administered by them, helps them and other young people to develop a greater sense of loyalty to their institutions and to channel their desire for improvements in an institutional and creative manner. The activity takes place at the universities that establish bookstores, and many primary and high schools.

Course of Action

1. Implementation Plan (see combined Abbreviated PERT Network, page 7).
2. Narrative

(In that this is a revision of the previous PROP, and the sub-projects are well underway, part of the implementation plan is actually a report of what has been accomplished).

The implementation of the ANAUPE-SNALME activity can be divided into two periods: 1) Initiation of the project through August, 1970, and 2) Acquisition of necessary experience and financing for independence, September, 1970 - December 1974.

In 1957 university students provided positive educational leadership by promoting the successful establishment of bookstores to sell textbooks, reference works and other educational tools at a cost within the financial means of all students.

As a result, the first university bookstore in Ecuador was established at Quito's Central University in June, 1967 and ProAg No. 68-2 was signed by USAID/E and the Central University on August 30, 1967. Again largely because of effective student leadership, other university bookstores were created, of which there are now thirteen. USAID/E financing and the donation of books and other services by the Regional Training Aids Center (RTAC) provided the largest share of the initial capitalization of the bookstores.

Workshops, at which motivational techniques were utilized with the help of USAID/E trainers, were held in 1970 with the express purpose of studying the advisability of creating ANAUPE. Representatives from the majority of Ecuadorian higher level institutions attended. Those present -- the majority of them bookstore managers -- were either students or recent graduates. In the first meeting it was decided to create ANAUPE in order to gain financial advantages by placing joint orders, reduce administrative procedures and obtain technical assistance from the new organization. Subsequently, at a second workshop, a constitution and regulations were approved and a manager was elected.

ANAUPE is an independent Ecuadorian non-profit organization which was officially recognized on July 8, 1970. ANAUPE's founders represented nine universities and four branches, covering most of the principal cities and provinces of Ecuador. Since its establishment, ANAUPE has signed agreements with one university and one branch. The operational costs of ANAUPE are financed by USAID/E and by the fee ANAUPE charges to the university bookstores for each book order.

August 12, 1970 the Ministry of Education, in accordance with an agreement signed with USAID/E, established the MOE National Bookstore Service (SNALME), which serves the secondary and primary levels with purposes identical to those of ANAUPE and the university bookstores.

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The MOE provides SNAIME's operational budget and an MOE investment of \$11,000 and RTAC's matching contribution in books to the same amount provided the first year's capitalization funds. The initial and successful activity of SNAIME was the nation wide distribution and sale of the MOE produced first grade textbooks and accompanying teacher guides. On October 27, 1971 SNAIME was legally made a part of the MOE by presidential decree.

It is expected that by the end of the project both ANAUPE and SNAIME will be self-sufficient, that ANAUPE and the university bookstores will be providing services to 30% of the higher level student body and professorial staff, and SNAIME to 25% of all secondary and primary teachers and students.

The program has also already resulted in the establishment of Student Welfare Services in several universities, with the active participation of youth. Furthermore, on April, 1971 the GOE established the Ecuadorean Institute for Educational Credit and Scholarships, again as a result in part of the promotional activities of young people. This resulted in the submission by USAID to AID/W of an IRR for an Educational Credit loan; at this point the Mission is awaiting AID/W authorization of the loan. The project has therefore proved the feasibility of several of the objectives listed in Part E of this document.

3. Acquisition of necessary experience and financing for independence, September 1970 - December 1974

In 1971 ANAUPE and SNAIME will develop financial plans and in 1972 a procedures manual that will provide common norms for the administrative and financial management of all the bookstores, as well as similar procedures for the promotion, selection and procurement of books. In 1972 a motivational and training workshop will be held for all the managers, for which the procedures manual will be a key working document.

ANAUPE and SNAIME will build permanent stocks of books and will also place them on a consignment basis at the university bookstores, and will guide their activities in accordance with the workplans developed in the ProAgs.

The ANAUPE staff will provide continuous technical assistance to all the bookstores and USAID staff will contribute technical assistance to ANAUPE and SNAIME.

USAID will continue to provide budget support to ANAUPE through to the EOP. The MOE, the universities, USAID and RTAC will contribute the necessary seed capital for ANAUPE and SNAIME to achieve a self-financing stage by the EOP as well as the other output targets set for that period. The MOE and the universities will continue to provide the operational budget for their bookstores.

AIRGRAM

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DATE SENT
COMBR 11-24-71

FROM - USAID/Quito

SUBJECT - Revised PROP to the Youth Affairs Project - 518-15-890-092.2

REFERENCE - M.Q. 1025.1

*35 copies
to mail room*

This revision extends the termination date of the project from FY 72, the termination date of the original PROP, to FY 74, for two reasons: (1) The institutionalization of the ECUADOREAN DOMESTIC VOLUNTEER SERVICE CORPS (SEV) began in November, 1970 and became operational in March, 1971; therefore more time is required so that SEV can prove its feasibility and secure financial support from non-AID sources. (2) THE NATIONAL ASSOCIATION OF UNIVERSITY AND POLYTECHNIC BOOKSTORES (ANAUPE) became operational in June, 1970, and THE MINISTRY OF EDUCATION NATIONAL BOOKSTORE SERVICE (SNALME) in August, 1970; realistic estimates, based on financial plans already developed, show that continued inputs are required from USAID and the cooperating agencies through FY 74 for ANAUPE and SNALME to reach a level of self-sufficiency.

The purpose of this project is to improve the quality and degree of involvement of Ecuadorean youth in national development. Two major activities -- an Ecuadorean volunteer service corps (SEV) and a national university and secondary bookstores system (ANAUPE-SNALME) -- will foster active participation of student age young people.

The Ecuadorean domestic volunteer service corps is a VISTA-type program, through which university age young people become directly involved in development work, especially in rural communities and urban slums. SEV will also conduct education activities such as

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DRAFTED BY <i>(Signature)</i> AHerriott/SBibirsky	OFFICE ECD/EDR	PHONE NO.	DATE 11/22/71	APPROVED BY: Peter M. Cody, Director
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AID AND OTHER CLEARANCES
ECD: JGant
O/DP: WEmery
ADO: RJGroene (in draft)
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seminars and public lectures to increase constructive concern for development needs among Ecuadorean youths. Through the national bookstores systems, university and secondary students will also become directly involved in development work by helping to establish and manage the bookstores, while at the same time they achieve improved academic preparation as modern textbooks are introduced at low cost in all curricula.

Thus, while the project has the single purpose of providing to the youth of Ecuador the means whereby they can properly and meaningfully function to change their society, the dynamics and outputs of each activity are sufficiently different to warrant separate treatment in the PROP.

BURYS

Attached: PROP Rev. # 1

Matrix revised November 23, 1971

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