

AMIGOS Make-Up Assignment from 3/9 Meeting

CBI Process:

1. Read the passage below (*A Sustainable Program*) and in one page, reflect on the meaning of success, consider what ways this project was a wonderful example of sustainable community development, and think about the impact you hope to have on their community and the legacy you hope to leave behind. What does sustainable mean? Why is sustainability important for AMIGOS projects?
2. Read the Do's and Don'ts of AMIGOS volunteers. Write a thoughtful paragraph answering the following question: What can AMIGOS do to create sustainable programs?
3. Read through the steps of the CBI Process, then, using the sample *Solicitud* form, think about how you would go about completing the CBI process and filling out the form. Remember, this is just an example. This summer you should *never* be filling out a *Solicitud* on your own. It should be completed with or by community members! Think about the following questions and answer them along with an explanation of your sample project:
 - Who would you approach in your summer community?
 - When would you approach community members?
 - How would you involve community members in starting the CBI process?
 - Why is it important that the project idea come from the community?
 - What are ways to be make the CBI a sustainable project?
4. Finally, consider the following situation and answer the questions in one or two paragraphs. Imagine someone from a foreign country coming to your hometown to build bathrooms that the foreigners claim are far superior to our US bathrooms. The foreigners came for a few weeks, didn't talk to many people in the town, built their bathrooms and went home. Would you switch to using this "new and improved" bathroom? What approach could the foreigners make that would convince you to change the type of bathrooms they use? What would this process look like?

Remember to reference your Program Guide for more information. You may want to print out the vocabulary list provided in this document, as well as the list of open ended questions to take with you this summer!

A SUSTAINABLE PROGRAM

You are a volunteer in the community of Arenillas on an Healthy Communities program in Costa Rica. You have come enthusiastic about carrying out environmental education activities with the children and youth in Arenillas. You are finally beginning to feel comfortable with the bold personalities of your new friends and family, and with the loud, strange sounds of your new host community. It is not at all what you had expected, but you've discovered a great energy in the lifestyle of this new environment and the *merengue* music that blares from the corner *tienda*. You feel pretty lucky to have developed an amazing friendship with your AMIGOS partner and with your host family. You know that not all AMIGOS volunteers are so lucky. The human relations and cultural awareness training you received is really paying off!

When you arrived in Arenillas 2 weeks ago, you were disappointed to find that the community did not have the obvious need for AMIGOS volunteers that you had expected. Although the town is nothing like your home community, your host family has a shower and a television, and your partner's host family owns a car. The size of the community (5,000 people!) was intimidating.

Despite your frustration with the assignment you received, you and your partner set a goal to introduce yourselves to the leaders of the community during the first week. You were both very nervous, but you knew that getting to know the host community members would make you more comfortable in the long run. Because your host father is the director of an elementary school, you asked him to help you out. He introduced you to the teachers at the elementary school. You then moved on, alone, to the high school, introducing yourselves and the AMIGOS program to the school director and teachers. This was no easy task, but the people of Arenillas have seemed excited to meet you, especially the high school students who are near your own age.

After getting to know the community, you realize that there *is* a place for your collaboration in environmental education. While walking around the community in the blazing sun, you would like to have rested in the shade, but there weren't many trees to sit under. You have also noticed that the school grounds and playing fields are covered with plastic wrappers and other trash, and you've been hearing that the use of pesticides is becoming a community health problem. These are all issues that can be addressed in environmental education.

Your Project Supervisor told you you'd be receiving enough seeds to plant 6 organic gardens throughout the summer. These 6 gardens are to be planted in communal places, such as the school, health center, or church, so that the whole community can participate and benefit from the gardens. You remember the extensive training you received on gardening and composting during briefing, and although it was conducted in Spanish, you feel pretty confident about teaching community members how to plant and maintain an organic garden.

You remember a teacher, Licenciada María López from the *colegio*, who seemed very interested in working with you, and you decide to go back and see her. She is still

enthusiastic and commits to working with you in your environmental programs. You decide to start in on those gardens. You make an appointment to meet her the next day. At your meeting with her, you explain what starting and maintaining a garden will involve, and you ask her advice on involving the community. She would love to involve her high school students and is sure they will be excited about working with you as part of their school curriculum. You and your partner had hoped to involve the Costa Rican teens in your work this summer, so this seems like a great idea. You are both now eager to start working on the gardens. Licenciada López is excited about starting the garden project, too. Her students have final exams next week, and 2 weeks of vacation will follow that, so they'll be ready to start on the gardens in about 4 weeks.

Your Spanish has improved greatly, and you and your partner remind her that you will only be there for about 6 more weeks. You were really hoping to get started in the next couple of days. Is there anyone else in the community who would be interested in starting the gardens sooner? She is sure that the high school students are your best bet for community involvement; they are young, full of energy, and everyone else in the community is just too busy with their work and family to get involved.

You and your partner have a choice. You can start the gardens now, alone, and let the high school students join you in 4 weeks. Or, you can concentrate on another aspect of environmental education that may involve less of a time commitment, even though your Project Supervisor has told you that you have to complete 6 organic gardens.

After some serious thought, you choose the second option. You know that a garden must be carefully maintained all year round. If you and your partner start the gardening process alone, the gardens will not be maintained, and they will probably eventually die. When your Project Supervisor comes, you tell her that you will not need the seeds. You explain the situation, and you all agree to concentrate your efforts on garbage clean up for now. The 3 of you visit Licenciada López, and she agrees that a trash clean up is a good idea. She doesn't have time to talk more now, so she tells you to come back tomorrow.

During your free time, you and your partner start thinking about a plan of action for the trash pick up. You have another choice. You can start recruiting community members for an all day trash pick up on the weekend, when you know people will be more likely to participate, or you can start the project off with education, visiting the schools and doing *charlas*, or educational activities, about the benefits of a clean, trash-free community.

While considering your options, your partner suggests that you first find out why there is a litter problem in Arenillas. Since you are not a native resident of the community, you know very little of the town's history. It's a good idea for you to get some historical background from a community member. You'll be seeing Licenciada López tomorrow, so you'll ask her about it then.

Going to a community member for advice was an excellent move. You find that there is more to the trash situation than you had imagined. She explains that the reason for so much litter is that there aren't any public trashcans, because they would just fill up and

overflow anyway. The provincial government in San Juan does not come to Arenillas for regular trash pick up.

This is the sort of problem that can not be solved by a one time weekend trash pick up. Where would you have put all the trash once it was collected? Education would not have been a smart choice, either. Telling community members to pick up their trash would make no difference. Besides, they surely already know that littering isn't a good thing to do.

You discuss your options with your partner and with Licenciada López. You can start to dig a landfill where community members can dump their garbage. Or you can research the feasibility of organizing regular trash pick up. You choose the second option. You know that the AMIGOS staff has connections and resources in the provincial capital, and Licenciada López suggests that you also talk to your host father when you get home. He has a good friend at the *municipio*. When you get home, he tells you that his friend in the San Juan city government office would probably be happy to discuss the situation, but he doesn't recommend that you go to him without a few prominent community members from Arenillas. During the next week, you start identifying community members who might be interested in attending the meeting with you. You talk to your Project Supervisor about the plan.

The process has been long, but you will finally go to the *municipio* in a few days, with a local high school student, 2 community members, your Project Supervisor, and your partner. You are relieved that the Costa Ricans will be doing all the talking. You and your Project Supervisor will be there to support the trash collection idea and to offer resources to get the program going.

You now have just 3 weeks left in your host community. You have grown to love Arenillas, and rather than counting the days until you are going home, you really wish you could stay longer. The process of planning a sustainable community program is a lot longer than you originally thought, but it has been a valuable experience. The meeting at the *municipio* went well. AMIGOS agreed to provide 10 empty oil barrels for the center of the community, and the high school students you had wanted to work with will collaborate by painting environmental messages on them. The families of Arenillas will bring their trash to the town center, and the *municipio* will come to collect it twice a month.

During the development of the trash pick up program, you have realized that this is not your program at all. The people who attended the *municipio* meeting with you have taken on the project as their own. Although you and your partner will be leaving soon, you are confident that the program will continue long after your departure. You have played a critical role in assessing one community concern, identifying interested people, and developing a process for finding a solution. Can you say you made a difference in Arenillas this summer? Absolutely!

THE CBI PROCESS

(Community development section of the Program Guide 2008)

STEP ONE: Team Build and Tone Set

- Focus on youth!
- Use the Community Assessment Tool packet in the getting to know your community process.
- Remember to use the Appreciative Inquiry approach to identifying assets in your community development or initiative.

STEP TWO: Start the Dialogue – Visioning and Identification of Project

- Consider that people might not have laundry lists of things that they have wanted to do in their communities. This is especially the case of youth since they aren't traditionally decision-makers. So the dialogue might need to occur on several occasions.
- Use creative methods to get youth to open up and think outside of the box. Community Assessment tools and positive development theories (such as Appreciative Inquiry, Asset-Based community development, etc.) are instrumental. Also, you can create your own method of getting youth involved.
- Having youth co-facilitate the dialogue is important for several reasons:
 - Volunteer's Spanish level may be limited
 - It promotes ownership of the initiative in the community
 - It might take time for youth in the community to open up to someone who is not from their community
 - There may already be ideas in the works, so involving community facilitators in planning the discussion is important to gather those ideas as well
- Keep in mind that the CBI process should be a natural progression from ideas to action; therefore if the dialogue is not inclusive and thorough, it might turn out to be a forced project that the community doesn't really own.
- Keep in mind that it doesn't have to be construction-based. The CBI can involve obtaining information, holding conferences / trainings, supporting fundraisers, fairs, cooperatives, etc depending on the interest of the community. So if the proposal is not construction, you don't have to turn it down!

STEP THREE: Proposal Development and Action Plan

- Who will be involved in the implementation and evaluation?
- Keep an eye on the calendar to ensure there is time to implement it
- Double check any materials that are necessary with local experts

STEP FOUR: Project Implementation

- Make sure to keep involving community members, specifically youth.

STEP FIVE: Participatory Evaluation of Project

Solicitud de Apoyo a Amigos de las Américas por un Proyecto Comunitario

Fecha/Date: _____
Comunidad/Community: _____
Project Supervisor: _____
Voluntarios de AMIGOS: _____, _____, _____
Preparado por: _____, _____, _____

Título del Proyecto Propuesto/Title of Proposed Project: _____

Descripción del Proyecto/Description of Project: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
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Objetivos y Metas del Proyecto/Objectives and Goals of Project: _____ _____ _____ _____ _____ _____
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Presupuesto del Proyecto/Project Budget:

Materiales é apoyo solicitado de AMIGOS / Materials and support requested of AMIGOS

Valor Total/ Total Monetary Value: _____

Material/Materials	Cantidad/Quantity	Valor/Monetary Value
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Valor estimado de la transportación de las materiales solicitadas/ Estimated value for the transportation of requested materials: _____

Materiales é apoyo brindado por la comunidad/Materials and support contributed by community

Valor Total/Total Monetary Value: _____

Material/Materials	Cantidad/Quantity	Valor/Monetary Value
1.		
2.		
3.		
4.		
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10.		

Materiales / apoyo brindado por otras personas/ Materials/Support contributed by other people

Valor Total/Total Monetary Value: _____

Material/Materials	Cantidad/Quantity	Organización	Valor/Monetary Value
1.			
2.			
3.			
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10.			

Nombres y cargos de la gente solicitando el proyecto/Names and positions of people requesting project:

Apellido/Last Name	Nombre/First Name	Cargo/Position	Firma/Signature
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Información Adicional/ Additional Information:

Criterio para la Distribución del Apoyo Financiero de AMIGOS/Criteria for Financial Support from AMIGOS

El apoyo financiero de AMIGOS será distribuido según varios factores, entre ellos los siguientes:/Financial Support from AMIGOS will be awarded based on several factors, including the following:

- **El manejo del proyecto por líderes jóvenes/The participation of local youth leaders in the management of the project:** *Los proyectos que llevan la mayor involucración de jóvenes en el proceso de selección, planificación, realización, y evaluación de proyectos recibirán el mayor apoyo posible de AMIGOS para desarrollar su proyecto /Projects that have a high level of involvement from local youth in the process of selection, planning, implementation and evaluation will receive a high level of support from AMIGOS.*
- **La cantidad de gente involucrada/The number of people involved:** *Las solicitudes con la mayor cantidad de gente involucrada van a recibir alta consideración./Proposals with a maximum amount of people involved will receive high consideration.*
- **El impacto que pretenden tener en la comunidad/The proposed impact on the community:** *Las solicitudes que expliquen más claramente el impacto positivo que pretenden tener en su comunidad en cuanto al desarrollo comunitario, la formación del liderazgo juvenil, la salud pública, y la educación, recibirán mayor apoyo de AMIGOS para desarrollar su proyecto./Proposals that explain clearly the anticipated positive impact that the project will have in the community in terms of community development, fostering of youth leadership, promotion of public health and education will receive maximum support.*
- **El apoyo de otras instituciones, incluyendo al gobierno, en el proyecto:** *Los proyectos que han solicitado otras fuentes de apoyo son preferidos./Projects that have requested other forms of support are preferred.*

** Todos los proyectos apoyados por AMIGOS deben ser completados antes de la salida de los Voluntarios/All projects funded by AMIGOS should be completed before Volunteer departure.

OPEN-ENDED QUESTIONS IN SPANISH REGARDING SUSTAINABLE DEVELOPMENT

This is just a start; feel free to add to them, modify them!

- ¿Porqué quisiste participar en AMIGOS originalmente? ¿Cuál fue tu motivación?
- ¿Quieres ayudar a la gente este verano? ¿Que significa “ayudar” para ti?
- ¿Han cambiado tus razones por participar en AMIGOS? ¿Cómo?
- ¿Cuales son los recursos que los voluntarios de AMIGOS traen a las comunidades de Latinoamérica?
- ¿Cuales son los recursos que ya tienen las comunidades?
- ¿Qué podría ser el efecto negativo de regalar pasta dental a un niño de la comunidad?
- ¿Como puedes enseñar a un niño cepillarse los diente en una manera tal que el niño siga cepillando después que te vayas?
- ¿Qué valor tiene tus clases con los niños en tu comunidad?
- ¿Como te sentirías si no dejaras un resultado material del trabajo que hiciste en la comunidad? ¿Que quieres dejar en la comunidad? ¿Que puedes dejar?
- ¿Qué crees que vas a cambiar en la comunidad? ¿Crees que va a cambiar más la comunidad o tú mismo(a)?
- ¿Como puede afectar a una familia el alojamiento y hospedaje de los voluntarios de AMIGOS?
- ¿Piensas que vas a enseñar mas que aprender, aprender mas que enseñar, o una combinación de los dos este verano?
- ¿Que significa “desarrollo sostenible”? ¿Porqué es importante el desarrollo sostenible en los programas de AMIGOS?
- ¿Preferirías hacer 30 letrinas que tu pareja y tú construyen solos, o 10 letrinas que a la gente de la comunidad les animan construir? ¿Porqué?
- ¿Cuál es la diferencia entre dar un pez a un hombre, y enseñarle pescar?

Thanks to Catherine McKay for writing these questions.

LISTA DE VOCABULARIO

Verbos

afectar, el efecto – to affect, effect
aprovechar – to take advantage of
colaborar, la colaboración – to collaborate, collaboration
continuar, la continuación – to continue, continuation
cooperar, la cooperación – to cooperate, cooperation
desarrollar, el desarrollo – to develop, development
explotar, la explotación – to exploit, exploitation
fomentar, el fomento – to promote, promotion
mantener, el mantenimiento – to maintain, maintenance
mejorar, el mejoramiento – to improve, improvement
participar, la participación – to participate, participation
promover, la promoción – to promote, promotion
realizar – to carry out, to accomplish
resolver, la resolución – to resolve, resolution
resultar, el resultado – to result in, result
solucionar, la solución – to solve, solution
sostener – to sustain
utilizar – to use, to utilize

Adjectivos

sostenible - sustainable
susceptible - sensitive
disponible - available

Nombres

el autocuidado – self-care
el interés – interest
el líder – leader
el liderazgo - leadership
el poder - power
el problema - problem
el recurso - resource
el recurso natural – natural resource
el recurso humano – human resource
el recurso económico – economic resource
la comunidad - community
la desventaja/la ventaja – disadvantage/advantage
la necesidad – need

ROLE OF THE AMIGOS VOLUNTEER

DO'S AND DON'TS

DON'T do things for people.

DO help them do it for themselves.

DON'T define priority needs based on your own North American values and perspectives.

DO help people analyze the problem and define their own needs.

DON'T assume people should do things the way we do them in the USA. What works for us may not work for them.

DO respect local values, traditions and ingenuity. Treat them as building blocks, not impediments.

DON'T try to push people beyond a pace and scale that exceeds their technical and managerial capability.

DO establish realistic expectations based on a particular approach in which both learn from each other.

DON'T introduce technology that the people cannot operate, maintain, repair or replace using their own financial capability.

DO emphasize the use of locally available resources, materials and supplies when possible.

DON'T base your ego fulfillment on how much material and economic progress you personally promote or get credit for.

DO base your ego fulfillment on the progress people make in improving their productive capability and other social gains.

DON'T assume a leadership style based on an authoritative, forceful approach.

DO assume a leadership style that promotes the concept that when the task is done, the people say, "We did it ourselves."