



FUNDACION
YANAPUMA

*"Facilitar la vida
sostenible y sustentable"*

Annual Report, 2008



Annual Report 2008

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From left to right: Andy Kirby, Linda Westberg, Jane Higgins, Mathew Tasker, Elizabeth Garófalo, Azalia Cruz, David de la Houssaye, Maria Cabrera, Shanti Freitas, Jenny Joussemet, Kathryn Bawden, Tatiana Espinosa, Noemie Pedrot, Vinicio Quinchiguango, Stephen Barnes, Caterine Vera, Edison Rendon, Giovanny Toapanta (absent are Kyle Muther, Fran Henry)

1. Foreword by the Executive Director.

The following report highlights the growth and development, challenges faced, and key activities of Yanapuma Foundation and Spanish school during 2008. The 31st of December saw us complete nearly two and a half years of

hard and dedicated work. During this time the founders and staff have collaborated with international interns, students and volunteers to create an organization that we can proudly say is now beginning to realize the results that we set out to achieve.

There have been constant challenges as we have sought to develop a stable economic base for our organization as well as to learn how to work with communities to achieve our sustainable development goals. These two goals require very different skills and methods, and we have often noted that from the start we gave ourselves a doubly hard task; to develop a professional Spanish school with a good reputation, and to develop a foundation that can accomplish its mission effectively and efficiently. We are happy to say that we have made significant progress in both areas during 2008.

One of the joys of working in this kind of environment is sharing with other people, our staff, students, interns, and local collaborators; people who are not motivated by purely personal gain and who are genuinely interested in working to create a better world. Working towards our development goals and seeing the organization continue to grow is in many ways its own reward. At the same time however we are aware that we eventually have to attend to our own needs as well, to avoid "burn-out." Our modest aim is to be able to earn a reasonable middle-class Ecuadorian salary for the work that we do. After two and a half years we are currently receiving about one third of this sum. If we can achieve 50% of a regular salary during 2009 we will at last feel some personal relief in addition to the satisfaction of achieving our goals. The term "foundation" in Ecuador has become almost synonymous over the past decades with corruption and money as many companies and rich individuals, under lax legislation, were allowed to set up foundations that were only tax-avoidance and money-laundering schemes. But under the current president, Rafael Correa, a concerted effort is under way to close these loopholes and ensure that foundations are bona fide non-profit organizations. So we are all under public scrutiny at the moment, something that we at Yanapuma welcome, although complying with the sometimes Byzantine and complex legal and accounting requirements is a constant challenge and drain on resources. But moves are under way to create a national register of non-profits that through inclusion in the register can receive funding from the government, and Yanapuma is working to be included in this list.

From the other side of the equation, often, the first reaction in any community to hearing the word "foundation" is to ask how much they will get. Changing this mentality is a major and recurring challenge in the work of

Yanapuma as we strive to avoid any kind of paternalism and dependency. Many communities are also skeptical of foundations because in the past they have failed to deliver on their promises. Of course there are many examples of responsible and professional foundations out there that do really make differences in people's lives, and we are committed to collaborating with these organizations. We, both by necessity and design, arrive by bus, eat and stay with local families, and demonstrate our willingness to get our hands dirty to get the job done. Our staff and interns have developed good relationships and have achieved significant results through their dedication and genuine sense of connection with the inhabitants of the communities that we are working with. We look forward to continuing along this path during 2009.

Our Spanish school has doubled in number of students during 2008, and we plan for at least a 50% growth in 2009, although the current world financial instability will be a considerable challenge in this respect. But we believe that the combination of innovative programs that we have created with the possibilities for volunteering, internships and research that we offer will prove sufficiently attractive for us to be able to capture a larger share of what is predicted to be a smaller market this year.

The foundation has also continued to grow with the addition of new staff members and increased numbers of individual and group volunteers and interns. This continues to present us with organizational challenges as the level of activity and complexity increases. We are also aware of the need to raise salaries to satisfactory levels in the foundation in order to be able to keep the dedicated and competent staff that we currently have. A rapid turnover of staff can create many problems within an organization and we need to be able to focus well on what is an already complicated task.



All in all we can look back on 2008 as a successful year, and we look forward to 2009 with cautious optimism for continued growth and development. With the help of our friends and supporters we will weather the financial storms and continue with our mission of promoting sustainable and integrated development in the indigenous and marginalized communities with which we are currently engaged.

2. Introduction to Yanapuma

Mission of Yanapuma

The mission of Yanapuma Foundation is to promote sustainable community development in Ecuador. To accomplish this, the foundation has adopted an integrated and collaborative strategy that promotes participation of the client communities and ownership of the processes, and seeks to work across all the major axes that contribute to a sustainable life. In order to accomplish the latter Yanapuma seeks to collaborate with other agencies and organizations, coordinating delivery of the necessary services. We aim at all costs to avoid paternalism and dependency as this is antithetical to the self-reliance that supports sustainable development.

Yanapuma also seeks to develop a level of independence from outside funding in order to maintain the ability to continue working without fear of funding shortfalls. This is accomplished through administration of a Spanish school for international students in Quito, as well as group and individual volunteer activities that provide funding to cover some staff and administrative costs. On this platform, the foundation can then seek funding for particular projects, without the addition of large overhead costs. This strategy has been particularly popular with small donors who are happy to know that their donation goes directly to their elected project costs.

Organizational structure

At the start of 2009 Yanapuma Foundation and Spanish school comprised six founder members, three full time staff for the school in addition to a number of regular contract teachers, and five staff working on the foundation side. During the latter half of 2008 we set about reforming our organizational structure, both for the Spanish school and for the Foundation. In November we completed the process of uniting the Spanish school and the foundation as one legal entity. At the advice of our original lawyers we had set these up as two entities, but experienced problems with the school due to poorly drafted statutes and the withdrawal of two of the original founder members. Now the school and foundation operate as one organization, although we maintain separate accounts in order to be able to track the financial performance of each.

The 6 founder members comprise the board, with one executive director responsible for reporting to the board regarding both the school and

foundation. Within the organization exist three separate departments that are further divided into sub-departments. One oversees the facilitation of sustainable community development. This department is further divided into a sub- department of volunteer programs and a sub-department of community development. The second department oversees the Spanish School. This is divided into two sub-departments, one for academic development and one for social activities. Finally, the third department oversees the institutional development of the organization itself including administrative tasks and financial reporting. In the future this department will also fully take over the tasks of communication, human resources, marketing and web site development, which for now are overseen by the executive director with the help of others. Appendix E has a detailed diagram.

The goal of this new organizational structure is both to facilitate communication within the organization across the various departmental activities as well as to clarify the roles and responsibilities of each position within Yanapuma. Included within this new structure is a comprehensive system of individual and departmental work plans, self-evaluations and interpersonal evaluations. Our aim is to clarify the objectives and activities of each member of the organization. This will help to streamline the day-to-day working environment of Yanapuma as well as provide a much more organized, efficient and professional service to our donors, students, interns, and volunteers. As this entire process has only been initiated recently, it will continue to be developed and modified according to our needs, resources and own internal evaluations. Finally, with this process we aim to put our principles of participation, communication and transparency into action

Our Methodology: An integrated approach to sustainable development

At Yanapuma we utilize an integrated strategy for sustainable development based upon encouraging participation and collaboration and avoiding paternalism. Within this model project development takes place in discrete phases and areas, but always with an understanding of how the parts will fit together into a unified strategy. To this end projects are always developed with a long- term view of facilitating and sustaining change processes through the creation of economic opportunities, delivery of services and capacity development. This approach entails a holistic programmatic vision of sustainable development always grounded upon the view that it is the people themselves who are the true drivers of their own future. Over the last two

years the dialogue of defining our methodology has led us down a path that incorporates seven basic elements, all of which help to sustain a participatory action oriented and community driven approach to sustainable development:

-Collaboration

Build confidence and transparency between the foundation and local beneficiaries

- Participation and Communication

Construct spaces of dialogue in order to understand community needs and resources

- Networks

Form organizational networks for project financing, development and implementation

- Capacity Development

Promote social responsibility and dialogue through participatory project planning and action group formation

- Sustainability

Promote sustainability through working alongside community action groups in project development

- Integration

Implement multisectoral programs that integrate agriculture, health and education to promote a sustainable future together with local beneficiaries

- Evaluation and learning

Monitor and evaluate projects with community action groups to improve project implementation

Our Strategies

As a young and growing organization we recognize that we must collaborate with other Non-Governmental Organizations, community groups, Universities, volunteer groups and government agencies. Our strategy is to work in a participatory manner together with these groups to realize integrated

sustainable projects. Our specific strategies to accomplish this includes the following:

- Jointly design and implement projects with community groups, local stakeholders and partner organizations

- Motivate and improve capacities of local citizens to organize and plan projects creating spaces for long-term social change

- Promote spaces for dialogue and participation among local beneficiaries

- Utilize resources of foreign interns with practical knowledge alongside Ecuadorian students to further an exchange of ideas for mutual benefit

-Work in an integrated way that confronts the reality of poverty and deprivation in Ecuador

Program Development

Yanapuma Foundation aims to facilitate community driven sustainable development. In order to realize such a goal, we recognize the need of working alongside community beneficiaries in an integrated manner with long time frames. To this end the foundation jointly with the communities in which it works and based on their most urgent needs, develops multi-sector programs laying the foundation for a more prosperous and healthy future. We focus on program areas that are essential to sustainable well-being: agriculture/environment, health promotion, education/capacity development and economic opportunity.

Within this process we promote the capacity of local beneficiaries to plan, organize and implement projects. If resources can be obtained from local government authorities Yanapuma helps in the facilitation of communication between community groups and local government. In this way, local people increase their knowledge and capacity to advocate for themselves at the same time as government and other authorities increase their capacity to deliver resources to their constituents. This participatory type of planning and implementation promotes ownership and dialogue around the issues that local community members deem most necessary.

Financial Systems

Yanapuma Foundation is committed to transparency in its financial affairs; both to the donors and organizations that support our work, and to the communities who receive our help. We are committed to complying with all national reporting requirements, as well as seeking to satisfy international standards for financial reporting.

Our aim is to have an integrated system of accounting that will produce reports whenever they are needed. We are in the process of setting up accounts for each project and each donation, so that at any moment we can respond to inquiries about the state of a particular account.

Our general principle is to use income from the Spanish school, Volunteer Ecuador and other programs to cover the administrative overheads, committing 100% of funding received to direct project costs.

We disburse funds to projects and communities according to procedures that ensure that the funds will be properly used, and have reporting procedures in place with each community to validate all expenses. In part this process is also designed to teach sound financial practices to members of the communities.

3. Summary 2008

Yanapuma Spanish School



The school has seen sustained growth over 2008. While 2007 saw an average of 5 students per week, the average in 2008 increased to 9 students per week. With the appointment of Edison Rendon as academic coordinator in January, a concerted effort to develop our own professional materials got under way, also with the aid of Caterine Vera who also became a permanent member of

staff. Vinicio Quinchiguango became responsible for the social and activity development of the school as well as publicity and marketing in Quito. New programs were also put into development for 2009. These include:

- Medical Spanish program – a one month program that includes a part-time practicum, for medical students and other health professionals

- Gateway to Latin America program - a two week program for youth traveling for the first time in Latin America that combines travel Spanish with safety briefings, orientations and help organizing their travels.
- Online classes – courses for students over the internet.

In addition, we have developed 3 distinct options for studying outside Quito –

- Study in an Indigenous Community,
- Travel and Study (set programs that explore different parts of Ecuador), and
- Traveling Classroom (personalized itineraries with a daily price).

The first two are all one-week programs that can be combined in any fashion. All of these programs have been included in the new pricelist and catalogue for 2009.

Full-time teacher Betty Benitez left us temporarily in August to concentrate on her Masters' thesis, in which she is examining the role of gender in Spanish teaching using research data gathered at Yanapuma.



The summer period presented the greatest challenge as it was our busiest period with up to 22 students on any one day. This tested our administration system and we had to draft in new teachers, which is always something of a risk at first until we know how they perform with students. We administer an exam to prospective teacher to gauge their level of knowledge, but equally important is their rapport with students as well as their ability to work as part of a team and assume the requisite responsibilities such as arriving on time, preparing classes, etc. The principal points for growth were to attend more to the small details that make the experience of studying Spanish more appealing to students such as regular dinners and social events, and making the administrative system clearer and more responsive in terms of charging students in a timely fashion and making them aware of these processes.

In June we jumped on the chance to rent the adjoining office which gave us another 180 square meters of office space for the foundation with space to



host 3 or 4 more Spanish classes. This also freed up more space for the administrative offices of the school and gave us a reception area with seating for the students to use as a lounge. Although it was a bit of a stretch for us economically, we did not want to let the chance slip past and be hunting for space when the school got really busy. This move has given us the capacity to host up to 26 one-to-one classes per day. But as we

had 22 classes per day at our peak in the summer we can easily expect to exceed this number during the summer of 2009.

Statistics:

Number of registered students in 2008:	164
Number of weeks of classes taught:	461.6
Number of students who studied in communities or travelling:	15

Yanapuma Foundation



The foundation has also continued to grow and develop during 2008. This development can be split into two periods. During the first half of the year the foundation continued the facilitation and implementation of already initiated projects while also developing the parameters for new projects. The focus remained on the community of Bua de los Tsá'chila, developing in the areas of

agriculture, health, education and sanitation. Three volunteer groups worked on different short projects, and one worked on a one-month project to build ecological toilets for the school in Bua.

Organizational development

During the latter half of the year we realized the necessity of taking a step back from project work to work on developing our organizational structure and improve our ability to plan, seek funding, and deliver the best service to the communities that we are working with. Once the ecological toilet project in Bua was finished in mid October, we decided to postpone other major project work until the New Year, in order to focus on internal strengthening of the foundation. This process was helped by Kyle Muther, a former intern from the previous year who returned to us after completing his Masters' thesis in Sustainable Development.

This process was unexpectedly aided in November and December when we received anonymous donations totaling \$5000, intended specifically to support our organization and capacity building processes.

An unexpected challenge

The greatest setback of the year occurred on 20 February when thieves broke into the offices during the night and stole computers and other equipment worth about \$5000. We were able to replace all this equipment without going into debt, and immediately installed a sophisticated alarm system to avoid a repeat. Fortunately we did not lose any information as our server and backup were locked to the desk and thus the thieves were unable to take them.

Start up of new travel agency connected to Yanapuma

In February of 2008 two founders of Yanapuma also became involved in the development of a travel agency and tour operator, Eos Ecuador. The aim of Eos is to promote community run and responsible tourism, a response to the fact that there are a great many communities developing tourism and a great deal of effort goes into setting them up. However there is very little effort made to actually sell these projects and the vast majority end up failing. It is also expected that in the future Eos will be able to donate profits to the work of Yanapuma Foundation, and this is part of its stated aims. David de la Houssaye began to work full time in the travel agency, and Yanapuma pledged to continue paying his wage for one year, up until March 2009, as a help to Eos in its early days.

The development of Volunteer Ecuador

During the course of the year we began to recognize that sending too many volunteers to the communities that we are working with can have a negative

impact on the community, especially if they are unclear about their roles or unprepared for the conditions and work that they have been assigned. Unfortunately a desire to help, although admirable, is not always enough. Throughout the last two years we have realized the need for our interns to have a good command of the Spanish language, be able to commit at least four months and maybe most importantly have a good amount of experience in community development and living in international settings. Moreover, a need for a comprehensive orientation into how our foundation works, the socio-cultural context of Ecuador, the basics of community development, our methodology and a wide-ranging history of our work is indispensable. For all these reasons we set about creating a parallel program to the work of the foundation, called Volunteer Ecuador.



The concept of Volunteer Ecuador is to collaborate with other organizations and communities in Ecuador that have well run, reliable programs but lack the volunteers. We have heard many stories of volunteers who organized their own placements or came through other international organizations, sometimes paying a lot of money for the privilege, only to arrive at projects that were not well run or not what was advertised.

The result is a great disappointment and a loss for all. At the end of 2008 Volunteer Ecuador was beginning to attract a good number of volunteers as well as interest from international organizations looking to place their volunteers. Our modest aim for 2009 is to place 100 volunteers.

Challenges in the field

The greatest challenges that the foundation has faced in 2008 have been to build sustainable alliances with community members amid dynamic internal power struggles. The notion that we are dealing with a "community" is something of an illusion, as within even the smallest community there are pre-existing tensions, divisions and power struggles that the foundation inevitably becomes involved in, either as a participant or as a victim of rumor and accusation. Important to this process is our continual emphasis on impartiality enacted through our development of community action groups that comprise large parts of the communities in which we work. By participating with multiple actors in the community, the government and other

Non-Governmental Organizations we strive to promote an inclusive process while recognizing that power struggles exist and cannot be simply bypassed. It has proven an uphill struggle to get this message understood. Still, success in this area is vital in order to be able to make progress and to forge the ability of each community to organize itself to achieve its own goals. This has been very evident in Bua, and across the whole Tsa'chila culture itself, as well as in Estero de Plátano. We discovered for instance that the Tsa'chila governor was undermining our efforts in Bua through the local Cabildo for his own political ends, at times saying one thing to the assembled crowd in Spanish for us to hear, but completely the other in their native language, Tsafiki.

In the end though we ask to be judged by what we have achieved, and if we are found wanting in that respect we are open to that criticism. We know we have to strike a delicate balance between carrying out surveys and questionnaires to acquire necessary information and actually having concrete results from our presence. If we are seen to be always taking away information and not giving much back then community members do become suspicious. In this respect it is always important to translate documents written in English back to Spanish so that the community can have access to them.

Moving towards sustainable project funding mechanisms

One important decision that we took towards the end of 2008 was to use the profits generated by the Spanish school and the group volunteer projects solely to pay the administrative and basic costs of the foundation, including wages. This implies not using these funds for projects as we had previously done. The aim is to improve our personal finances to an acceptable level eventually, and to focus on fundraising as a prerequisite for carrying out particular projects. We have found it all too tempting to put funds into projects to top them up or get them going initially, but cannot afford to continue this way. Thus we now make a division between the more "commercial" activities of the foundation (the school, group volunteer projects, Volunteer Ecuador program) and projects which require external funding. Each project has its own budget and separate account to track expenses and maintain transparency. Of course, in the unlikely event that our income from our own activities reaches an unacceptably high level, we will look for a means of investing the excess in particular projects. The dramatic fall of sterling during the last two months of 2008 has presented us with a significant challenge. Income from volunteer groups from the LEAP

UK, which pays us in pounds sterling, fell by 25% which accounts for most of the profit from this activity. With the prediction that the pound will remain weak in 2009 we are seeking ways to reduce costs in the communities that we send the groups to, in order to recoup some of the projected loss of income. Although this is not our preferred solution, we have no other option.

The issue of accounting has been a complex one for Yanapuma in 2008. We have been unfortunate to have relied for the first 18 months on two accountants whose abilities and advice were less than ideal. With the help of a new accountant, Sonia Bayas, we have spent the year trying to catch up in terms of establishing a valid accounting system. This has been complicated by the introduction by the SRI (tax office) of additional and backdated reporting requirements that are incredibly and unnecessarily detailed in addition to frequent changes in other areas. However, we have triumphed in this sphere, and are confident that our accounts for 2008 are well done, honestly representative of our activities, and fully in line with national reporting requirements. And we look forward in 2009 to further development of our accounting system in line with international requirements.

In Conclusion

In retrospect 2008 has been a year of much learning and growth as a foundation. Our goal of working collaboratively with communities, encouraging participation and ownership of the projects, is a hard one to achieve. But we see it as a necessary step to creating sustainable community development. It takes longer, involves us in often messy social processes, and it often appears to us that we are taking two steps back to take one forward. But the results will be sustainable, and therefore the effort is worthwhile in the long run. In this social and organizational reality, Yanapuma in 2008, will refocus its efforts on improving the organizational capacity of community members, aiming to garner more collaboration, participation and motivation from the people we work with. For this we are continuing to search for a social worker, that could help us with these very important elements of the development process.

We have also grown in our organizational capacity, with a much better defined methodology, backed by an internal structure that is more coherent, and which will allow us to move forward during 2009 towards our development goals. A vital part of this will be to secure funding for our projects and reduce the burden on the Spanish school and Volunteer Ecuador program and group projects that we currently experience.

Statistics:

Total combined income (school and foundation):	\$225,808.94
Total income of Foundation:	\$161,524.17
Total dispersed to communities:	\$78,654.17
Total donations received in 2008	\$26,535.31

Number of volunteers in 2008:	47
Number of interns in 2008	43
Number of months of volunteer work	86.5 (1.8 average)
Number of months of internship work	170 (3.9 average)

4. The Communities and Projects, 2008:

Bua



Introduction – Social and Political issues in Bua

The community of Bua was the primary focus of the work of Yanapuma Foundation during 2008, beginning with the appointment of Giovanni Toapanta as a full time agricultural expert for the community in January. Throughout the year progress was made on the development of agriculture, although it was a slow process, hampered much of the time by the internal politics and lack of organization of the community. Much of Giovanni's time for the first few months was taken up getting familiar with the community and its dynamics before being able to start on specifically agriculturally-related projects.

An axiom of the foundation is that we are committed to an integrated and collaborative style of development. This means in practice that we have to get much more involved in the community and its organization and politics than an organization that merely focuses on one particular aspect and which can go in, do its job and leave, without really touching the internal dynamics of the community. This makes the job much harder, messier, and complex than we would like, but we see it as absolutely necessary in order to achieve sustainable development.

As we continued throughout the year to get beneath the surface appearance of the community we became increasingly aware of the deep seated problems that dramatically affect their ability to achieve any kind of positive change. In part these problems stem from the difficulties for the Tsa'chila culture itself to adapt to the new requirements of living in a more connected and globalized

world. Its most influential and respected governor, Abraham Calazacon, as late as the 1980s was against education for the Tsa'chila as he knew it would destroy their culture. While he may well have been right in this respect that modern education does not value traditional indigenous knowledge or values, the Tsa'chila have not been able to adapt and remain unaware of how they fail in their engagement with outside forces such as the municipal and provincial authorities and other organizations that have resources that the Tsa'chila could benefit from. Instead the Tsa'chila remain mostly wary, suspicious and distrusting of outsiders, often with good reason as past events have taught them.

In this atmosphere of distrust, the people who are meant to be representing their best interests, including their current governor, have often manipulated the Tsa'chila. The result has been a huge challenge for Yanapuma staff and interns to overcome the distrust, incomprehension, and miscommunication that have been a constant feature of our work in Bua. For this reason we decided to hire a social communicator/community worker to work with the various entities in Bua to develop leadership skills, organizational capacity, and improve self-esteem. Unfortunately we were unable to find the perfect person for this role and did not begin this process in 2008.

We did however run some workshops in June in this area with the help of an intern, Idalia Amaya and other staff and interns. These were very successful and began to focus community members on the possibilities for improving their communicational and organizational skills.

Our overall evaluation for 2008 of our work in the social and political sphere in Bua is that we made significant progress, much of which is not visible in terms of concrete achievements. But we became familiar to a much larger section of the community, and have gained respect and trust from various quarters for not abandoning them as have pretty much all other organizations. Our concrete achievements in the community

have helped in this respect too. We have repeatedly expressed our impartiality and transparency at various meetings as well as to individuals. But we heard on many occasions at third hand how we were being accused of things like making the map of Bua so that we could sell their



land from under them, or of doing it to give to the municipality to start taxing them. There is a small group of Tsa'chila individuals who did not want the map made as it would reveal very clearly the large amount of land that they held, while other Tsa'chila are struggling to survive on a few hectares only. The director of the local school confided that this was an issue that, with or without the aid of Yanapuma, would eventually come out. Their land is held by a communal title, but in contrast to other indigenous groups, once title was granted they did not go through any kind of process of land partition. In the 1960s, when this took place, they were still a forest-dwelling people, with no sense of land ownership. The result today is a great disparity in land tenure that is a concern to many.

Mapping Bua:

In 2007 we began a process to make a map of Bua using GPS. This was in response to requests by the Tsa'chila, aided by a resolution taken by the governing body of the Tsa'chila that they should measure their territories to ensure that they are still in tact, and Yanapuma's need to have solid data on which to plan agricultural development, environmental remediation and reforestation.

The work was completed in October and the finished map presented to a meeting of the Asamblea on 31 October. The boundaries were found to be mostly still in tact, and the suggestion was made to plant a ring of large trees around the perimeter to mark forever the limits of their terrain.

As noted above, the process was somewhat contended at various times, and some residents requested not to have their lands measured. The measured land totaled about 50% of the 2800 hectares deeded to them and represented the lands held by 110 families. The other 50% of the land is in the hands of only 15 families, thus highlighting the disparity in land holdings. The mapping was aided by a donation of software valuing \$2,500 by ESRI International, applied for by volunteer Cliff Jones who had previous experience in mapping.

Much of the process of mapping was carried out by Tatiana Espinosa, a Masters' student of environmental sciences at the Universidad Central in Quito. From her peregrinations across the Bua terrain she recognized a great need for reforestation of the river banks. Stripping the trees from around the water courses has had a negative impact on water quality and quantity, and we are developing a project for 2009 to begin reforesting these areas.

Agriculture and Reforestation:

The work of Giovanni Toapanta as an agricultural expert, stationed full time in Bua began to take root slowly. As previously observed, the complex and often frustrating social dynamics of the Tsa'chila make hard work of an already complicated task. His first months were taken up on more social problems as well as just getting to know the community and getting them familiar with his presence. An early attempt to get a project off the ground to provide technical training in production of organic cacao and plantain through INCCA (Instituto Nacional de Capacitación Campesino) did not work out because the Tsa'chila took too long to organize themselves as a group of 30 (the minimum required by INCCA) and by the time they were ready INCCA were out of funds for the year.

But by the end of 2008 a solid group of 15 young Tsa'chila farmers from Bua had coalesced into a working organization with the aim of improving cacao production. We took several Tsa'chila to visit a working organic farm (Finca Sarita) and cacao cooperative, which impressed the group and gave them a first glimpse of what they could achieve if they organized themselves.

Giovanni subsequently organized a training workshop in the art of grafting and care of young cacao plants, and a nursery for hybridized cacao saplings was created.

A plan was also put into action to set up a two hectare demonstration and experimental plot that would test various varieties of cacao to see which gave best results. This will be within a mixed semi-forest environment that also incorporates other potential cash crops as well as nutritional products for local consumption, creating an easily and economically managed system of sustainable production.

It has taken a year for Giovanni to get to understand enough of the Tsa'chila culture and for them to get comfortable with him and the foundation, and for them to begin to gain the confidence to embark on a program that will improve their agriculture. We expect to see much more concrete results in 2009 from this ground-laying work of 2008, and are looking forward to a productive year in this sphere in Bua. One important factor will be to secure funding that will cover Giovanni's wages for the work that he is doing.

A donation of 2000 hardwood trees by the municipality gave a boost to plans to reforest parts of the community. With the aid of volunteers these were divided up between local families and distributed to their farms to be planted. We are planning to continue our reforestation efforts in 2009.

Education:

Yanapuma has had extensive contact with Abraham Calazacon school in Bua. Its director, Guillermo Aguavil, has warmed to the work of the foundation and the possibilities that association with Yanapuma offers for improving the educational level of the children and the infrastructure of the school.

During the year we sent volunteers and interns to teach English, developing a short course using local materials and photos. Other students taught music, nutrition and hygiene, and helped the teachers with their workload as well as working on improving teaching materials.

In August we sent a group of university students from the Universidad Central to work on bringing some of the children up to the appropriate level to be able to pass to the next year without having to repeat a year. A separate group of University students, together with some representatives of the 'cabildo' helped to teach basic computing skills at the school as well as complete a course of internet instruction at the Universidad Central de Santo Domingo. We hope to continue this process, bringing together foreign volunteers, Ecuadorian students and local community members.

Appropriate Technology:



Our greatest contribution to the school during the year was the construction of a block of 6 ecotoilets, using the same system that we had used the previous year to construct 3 individual ecotoilets in different locations in the community. These work by separating the urine from the feces, to which wood ash, lime, or dry earth can be added. The desiccation process over the course of at least 6 months produces a rich and

safe to use fertilizer. The urine is led away to where plants can benefit from the urea. The ecotoilets were inaugurated on the 31st of November with a day of training the children how to use and maintain them. In the beginning of 2009 we also completed the same training course for the parents of the students and developed the capacity of the professors to integrate sanitation education into the curriculum once schools start back up in April of 2009. In addition, two schools in Santo Domingo visited the toilets and are interested to collaborate with us in 2009 in the construction of an ecological toilet in

their own school. We will continue to monitor their use and effectiveness during 2009 with a diverse range of methods including laboratory tests, health surveys, questionnaires as well as rapid evaluation forms for each toilet.

Guillermo struggles with the local director of bilingual education who is widely seen as incompetent and partisan. Unlike other bilingual education systems, the Tsa'chila, do not have a curriculum, even remotely based in their cultural context. Because of the lack of capacity of the Tsa'chila education system many parents choose to send their children to the Spanish schools, meaning that many Tsa'chila receive no education about their culture.

Previously he had allied the school with the bilingual education department of Cayambe, an organization of the sierra in Pichincha. But with the approval of Santo Domingo as a separate province, the school would no longer be in Pichincha and thus would no longer be supported by Cayambe. This was causing a big problem at the end of 2008 in order to secure funding for the teachers' pay.



Health and Well-being:

During 2008 we carried out two major studies in relation to health. The first looked at the nutritional status of young children in Bua. The results showed that on average they are about 17% below what is considered normal by UN defined standards, demonstrating a definite need to work on nutrition education and improvement of diet through agricultural production.

The second study examined local knowledge of prenatal and postnatal nutrition and care, confirming that there is a great need for increased education in this sphere. Additionally an exhaustive list was made of the resources available locally and nationally that we can draw on in our continued work to improve nutritional habits in Bua.

We received a donation of \$12,700 from a school in Holland to renovate a building for use as a health promotion center. This work will take place in 2009. We decided to seek additional help from local authorities to provide materials for the renovation so that we could focus the financial resources that we have on health promotion, education, and the training of local health

brigades. It is however a slow process trying to get local authorities to agree to spending a few thousand dollars on building materials. Our overall goals in the sphere of health are also integrated with our approach to agriculture and the need to develop more nutritious food options for the Tsa'chila, especially for the youngest children. Currently their diet consists mostly of white rice, plantain and yucca only.

Tourism:

The cultural center, Shinopi Bolón was a destination for Spanish students to study with their teachers, as well as Cultural Exchange program visitors. In general visits to the cultural center went well and visitors left feeling content. The family that runs the center made a concerted effort to offer a good service to their guests.

Two volunteer groups from the UK built a new visitor cabaña using a design made by Alfonso Aguavil (president of the cultural group) with the collaboration of our Agricultural expert, Giobvanny. Another group repaired bridges and trails in the forest reserve.

The larger question of how the families involved in the cultural center wanted to develop tourism was asked in September as part of a review and forward planning session. The consensus seemed to be that they are more interested in developing Shinopi Bolón as a center to preserve their culture than as a tourism destination. This will involve developing the museum much more and Yanapuma remains committed to helping in this process during 2009.

Estero de Plátano

Introduction



At the start of 2008 Yanapuma's principal activity in Estero de Plátano was to send Spanish students to study there, as well as visitors on the Cultural Exchange Program as a means of helping them develop tourism. During the second half of 2008 we began to consider more deeply how we could help in the development of this idyllic spot on the Pacific

coast.

We began to send individual volunteers and interns to study the situation there and to begin to work on projects such as waste management and recycling. We also began to coordinate with a Peace Corps volunteer newly stationed there. With the return of Kyle Muther as projects coordinator and other interns, a plan began to form of how to proceed with the community. This involved meetings with various groups and individuals, including a crafts production group that we helped to draft statutes and get legalized, a group wishing to develop tourism, the local school and health center, and other local actors.

What soon became apparent is that there are deep divisions within the community that call for much patience and delicate negotiating to overcome. This task barely got underway in 2008, but will be a priority for 2009. Briefly, there is a small group of families that has always been very active in trying to make progress in the community. They have been responsible for getting other foundations and organizations to work there such as the Peace Corps and Fundación FURARE, among others, as well as soliciting training and resources from local bodies. But the feeling has been that these families work exclusively and are resistant to other families becoming part of their activities. Conversely, from their perspective the rest of the community often commits verbally to projects but rarely follows through, making working with them frustrating and unproductive.

As we have already found from our continued involvement with Bua, these kinds of issues threaten and confuse any attempts to develop a community-wide initiative, and the foundation itself becomes a pawn and a player in this complex game. Staff and interns, often dependent upon local informants, can easily get drawn into losing their objectivity and making unwarranted assumptions. The challenge is to work with all parties that are seriously interested in the development of their community, bridging their divides with a superordinate goal of improving education, health, income, etc., and the prospects for their children. We hope that the provision of 5 initial scholarships to allow the brightest children to study at secondary level will be a step in this direction.

Artisan Group

The artisan group in Estero de Plátano comprises a group of families interested in developing an alternative source of income through the production and sale of crafts items. There is no previous history of craft production in the village. The project was initiated by the foundation FURARE

with the construction of a workshop and the provision of machinery, and some basic training for community members in how to use the machinery. To date they have not achieved any substantial production and lack ideas of what kinds of things to design and produce. One potentially lucrative product is a heat resistant mat for the table made of wood and faced with either squares of polished coconut or shell. But the major impediment to production is that they lack the correct machinery that will allow them to produce them quickly and accurately. Thus their production is a slow and uneconomic process. The Peace Corps volunteer succeeded in obtaining funding for the purchase of more machinery.

Yanapuma helped the group to become legalized in 2008, a major step on the way to being able to sell their products well. There exist divisions within the group, as well as conflict with members outside the group who would like to become members. In theory the group is open to all those who pledge to abide by the established rules of their statutes. But in practice things are not quite so simple and a meeting is scheduled for the end of January 2009 to begin to try to resolve the issues that prevent the group from functioning well.

Tourism

There exists in the village some interest in developing tourism in Estero de Plátano. There is considerable tourism potential in the village, but this should be done without radically altering the character and lifestyle of the village which is its primary charm for the outsider. Tourism further north is quite well developed and there have been attempts by outside interests to purchase land in and around the village to develop hotels. Yanapuma's primary goal remains to help them develop an appropriate and sustainable form of tourism that does not detract from other economic activities or lead the village to lose control of its own development.

An already existing tourism group comprised of several families has been sporadically active over the past 5 years but has not developed any specific program beyond receiving volunteers, Spanish students and Cultural Exchange visitors from Yanapuma.

There is now a small hostel in the village run by someone antipathetic to the tourism group, and a couple of locals have set up small restaurants for the weekend visitors.

The ocean that fronts Estero de Plátano has been declared a marine reserve, which should help in the long-term aim of developing some kind of tourism

there with the possibility of diving and snorkeling trips as well as whale watching in season.

In order to realize all of these activities Yanapuma needs to focus the community on designing a suitable strategy and receiving the training and other help necessary to put their ideas into practice. Additionally, the social processes and divisions in the community need to be dealt with effectively in order to create a unified plan.

Survey



Towards the end of 2008 we began to put together a survey to carry out in the community to obtain baseline data and information about the health and condition of the community. With this information we can plan activities and priorities for 2009. Application of the survey will take place in January 2009. Areas covered will be general health, nutrition, childbirth, water, waste management, agriculture, environment,

economic activities as well as general demographics of the community as a whole. In the beginning of 2009 Yanapuma has continued to work towards the development of community action groups. 2009 will be an interesting year in Estero de Plátano, as this process is continued.

Scholarships

In informal talks with community members one of the principal barriers cited to the development of the community is the lack of secondary education. Very few children study after the age of 12. One community member heard of the possibility of obtaining scholarships for study from a volunteer and proposed this to Yanapuma. Thus, we set up our annual Christmas fundraiser to seek funding for exactly this. The result was sufficient funding for 5 scholarships for the first year. This will begin in April when the new school year starts at the coast. We will also start straight away to look for regular funding to continue



and expand the program year on year.

This program will be complemented by a program of sexual and reproductive health education in an attempt to postpone the early pregnancies that characterize this community.

Kamak Maki/Puca Chicta

Introduction

The principal activities of Yanapuma in Chichicorumi during 2008 focused on sending volunteer groups to Kamak Maki in order to continue working on the development of the ethnographic museum, botanical gardens, and visitor center. Additionally, several long-term volunteers went there to carry out projects related to tourism, research, and teaching English in Puca Chicta. At times, Alonso, the director of the project Kamak Maki, decided there was not enough to do there and decided to send the groups to the community of Puca Chicta to work on projects at the school.

Projects undertaken by volunteer groups in Puca Chicta were the construction of a new kitchen for the school, something that the community had been trying to get local authorities to do for a long time without success. Also, a group built a chicken run and shelter and bought the young chicks for a women's cooperative to raise and sell chickens as a source of income.

A Dutch volunteer spent 6 months living there teaching English and several other volunteers continued this work which resulted in a great advance in the level of English spoken by the children of Puca Chicta.

Tourism

The Andy family at Kamak Maki has expressed interest in developing tourism, and several family members have completed tourism training through



different local agencies. We have sat with them to discuss the pros and cons of tourism in order to focus them on making an informed and sensible decision about exactly how to develop their project in terms of tourism. They already receive quite a few day visitors who come down the river on motorized canoes from Misahualli to visit the gardens on a guided tour, and see the animals.

On the basis of their continued interest in developing tourism we included Kamak Maki as one of the Cultural Exchange Program destinations with the aim of giving them practice in receiving and attending to overnight visitors. We also made Kamak Maki a destination for Spanish students to study in the Amazon. The results have been very positive from the point of view of both students and visitors, with only a couple of problems arising. But as the aim of the Cultural Exchange program is to confront and solve these problems, there was no major let down.

One of the difficulties has been to focus them on the difference between volunteers, students, and Cultural Exchange visitors, as there is always a tendency, as in all the communities that we work with, for the family to view all foreigners as the same. Thus we have had to recapitulate on several occasions the differences between each and what that entails in terms of service. The question of service is one of the main stumbling blocks to the development of tourism as community members do not really understand tourism as they have never been tourists. And as tourists arrive with expectations with regard to standards, itineraries, and levels of service, there can exist a large communication gap between the parties.

Another issue is that community members are most often not particularly adept at planning the development of their projects. In this case that means viewing tourism as a general category of activity without a specific perspective on what they would like to or could do. We discussed with the family the different options for developing tourism and the pros and cons of each to try to get them to be aware of the level of commitment needed for each possible activity. This will be a continuing discussion during 2009 as they continue to work on the museum and its contents.

Towards the end of 2008 we received a copy of a paper written by Carly Leusner who had spent several months in Kamak Maki, titled "Growing Plants, Tourism and Medicine: A Perspective from Ecuador's Amazonia." This is being translated into Spanish to present to Kamak Maki.

Legalization

Yanapuma also worked with Puc Chicta to get them legalized as a community, another task they had been trying to accomplish for a number of years without success. We did the same for the project Kamak Maki, legalizing it as a center for the preservation and promotion of indigenous knowledge and culture. An important next step was to teach both entities how to proceed in relation to the tax authorities and other organizations that appear with

demands that may or may not be well founded. It is a feature of life in these places that there is little or no help in getting a project set up or running, but once in action local officials arrive demanding dues for affiliation, taxes, permissions for different facets of the activity, etc. But the form in which we created their statutes gives them rights under laws protecting indigenous cultures and customs through which we hope to be able to help them to avoid all these demands.

La Chimba

Summary

Yanapuma's activities in La Chimba during 2008 were restricted to sending groups of volunteers to work on the continuing reconstruction and repair of the hacienda. Seven groups of between 9-12 volunteers spent 3 weeks each in the community working on the hacienda building.

La Chimba was also a destination for the Cultural Exchange Program and also for Spanish students to study with their teachers. Overall, by the end of the year the foundation experienced something of a disappointment working with La Chimba. Our principal contact had been through the tourism group "Condor Huasi" who have been working on the development of tourism for the past 5 years.

The general consensus at Yanapuma is that there is not really a great deal of commitment to the development of tourism at the moment. This may be for several reasons, one of which is that with the development of the community's own milk cooperative they have been able to command a much higher price for their milk. Thus over the past two years the community has grown considerably richer and has achieved a more stable economic base.

Although there is some understanding of the need to diversify, currently they are making the most of the benefits offered by increased milk prices.

A second reason for the perceived lack of enthusiasm for tourism is that the focus of the group is on working on the hacienda. With the evident progress made on redeveloping the hacienda other groups within the community are now complaining that they do not have any access to this space, despite not having been interested initially in working to redevelop it. At the end of 2008 there seems to be no definitive plan of how to use the hacienda beyond having a kitchen there, space for accommodation, an internet station with satellite connection (already installed) and a meeting room.

A third reason is that Vinicio Quilo, the founder and guiding hand of Condor Huasi has increasingly become involved in local politics on a wider scale and thus has been less directive in the development of tourism. As there is really nobody besides him with the requisite leadership skills, tourism has not been developed. Our experiences with Cultural Exchange visitors early in the year were positive, but later in the year both these visitors, Spanish students and volunteer groups complained about the disorganization and lack of commitment to providing the needed services or competent guiding. At the end of 2008, a meeting with Condor Huasi to discuss the future of tourism and Yanapuma's involvement remained on the agenda. Similarly, we began to think about looking for another destination for our volunteer groups, principally because the work on the hacienda will not go on forever and we need to plan 6 months ahead.

Caimito

Summary



The village of Caimito lies on the Pacific coast in the province of Esmeraldas, just 20 minutes further down the dirt road from Estero de Plátano.

Yanapuma's involvement with the community of Caimito during 2008 was exclusively through George Fletcher, a resident biologist who is working to make farming in the area more sustainable and to create a biodiversity

corridor from inland to the sea. This involves uniting the owners of small plots of forest into a coherent organization and reforesting certain parts to create a tall tree canopy so that the large primates will once again be able to travel between the sea and the inland area.

Our principal activities in Caimito have been with volunteer groups working with George on conservation, organic



agriculture, and construction of a new classroom and school house for the teacher. Caimito did not previously have accommodation for a teacher and had a great deal of trouble attracting and keeping teachers. Hopefully the new school teacher's house will encourage a teacher to commit to the education of the children of Caimito.

In addition, Yanapuma has helped George to purchase land in nearby Quingue, through contact with Sotogrande International School in Spain for development as a demonstration permaculture plot, and also channeled a donation for the construction of a new daycare center in Quingue. George's wife Chrys runs this center using Montessori principles. The donation came from the Mary Bruton Open Door Montessori Centre in Dublin, Ireland. Several long-term volunteers from Yanapuma have worked with George on organic cacao production.

We look forward to continued and expanded involvement with the community of Caimito in 2009.

Mushuk Muyu / Sápara Project



Mushuk Muyu means "new seed" in Kichwa, and became the title of the project started by Mathew Tasker and Linda Westberg to teach Kichwa using innovative, interactive techniques combining regular text books with interactive CDs or a website for those schools that have internet (a first sketch of the website for demonstration purposes is available

here: <http://www.yanapuma.org/mushu/index.html>).

After spending a month in La Chimba investigating the state of bilingual education, their evaluation was that the best thing they could do as two non-Kichwa speakers was to help in the development of appropriate materials that would combine Kichwa learning with material about the culture and history of the sierra.

They developed some initial classes and cultural materials for presentation to schools and contacts in the Cayambe area, which met with great excitement. This led to the project being expanded. Seed funding was provided by Sotogrande International School in Spain to develop the initial materials.

Although there was some resistance in the department of bilingual education at the local level (the inevitable feeling that toes were being stepped on by those who thought that what they were already doing was perfectly adequate) at a meeting with the Dirección Nacional de Educación Bilingüe the director was wholly supportive, commenting that this was exactly what they should be doing and that Matt and Linda had effectively done their work for them. He pledged to produce 64000 of the books and help in their production by a team of Kichwa teachers and experts put together for the purpose. Pueblo Kayambi is the other organization that lent a helping hand in the development of the materials.

A launch date of March was proposed, by which time the 4 books will be produced, along with the multimedia presentations and interactive classes. Further funding from Sotogrande gave us the necessary funds to be able to continue the process into 2009.



Matt and Linda also visited a Sápara community deep in the Amazon where they discovered that only 4 native speakers remain. They showed them the first books they had produced for Kichwa, which led to the proposal to do the same for the Sápara language and culture. As Matt and Linda use an action research methodology, they are keen to include the community in the processes

of rescuing their own language and culture, merely supervising and collating the work. Previous visits by linguists has produced little of value to the Sápara, mostly incomprehensible academic works and 4 different alphabets that the Sápara were not able to review and which do not represent the language adequately to them.

Yanapuma is very grateful to Matt and Linda for all their hard work and focus during the realization of these projects in 2008. We are excited to pursue both of these projects in 2009 and are seeking additional funding.

5. Looking towards 2009

Yanapuma Organization in 2009

Principal Challenges for 2009

Internal

- a. Consolidate and improve our administrative organization
- b. Obtain the necessary financing in order to acquire the human and economic resources we will need both in the Spanish School and in the Foundation
- c. Continue to solidify the image of Yanapuma as a distinct NGO
- d. Improve the communication both within the organization and between field staff and office staff
- e. Improve training and orientation of new volunteers and interns

External

- i. Continue to form networks with other organizations to improve the implementation of our own work
- ii. Utilize partnerships and networks to improve cooperation and collaboration among NGOs in Ecuador through meetings, forums, seminars and workshops to work together towards creating viable solutions to poverty and deprivation
- iii. Establish goals, activities and agreements between participating organizations to improve the viability of integrated networks over time

Organizational development and improved communication

A major goal for the organization in 2009 is to improve communication and professionalism in our daily working environment. With a new organizational structure and a system of work plans and internal evaluations the organization has laid the foundation for communication, efficiency and professionalism. This will be improved in 2009 as we learn from our mistakes and grow into our new organizational structure. With this new desire to showcase our success over the last few years we are planning an open house for May, where we will invite a diverse range of dignitaries, development practitioners, organizations, corporate directors and hotel operators. The goal will be to open Yanapuma up to the national Ecuadorian scene and create partners with various actors in the public and private sectors.

Yanapuma Spanish School in 2009

In 2009 a major objective for the Spanish School is to improve the medical Spanish program and the online Spanish program. We also intend to create new interactive exercises for our students. For example the use of audiovisual teaching materials will be expanded and improved over the year. Also in the last two years we have found some students come with an intermediate or advanced level of Spanish. For these people we are creating materials of a more intellectual nature and developing teaching methods that would be comparable to instruction that an Ecuadorian University student would receive.

Following this line of thought we will work on creating a "Spanish for Business" program, and will work towards offering this and the Medical Spanish program as an online offering.

Lastly, the Spanish school will continue to refine and improve its methodology based on international standards. With a forecasted attendance of some 30 students per week in the summer we expect to be extremely busy.

Yanapuma Foundation in 2009

Volunteer Ecuador

After forming relationships and affiliations with a variety of organizations throughout Ecuador who are willing and wanting to receive volunteers, the Volunteer Ecuador program has started to really take off at the beginning of 2009. Through offering volunteer projects in education, conservation and reforestation, animal rescue, health, social and community development, environmental education, alternative agriculture and organic farming, and ecotourism, the Volunteer Ecuador program hopes to bring at least 100 people through the program in the year 2009. Not only does Volunteer Ecuador hope to provide a variety of opportunities to work with organizations that Yanapuma would like to support through sending volunteers, we will be working hard this year to find the right fit in placements for individuals and thoroughly support these volunteers in their projects and work in and outside of Quito. We hope that this program not only brings more financial stability to Yanapuma in 2009, but also strengthens our connections with other volunteering organizations throughout Ecuador.

Volunteer Groups

In 2009 we will continue to host volunteer groups from various organizations and seek to strengthen our links with them. The Leap Ecuador programme continues to be popular and we will be receiving two groups at a time in January and April, and hopefully July and September too. As a result, we will be expanding the remit of the Leap groups to also work in the communities of Chilcapamba and Estero de Plátano, and spend more time in Puca Chicta as well. The construction projects that the Leap groups have been working on over the last year are all coming to an end soon, but we will continue to work with the communities of Caimito, Chichicorumi and La Chimba on new projects that they propose. We will also be receiving a Canadian school group through the organisation Grey's Academy in March to work on a new classroom for the school in Puca Chicta, a project which the Leap groups will also collaborate on. Following the success of the collaboration with the Thinking Beyond Borders group in the construction of the Baños Secos in Búa, we will be working with them again on a reforestation project in Búa in September. Outlook expeditions will be sending us a school group to work with over the summer, but as yet the project is undefined. The feedback both from the groups themselves and the communities that they work in has been fantastic over the last year, and this is something that we are hoping to maintain and build on in 2009.

Innovative sources of funding, partnerships and community building

In 2009 we intend to harness a diverse range of funding and community outreach mechanisms. Within our website there is a list of small components of projects that can be funded through Paypal. Larger projects may also be funded through this method. We are also open to general funding that will then be put towards project development. We will continue to solidify our partnerships and networks that are only now beginning to take shape. Also, Volunteer Ecuador will continue to be a great source of partners and community building as we establish relationships with a diverse range of foundations all over Ecuador. The network effect will be a mantra of 2009, as we collaborate with local government, Non Governmental Organizations and the private sector to create sustainable and integrated projects. In addition we intend to utilize social networks such as Facebook and change.org as a way to build a more communicative Yanapuma community. The hope is that we will continue to reach out to more and more people as well as keep our past volunteers, interns and staff part of the Yanapuma family.

Grant Writing for larger projects

In 2008 we began the process of looking for funds from a multitude of international and national donors. With the long time frames of such grants 2009 will be an exciting year for what we hope will be the acceptance of many of our projects. In 2008 we recognized that the Spanish school, Volunteer Ecuador and the volunteer groups, although a great source of stability for the foundation would not allow us to realize the integrated and long term projects that we are interested in achieving. In 2009 we will continue on the grant writing process with the goal of achieving project-financing sustainability.

Project Development in 2009

Bua

This year will be an exciting one for Bua. The beginning of the year will be busy as Giovanni, our agricultural expert, will focus on improving the organizational capacity of the Cacao growing cooperative. This group will meet with another, more developed, cacao-growing group on the Pacific Coast in Caimito. We intend to develop this type of collaboration and mutual learning among our communities in 2009. In addition a reforestation and nursery project will be commenced with the help of the volunteer group Thinking Beyond Borders and local people who will plant native tree species along the river-banks as well as grow more nutritious crops for dietary consumption. Connected to this process, 2009 will also see the beginning of the integrated health promotion program in Bua and the surrounding areas. Our goal is, with collaboration from various local government/non-government agencies, to promote a preventative health center driven by local health promoters. This will serve as, not only a health centre but also an education centre, including education about the ecological toilets, nutrition, safe water drinking habits, maternal health and prevention of diseases. In the end 2009 will begin to put the pieces in place for integrated project development focusing on the basic human development needs of agriculture, education and health.

Estero de Platano/ Caimito

In 2009 the foundation intends to focus its efforts on improving the capacity of the community action groups formed in February of 2009. A women's group, education group, health group and young persons group were all begun in the early months of 2009. These groups, together with the foundation will focus on improving well-being through project development in

education, water, waste management, health and tourism. We will work closely with the school and the community action groups to begin to form an integrated health promotion program that will be integrated with the education curriculum as much as possible in Estero as well as the nearby village of Galera. Throughout this process we will work to improve the political capabilities of people in the region to advocate for their right to basic services and dignity.

In Caimito we will finish the new classroom for the school as well as the teacher's quarters. We also intend to work more closely with George in analog forestry, cacao production and environmental education. We intend to improve community and exchange between Caimito and Estero de Platano.

Kamak Maki/ Puca Chicta

In Kamak Maki, the construction of the new ethnographic museum is almost complete thanks in a large part to the time and resources donated by the Leap groups in 2008. When this project is completed, we will be working with the Andy family to look to extend the reach of the Leap groups into the community of Chichicorumi as a whole. Currently, the community is in discussions about potential projects to which the Leap groups could contribute, and we are looking forward to hearing their ideas and seeing how we can help. Kamak Maki continues to be a popular destination for Spanish students and cultural exchange visitors, and as the Spanish school grows in reputation and numbers Kamak Maki will also benefit from the experience of hosting students and the income that this brings in.

In Puca Chicta there will be a stronger presence throughout the year, and as we start to have more direct contact with the community we intend on building a strong relationship with the potential to carry out projects in the years ahead. Apart from the volunteer groups from the Leap and Grey's Academy that will be going to work in the construction of new facilities for the school, we will also have continuity in the provision of volunteer English teachers until the end of the school year in July and hopefully well into the next academic year. Another potential project is the construction of a potable water supply with the collaboration of Engineers Without Borders, Portland Oregon Chapter.

Chilcapamba

Yanapuma will start to work with this sierra community in April 2009, sending LEAP UK groups to work on a variety of community projects.

Mushuk Muyu/Sapara Project

March 2009 is the deadline for producing the 4 books for teaching Kichwa, and the multimedia materials that will accompany them. These should go to print in April or May, and the director of bilingual education has pledged to print 64,000 copies. The development of a website to encourage exchange between the different schools of the sierra is the remaining part that needs to be developed.

Bilingual education have also agreed to print the Sápara materials, and there is the possibility that UNESCO will be involved in the project at some level.

6: Conclusion:

During 2008 Yanapuma Foundation and Spanish School continued to expand quite rapidly. The founder members, staff and student interns have worked very hard and with great enthusiasm throughout the year to manage this growth. At times we have erred in our judgment, but we have learned from our mistakes and overall are happy with the development both the Spanish school and the foundation.

As 2009 begins, we are focused on the growth of the school and the development of the Volunteer Ecuador program as sources of stable income for the foundation. While sterling is not predicted to strengthen against the dollar during the first half of 2009, we work to reduce costs here in order to remain competitive in this market and ensure this income stream for the future from UK sources.

We are also working towards the legalization of Yanapuma as a registered charity in Scotland which will give us greater credibility in Europe, as well as continuing to seek a way of achieving similar status in the US.

As a foundation we continue to work to strengthen and develop our internal organizational capacity in order to be better able to deliver programs to the communities that we are working with. At the same time we seek to increase our ability to acquire funding for specific projects on a larger scale. We also continue to learn just how complex a task we have given ourselves to work in a collaborative and participatory manner with communities that are themselves often fractured and disorganized and unable to sustain a collaborative effort. But we are fully aware that this is the nature of the task, and that in order to achieve our goal of promoting sustainable development we must work from the ground up, educating and inspiring by example.

7: Financial Report



Profit and Loss - 1 January - 31 December, 2008

School	Income		
	Sale of classes		59096,93
	Other income and commissions		5187,84
	Total Income		64284,77
	Expenses		
	Capital Expenditure	3000,00	
	Fixed Costs	16319,90	
	Salaries	20207,69	
	Teachers Wages	10917,85	
	Publicity	2161,30	
	Rent	8396,78	
	Taxes	2963,28	
	Total Expenses	63966,80	
	Balance		317,97

Foundation	Income		
	Volunteer Programmes		134991,86
	Donations		26532,31
	Total Income		161524,17
	Expenses		
	Capital Expenses	9096,88	
	Fixed Costs	8037,73	
	Salaries	35716,18	
	Professional Fees	2280,89	
	Rent	4325,61	
	Capital Repayment	3000,00	
	Taxes	4306,42	
	Disbursed to Communities	78654,17	
	Social Security Payments	7971,80	
	Total Expenses	153389,68	
	Balance		8134,49
	Donations Retained	12395,00	
	Monies pledged	330,00	
	Loans owing to Yanapuma	2764,00	
	Balance		-1826,51
	School and Foundation Combined Balance		-1508,54

