



Annual Report 2013

Introduction by the Executive Director

Each year brings its own challenges and rewards, and 2013 has proven to be no different in that respect from each of our previous 6 years. Our 7th year has been marked by the challenges of re-defining the structure of the organization in light of changes to the laws in Ecuador, as well as continuing to develop our “social entrepreneurship” model of self-funding at least a part of our operation as a non-profit NGO. Changes in local and international financial and economic conditions have been an additional challenge that we have had to react to. But we are pleased to report that 2013 has been a successful, albeit demanding, year for the organization overall, and as a result of the challenges presented we have formed a strategy for growth in the future, starting in 2014 and looking further ahead.

Our principal reward at the end of the year has been a sense of financial stability. Even though we will report an overall loss for the period, by the end of the year we had set in motion changes and new strategies that will help us generate sufficient income in 2014 and beyond to be able to continue realizing our mission as an NGO.

We have been concerned for the past two or three years with the state of Spanish language tuition in Ecuador. A plethora of illegal schools that pay no taxes and have no permits and consequently charge low prices has made it hard for any school that functions legally and aspires to provide a professional service to make ends meet. A general dip in the number of students arriving in Ecuador in 2013 made it imperative for us to seek a coherent and radical response if we were to continue to be involved in Spanish tuition. Our responses will be detailed in the section below on Yanapuma Spanish School.

The year 2013 was a good year for volunteering for Yanapuma, a fact that was important in allowing us to make significant



School and volunteer staff at the school in Quito celebrate Christmas!



Staff at the school in Cuenca celebrate the New Year!

changes in the Spanish school. We have continued to develop relationships with international organizations as well as to attract individual volunteers to place in projects all around the country. The details are elaborated in the section below on volunteering.



Field staff meeting to discuss project progress

All of these above activities served to continue financing the work that we carry out as a non-profit NGO. Our principal activity continued to be our work with the Tsa'chila culture, financed by the Inter American Foundation, with the second and third semesters of the project falling within the year. In addition we have continued to work to provide scholarships in the coastal community of Estero de Plátano as well as supporting other community-based projects in the sierra and Amazon region with volunteers, interns and groups of volunteers.

Along with our staff and field workers we engage regularly in a critical analysis and reflection on the nature of our work, our aims

and values. There is no step-by-step manual for carrying out the type of work we do as an NGO, and we are not sure how relevant our insights would be from our work with the Tsa'chila to other cultures and situations. Our progress has been steady overall, but in sporadic jumps. Or perhaps it is the case that we have not known how to read the signs that point to the progress that is being made until we receive a strong signal through some new behavior. And then at times we struggle to define exactly how we got there, so that we can be sure to use the same techniques again.

In that respect it has been interesting for us each year to receive a group of students along with two teachers from the Colège Edouard Montpetit from Quebec, Canada. They have returned for 5 consecutive years to work with the "cacaoteros" in the comuna Bua. Aside from the benefit that their presence has on the cacao growers themselves, their annual snapshot view of progress year by year provides us with confirmation of the positive changes taking place. Their insights from a week or two of day-by-day interaction in the comuna are vitally helpful to us.

We have been most impressed and gratified to see various members of the Tsa'chila taking full responsibility for organizing and carrying out projects. As this has been our aim from the start, it is particularly important for us to see this beginning to happen, and to continue this trend for the future.

We are always preoccupied to deliver the most "bang for your buck" in all that we do. Our dollars are hard won, and those of our donors too, and we are concerned to know that they are being spent on something worthwhile. This is especially true of the scholarships that we offer in the coastal village of Estero de Plátano where we had 13 youth studying at high school in nearby towns during the year. The school year ends in February and we will then be able to take stock of each student's progress during the year prior to deciding whether to continue funding them for the following year.

Our overall aim with this project is to raise the educational standard of the community so that there will be young people



capable of managing small businesses that will inevitably grow up in the coming years as tourism becomes a common activity for the village. We are also considering how to begin funding university studies for some of the most deserving graduates. But we cannot guarantee that any of these youth will choose to remain in the community as they seek to make a living. Although we have consistently tried to choose those candidates that express an interest in the development of the community, and we oblige them to carry out some community work while they are receiving the scholarship, we understand that the pressures and opportunities that will arise may take them away from Estero de Plátano, at least for a while.

In summary, our work as a social enterprise and NGO continues, with one more year under our belts. Each year we learn something new, we reflect on our successes and failures, and we grow a little bit better at the development work that we do. For 2014 our priorities will remain the same in the work of the foundation – we will focus mainly on our project with the Inter American Foundation, working with the Tsa'chila, continue with the scholarship program, and carry out smaller projects, principally that relate to these activities.

We have thought about beginning to seek further funding to expand our work, but are wary of biting off too much. It happened to us once before that we received concurrent funding for two projects related to working with the Tsa'chila, but our experience was that it was too much, both for the Tsa'chila who got confused as to which project they were working on at any time, and for ourselves as we lacked the administrative capacity at that time to keep track. So we reluctantly dropped one project, rather than carry on with something that was not going to work well.

Our focus as always, remains on achieving results in the projects that we undertake, using the resources that pass through the

organization to maximum effect, and contributing with our own self-generated funding to improve the lives of the marginalized indigenous and mestizo population of Ecuador.

A handwritten signature in black ink, appearing to read 'A.K.' followed by a flourish.

Andrew Kirby, Ph.D.
Director Ejecutivo

Structure of the organization

In 2012, in order to be in compliance with Ecuadorian law, we separated the Spanish school from the foundation, creating a limited company called ELMAVIAN Servicios Cia. Ltda. All the activities of the Spanish school and volunteering are encompassed by this entity, with profits being donated to Fundación Yanapuma. Thus the foundation is left with no profit-making and self-financing activities.

In addition, Yanapuma Foundation remains a registered charity in Scotland with the mission of supporting Fundación Yanapuma with financial and human resources. Yanapuma Foundation of Scotland thus functions as a completely separate entity that is governed by the laws of Scotland and falls under the Office of the Scottish Charity Regulator (OSCR) and files its own annual written and externally-validated financial report. This information is published on the OSCR website. The end of the financial year for Yanapuma Foundation of Scotland is 31st March. Its annual written and financial reports are submitted in the following months, and we are currently up-to-date with all reporting requirements.

Volunteering activities and work with international organizations is thus channeled through ELMAVIAN as the for-profit arm of



Fundación Yanapuma, which pays many of the costs associated with volunteers and groups carrying out projects in the communities that we work with. This makes it a little more complicated to produce a financial report that really captures the full effect of our work on the populations that we are involved with. While the wages of the field-staff and some costs are paid by Yanapuma, other expenses are paid by ELMAVIAN. We have still to find the time to sit down and figure out how best to do this, with the pressures of day-to-day running occupying all our efforts.

Yanapuma Spanish School

Although Yanapuma Spanish School is not now legally a part of Fundación Yanapuma, and so we are not required to report on the school, its activities are somewhat intertwined with those of the foundation beyond the merely financial, with volunteers and groups receiving classes, so that it makes sense to offer a brief account of the year's activities and progress.

The year 2013 was a challenging year for the school. Overall the number of students was down on 2012, which itself was a flat year compared with previous years' growth. Paradoxically, we had our busiest month ever in July with around 42 students in the school in Quito, followed by our quietest August for many years with only around 8 or 9 students. We know from our conversations with other schools that August was a poor month all around, and for us it was confirmation of the need to move away from depending mostly on receiving students via the internet or



walking in off the street.

Quito is home to over 60 Spanish schools, and many of these are illegal, with no affiliation to the Ministry of Education, not paying taxes or social security, with teachers without contracts and without the necessary permissions to have a business in operation. The result is that they charge less than a legally operating school, causing prices generally to be driven down to a level where they become unprofitable. We had already decided to be proactive in seeking alternate forms and began to plan to move towards selling more group classes and working more closely with respected international agencies, universities, and other organizations.

In addition we relocated the Spanish school to an attractive suite of offices in the historic center of Quito that were much more reasonably priced than our original situation. The saving in rent afforded us the opportunity to be able to go out and promote ourselves more aggressively while not having to fight for every student in order to maintain ourselves.

Together with the move, which took place in November, we adopted a strategy of going high-tech in the classrooms, and obliging our teachers to adopt an established framework for the classes using our chosen materials. While we have worked for years to improve the teaching methods and abilities of our teachers, we have to admit that there has been significant resistance as teachers preferred to continue to work with the materials they already know, without having to stretch themselves to do anything different. But not any more! This move goes along with the implanting of a system of clear

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class planning and monitoring and evaluation of each student's progress to form a permanent record of each student's study with us. This is unique amongst Ecuadorian Spanish schools, and probably in pretty much all of Latin America. Our aim is to compete with the best Spanish schools in Spain, an aim shared by our Academic Director, Edison Rendón, whose efforts to define and disseminate our methodology and methods has been much appreciated.

We expect these processes to be completed by the end of the first quarter of 2014.

To rewind a little in time, a noteworthy event in March was the opening of a second Spanish school in the tranquil and historic city of Cuenca in the south of Ecuador. We had been considering this possibility for several months, in various locations including Otavalo and at the coast. But an ideal space became available in Cuenca and we launched in to it, with one of our teachers from Quito, Carina Nicolalde, assuming the role of administrator and teacher there.

The major setback for us was the poor quality of the local teachers in Cuenca. We had assumed that, as in Quito, we could merely advertise, interview, and hire the best teachers to get started. We could not find any reliable and professional teachers at the start and so were forced to begin a process of training teachers from scratch. By October we had two reliable teachers, and with the help of an ex- and recently-retired student, Joy Brandt, the school began to grow quickly. By the end of the year we were struggling

to keep up with the number of students there, sending down teachers from Quito, which was not particularly profitable, but did maintain the flow of students through the Cuenca school.

At the end of 2013 the Spanish school neither gained nor lost money. Once the financial statement is completed we will be able to precisely state the financial situation. Factors that reduced profits were the costs of setting up in Cuenca, the costs of

relocating in Quito, and the overall drop in the number of students during the year. However, the developments have been significant, and at the end of the year we feel confident that we have made changes that will allow us to grow in the future. We expect 2014 to be a year in which these changes are firmly rooted, in preparation for a successful expansion in 2015 and beyond.



Volunteer Department

The volunteer department of Fundación Yanapuma is handled financially through ELMAVIAN, and thus we are not required to include its

activities as part of the annual report. However, even more than with the Spanish school, the activities of the volunteer department do overlap with the work of the foundation to the extent that it makes good sense to report on the principal activities and successes of the year.

The volunteer department began and ended the year with two full time coordinators, Angela Winston and Emily Brannan. Their



work involves receiving individual volunteers and groups of volunteers on various programs that include just volunteering, service learning, study abroad, and global citizenship programs.

For several years now we have run a program we call "Volunteer Ecuador," placing individual volunteers with grass-roots organizations around the country. We collaborate with around 35 of these organizations, keeping regular contact to ensure that each volunteer is guaranteed a good experience when they get there. Coordinators or other staff accompany each volunteer to the site and get them settled in and maintain contact via email in case of problems that may arise. Our charge for this is either \$85 for projects in Quito or the Galapagos, or \$185 for projects outside Quito.

The cost to us, depending on how many volunteers there are in any year, is around \$55 per volunteer. Our overheads include office space, internet and telephone, advertising, and paying the coordinators, with travel costs to the projects outside Quito as extra. So the profit is very little and may only be in the region of \$2-3,000 per year. But running the project does allow us to fulfill our mission of connecting willing volunteers with worthwhile



causes around Ecuador, with whatever is left over going towards the sustainable development projects of the foundation.

We were fortunate to have relatively high numbers of groups throughout 2013. In total

there were 19 groups, comprising a total of 248 volunteers. In addition there were 73 individual volunteers throughout the year.

One of our principal goals towards the end of the year was to put together our own Gap Year programs that we could sell internationally to school-leavers. These will include an element of Spanish tuition, helping us to fill small group classes with volunteers in Quito and Cuenca for the benefit of the school. These will be sold in 2014 with a retail price and offered to agencies with a discount. Our aim is to gradually replace the Volunteer Ecuador program with this new program, tentatively called the "Global Awareness Program" - GAP for short. Our aim is to offer something a little more academic and directed towards issues of global awareness, of interest to school graduates and university undergraduates. The program will also provide us with a greater income so that we do not have to be focused on getting huge numbers with all the concomitant organization and effort that actually yields a very low reward.



At the end of 2013 we realized that we have put in place the building blocks for a very professional and reliable volunteer/gap year/service learning/study abroad/global citizenship service that we can offer to international organizations and universities with absolute confidence. Our aim for the future is to be able to market this service in a manner that will yield a reliable income stream for the foundation.

Yanapuma Foundation

The Inter American Foundation project with the Tsa'chila Yanapuma Foundation focused its efforts primarily on the 3-year project that is being funded by the Inter American Foundation. The year 2013 included the second and third semesters of this project. The project works with four of the Tsa'chila communities – Bua, Los Naranjos, Peripa and El Poste. There are two major axes to the program – working with local farmers to improve their cacao production, and working with local families to teach them to grow vegetables and incorporate these into their daily diet. An overarching principal is to put the tools of development directly into the hands of the Tsa'chila, working on self-esteem and cultural self-esteem, organizational abilities, and skills training.

Cacao production with the Tsa'chila

During the first semester of 2013 we completed the program to sow 26,000 cacao trees of an improved national variety that has



good aroma. This is in line with the Ecuadorian state's initiative to improve the quality of cacao being produced in Ecuador in order to improve the nation's reputation as a cacao producer. The much-used alternative in Ecuador has been a variety known as CCN51, a high-yielding variety that produces a very low-



quality cacao. One of the challenges that we have faced is convincing the Tsa'chila farmers to try the improved national variety. On various occasions we were asked to supply the CCN51 variety instead.

The cacao part of the Inter American Foundation project continued to be managed during 2013 by two young Tsa'chila farmers, Rafael Machin and Wilson Calazacón. These two farmers from Bua have been involved with Yanapuma for around 5 years now, studying under our previous agricultural expert Giovanni Toapanta. Upon Giovanni's departure from Yanapuma we were delighted to realize that they were perfectly capable of taking on the responsibility for the continuation of the project, and we welcomed them to our permanent staff. It did however take some convincing for the Tsa'chila to accept them as the experts, being more used to experts coming from outside their own ethnicity. But with time their expertise was recognized by all the Tsa'chila and their ability to train other Tsa'chila in their own language, Tsa'fiki, was a definite advantage.

With the completion of the first full year of the IAF project in July



of 2013 we had carried out the most demanding part of the project with the planting out of all 26,000 trees. The remaining two years of the project involve training workshops and visits to each farm, while the trees grow to the point that they will begin to produce fruit. Each of the 7X farmers has dedicated between

half and one full hectare to the production of this improved cacao, yielding XX hectares in total. We are hoping that once these trees begin to produce a good amount of cacao of high quality the farmers will be inspired to expand their production.

In the end we would like to see the Tsa'chila producing sufficient quantities of high-quality cacao to be able to pool their production to sell at better prices, eventually leading towards post-production activities that will add further value. Some of the



Tsa'chila talk about producing their own chocolate in the end, which would be a wonderful outcome. Realistically however, that day is still a long way off.

One of the principal impediments to value-added activities in the area of cacao production is the Tsa'chila's traditional cultural value of independence. As hunter-gatherers in the rainforests of the Pacific lowlands they lived relatively isolated lives as nuclear families spread throughout an area of forest and practicing a slash-and-burn type of agriculture. Their only communal activity was to come together for celebrations at various times of the year, especially the "Kasama," an annual celebration and gathering. Thus the Tsa'chila have no innate organizational abilities and little collaborative capacity. Their only traditional form of collaboration is the "tede cambiaga," in which Tsa'chila will help a newly united couple to construct a new dwelling.

Over the course of the 7 years that we have been involved with the Tsa'chila we have on repeated occasions seen how their lack of collaborative skills has undermined their own possibilities for advancement. The system of government that they practice has been imposed from outside, and does not work. Their traditional system is based on the extended family, and there is little confidence in the word of those from other families, and little cross-family collaboration. Such cultural values are deeply entrenched and difficult to change. In this case, it represents a major impediment to the advancement of the Tsa'chila, giving them no political unity or force, and little potential for advancing their own interests or positively affecting their own development. Together with a suspicion and mistrust of outsiders, the Tsa'chila's lack of unity presents an almost insurmountable barrier to development. It also has continually presented a challenge to Yanapuma in our work with them. Many times we have received negative comments and feedback, indicating that there is a perception that we are stealing all the funds that are destined for them, and that we need them more than they need us. At such times we have been ready to simply withdraw, to not react negatively, but to simply wait for the climate to change, to be

invited back, and to continue where we left off. Such suspicions and accusations have been particularly hard on field staff however. There is little more dispiriting than having one's efforts and hard work disparaged and devalued by these types of accusations. As Yanapuma has never been able to offer the kinds of salaries that truly reward field staff for their efforts and constancy, we are particularly thankful for their persistence. We are also thankful that we have largely been able to replace non-Tsa'chila staff with Tsa'chila staff, helping to change this perception and offering a positive role model to other Tsa'chila.

Vegetable production with the Tsa'chila

The other principal axis of our work with the Inter American Foundation has been to establish 83 vegetable gardens with Tsa'chila families and local schools in the comunas. During the first semester of 2013 we completed the construction of the family vegetable plots. These were constructed of a combination of local materials such as bamboo and wooden poles with a roof of transparent plastic to keep off the sometimes intense rain, and surrounded by plastic mesh to keep out animals such as chickens and pigs.

Local promoter Janeth Llanos was instrumental in working with the families to establish the plots, and showing them how to sow the seeds of spinach, lettuce, parsley, cilantro, cabbage, turnip, carrot, tomato, pepper, cucumbers and more. At times she was helped



by volunteers from the various groups that passed through during the year.

In general we found that there were some families that took to the growing of vegetables with enthusiasm, maintaining their plots well, and being keen to re-sow a new crop once the previous



crop had been harvested. On the other hand, there were families whose initial interest was more focused on receiving the tools that came as part of the project – a wheelbarrow, spade, fork, etc. Some of these finally became more interested in the growing of vegetables, while others pretty much dropped out once they had the tools.

Our analysis of the situation tells us that it is part of the Tsa'chila mentality to seek short-term gains, not being used to thinking long term. In this instance, for some families the short term was represented by acquiring the tools only, while for others it also involved growing the vegetables. While some of the former finally came around to recognizing another short-term benefit in being able to actually grow vegetables and not have to buy them, other families did not make that connection. One family reportedly ripped out all the



vegetables such as mature cucumbers so they could let the chickens in, not the least interested in consuming the produce itself. At the same time, families who had not been involved from the start asked if they could begin to grow vegetables too, so we were able to incorporate new families.

During the course of the year we also continued to encourage the schools in each of the 4 comunas to continue growing vegetables. Our experience has been that the children can beneficially affect their parents, encouraging them to do the same at home. Sometimes the parents, visiting the school and seeing the vegetables that are being produced, realize that it is not very complicated to learn to do it themselves.

Nutritional and diet education with the Tsa'chila



Along with the vegetable plots, we were fortunate to count on the help of Cristina Aguavil, herself a Tsa'chila, as a promoter in the area of diet and nutrition. For most of the year Cristina visited each family in turn, helping them to learn how to cook the vegetables they were

producing and incorporate them into their daily diet. This format of occasional visits worked very well, with the women eager to learn without having to leave their own home.

We have observed in the past a reticence among the women to get involved, which we have interpreted as a fear of possible failure. Many of the women cannot read or write, and have very little formal education which makes them particularly susceptible when it comes to learning something new. But we have observed that after sidelining themselves at the start, they quickly become more involved once they realize that the processes are not

complicated, and they are particularly put at ease by Cristina's ability to speak to them in their native Tsa'fiki.

In October Cristina took maternity leave, giving birth to her 3rd child in November.



Micro-enterprise and crafts production in Bua

In August of 2013 we completed a project funded by the Secretariat of the Permanent Forum of the UN Indigenous for Indigenous Issues. This project had as its objective to work on crafts production and micro enterprises with women and youth of the community of Bua.

Our first step was to commission a report by a local anthropologist and crafts-production expert on the traditional crafts produced by the Tsa'chila. Unfortunately, the report was not well researched and written, in contrast to what we were originally promised, and did not really serve us as a suitable document to be able to use in the project. However, it did become something of a political "hot potato" for a short while, as the governor of the Tsa'chila made



receiving the report a condition of approving our continued activity in the comunas. So we went through the show of presenting the report and then it was quietly put in a drawer and forgotten, and we continued with our work.

We worked with a group of Tsa'chila youth who were interested in crafts production as a means of earning money, offering them workshops in organizational skills and brainstorming to develop suitable ideas. The adult supervising this group of youth also wanted to begin a music and dancing group for which they would need a sizeable donation to buy all the instruments and other requirements.

It is a feature of Tsa'chila life that things tend to fracture rather than to come together, and we resisted becoming too involved in that part of the project, instead trying to investigate casually why the group did not want to be part of the Shinopi Bolón cultural group. We did not want to be seen to be dividing the groups, and so restricted our involvement to self-esteem and organization workshops for the youth.

In February of 2013 we made a loan of \$1400 to the cultural center Shinopi Bolón of Bua for the purchase of an industrial sowing machine and related equipment, and materials to begin producing crafts for sale by a group of the women of the comuna. At the end of 2012 we had accompanied group members to the town of Otavalo, famous for its production of traditional cloth. The women of Shinopi Bolón were interested in purchasing a



loom to begin producing their own traditional Tsa'chila material. Using their very simple traditional loom it takes about a week to produce enough for one skirt. Using a modern loom they could produce enough for 7 to 10 in just one day.

However, as they learned from the visit, to learn to use and maintain such a machine is a very complex process and requires three phase power for its operation.

Yanapuma learned that the Tsa'chila had actually been buying this material from a foundation in Santo Domingo that had been charging them \$15-18 per meter. In Otavalo they learned that they could purchase the material directly for just \$5 per meter, which was a revelation to them. Part of our loan allowed them to make the first purchase, to begin selling this to other Tsa'chila comunas as well.

We were also very fortunate to receive help from an Ecuadorian-American finance student, Milenko Fadic. He spent three months living with the Tsa'chila, during which time he worked with the women to produce a catalog of products using their traditional cloth.

By the end of the year the women's group had begun to pay back the loan, giving us further cash to invest in projects in the comuna.



One of our first projects with the Tsa'chila was the construction of ecological dry toilets in the cultural center of Shinopi Bolón, 6 years ago.

Scholarships in Estero de Plátano

The academic year at the Pacific coast region of Ecuador begins in April or May and ends in January or February. Each year since 2009 we have sponsored youth to study at high school in the nearby towns of Tonchigwe and Atacames.

We began the project after discussing with community members the situation of economic development in the community, hearing comments about the lack of secondary education being a



hindrance to the development of micro businesses there. At the start we carried out a Christmas fundraiser to raise money for the scholarships. Later on we introduced a \$25 registration fee for all Spanish students which is donated directly to this project.

This gives us much more stability for the program, although we have continued each year to seek funding from former volunteers and students around Christmas time.

At the beginning we could fund 5 students to study at high school, but in 2013 we had a total of 13 students receiving scholarships of \$340 per year. Most of this goes in transportation, to take the bus to the colleges in nearby towns, as well as to buy the uniforms and books that are necessary. In 2013 we raised a total of \$2130 through registrations and donations to support the scholarship program.

We have been extremely fortunate to be able to count on the help of interns from Union College in New York. Two interns are appointed each year to spend 9 months in Estero de Plátano where they work tutoring the scholarship recipients as well as working with them on issues of sexual and reproductive health and



rights.

This year we have Andrew Viñales and Jacqui Smith, who took up residence in late July and will stay there until April 2014. One of the slight inconveniences is with the school year starting in April or May, we have nobody there to work with the scholarship recipients for the first couple of months of their year. In past years we have been lucky to find volunteers who could cover this important period, but we were not so lucky this year. However, all 13 students survived this period.

In the 6 years that we have run the project we have only had 3 of the scholarship recipients get pregnant, which is very much lower than the average for the rest of the community. We have continued to support these students to finish their secondary education. The norm in Estero de Plátano is for women to have four or five children by the time they are in their early 20s, with motherhood being seen as a favorable status, despite the economic hardship and other difficulties associated with being a single mother. Many young mothers continue to live with their parents, with the father perhaps living there too, sometimes on and off. Quite often the adolescent girls get pregnant by men in their late 20s or 30s. So there is still a great deal to be done to offer alternatives to young girls in the community, and the interns can play a key role in that process. There is also a health sub-center in the village which dispenses free condoms, but it is only open until 4 pm, and not every day, so preventing unwanted pregnancy is complicated there.

The Union College interns (right) also involve themselves in other aspects of community





development, working with the women's group, the community bank, the community council, and helping with other initiatives in which their skills find ready use. Working with the adult population is very demanding, due to the general lack of education and organizational skills, as well as community divisions that make forging community-wide policies and generating community-wide initiatives very complicated and difficult.

One project that we carried out in 2012 with financial help from UK non-profit La Vida, was to create a space for a computer lab, and install 5 used PCs for students and the community in general to improve their computer skills. Unfortunately, from the start we had critical problems with the PCs due to the extremely poor electrical supply to the village. Several computers got damaged straight away and we spent a lot of effort on keeping them working. Even after installing voltage regulators the problems continued and the project has only been a limited success.

In October, we purchased a second-hand projector from a couple who spent some time in the community and had been lending the projector to the youth for movie nights in the library. It too got damaged eventually and we began to look around for a replacement.

Overall, the work of Yanapuma Foundation in Estero de Plátano is heavily dependent upon the efforts of the Union College interns who spend 9 months there, as well as other volunteers who may spend shorter periods of a month or two there. Funding restrictions make it difficult for us to devote more resources to the work there. However, we hope that eventually, as more of the scholarship students graduate and begin to think about earning a living, they will be better placed to develop micro enterprises based on the tourism potential of Estero de Plátano.

Sinchi Aqua Kichwa women's projects

Yanapuma Foundation has been happy to support the Sinchi

Aqua Kichwa Women's project in the Napo region of the Ecuadorian Amazon. This project, created by a group of Kichwa women aims to improve the lives of their families through community tourism and improved agriculture, including fish ponds, and crafts production.



We were delighted that a volunteer who spent time there, Annie Steward from the US, began making regular small donations to the women throughout the year to fund some of the projects that they are working on.

One of the ways that Yanapuma has continued supporting their project is to send Spanish students with their teachers to study for a week, learning about the project and the Kichwa relationship to the Amazon environment.

Chilcapamba community developments

For 4 years, Yanapuma Foundation has collaborated with community leader Alfonso Morales of the Kichwa community of Chilcapamba, sending groups of volunteers to carry out community-development



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projects, as well as sending Spanish students to study Spanish there with their teachers. Andean communities tend to be much better organized than their Pacific lowlands or Amazon counterparts, with the “minga” system of collective work programs well established. Volunteers enjoy the volunteer experience there precisely because things are well organized and there is a high degree of community participation. The community appreciates having the extra hands to carry out projects that would otherwise take them much longer or never take place at all.

In all we sent 7 groups of volunteers there, ranging in numbers from 9 to 18, to construct buildings for the community, dig water trenches, improve the school infrastructure, and create systems for managing their agricultural produce.

Donations and project funding in 2013

Aside from the funding that we received from the Inter American Foundation in 2013 we also received funding from various other sources that helped us fulfill our mission. These included the funding from the Secretariat of the UN Permanent Forum on Indigenous Issues for \$9,600 and small donations throughout the year from former students and volunteers.

The overall contribution of ELMAVIAN Servicios Cia. Ltda. to the projects was in the region of \$29,307 (final figure to be confirmed). This came in the form of core funding for office overheads, staff costs, and contributions to project funding.

In addition, we were able to channel financial resources from other organizations and institutions to the project for a total value of \$53,613 (final figure to be confirmed).



Conclusion

Each year sees a continued growth and development for the organization as a whole. Through the organizational changes that we have been obliged to adopt due to changes in state regulations in Ecuador, we have maintained our commitment to the “social entrepreneurship” principles that we started out with. Sometimes it is exasperating with the level of bureaucratic work that we have to do comply with regulations, and we still have a long-overdue overhaul of our original statutes to set in motion. We did already begin this process during the year, but then the state regulations changed again, and so that remains a task for 2014!

Ecuador has seen significant development over the last 7 years, with improvements in health care, education, infrastructure and economic development. These improvements are gradually working their way down the social ladder, but there is still a long way to go before they reach the populations that we are working with. Our hope is that one day the government will put us out of

the development business by providing the services that we are currently providing. But one of the principal challenges to delivering these services is the ability to understand the cultural differences that complicate the simple delivery of whatever intended benefit. This is especially true with the Tsa'chila, but also very much the case with Estero de Plátano and the other communities that we work with. Our greatest success is that we have been able to bridge the understanding gap between our culture and theirs to begin to create processes of development that will be self-replicating.



operate in late 2006, and the learning curve has been incredibly steep. It is a topic of discussion within the organization to decide exactly where we will go in the future. Achieving funding for 3 years from the Inter American Foundation has allowed us to stabilize ourselves and work in a concerted fashion, and has produced very positive results. As we arrive at the midway point of this project we realize that we can either decide to try to use this achievement to grow even further in 2014 and beyond, or we can scale back and continue to work on smaller and more directly grass-roots projects. This would involve working with trusted local actors, largely without intermediaries, as we are now

In terms of the work that we do, carrying out sustainable development work has proven to be much more complicated and demanding than we had ever conceived when we first, and innocently, began to

mostly doing with the IAF project.

Growing as a foundation would require increased human resources. Thus far we have succeeded without a full-time director of projects to oversee the work that we are doing, precisely because we do not have the funding to support such a post. So the first challenge would be to try to provide such funding in order to be able to move forward, creating a funding strategy and developing projects accordingly.

The other option is to carry on working directly with our Tsa'chila staff, continue with the scholarship program and continue with the projects with volunteers that aid the development of various communities. This is a manageable option given our current turnover and structure. Fortunately we do not have to decide right now which way we will go. But that certainly will be an important issue to resolve during 2014.

All the hard work of 2013 has been largely validated by the successes that we have seen during the year, and we finished the year with a sense of satisfaction. At the same time, we are conscious of our mistakes, and confident that we have learned from them.

In 2014 we will carry out a radical overhaul of the Spanish school to complete the processes that we began in 2013 and which will provide a base for growth in 2015 and beyond. We will overhaul the volunteer side of the organization with new programs, moving towards more academic projects that feature service learning, study abroad and global citizenship, and which connect with our Spanish school. And we will work on defining the future direction of the foundation in such a manner that it will continue to fulfil its mission of promoting sustainable development for the indigenous and marginalized populations of Ecuador, in addition to offering opportunities for cultural exchange between persons of developed and developing worlds for the mutual learning and benefit of both.

Appendices

1. Financial statement (to be added later, once approved)
2. Crafts catalog Shinopi Bolón

