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**Peace Corps Colombia IV: An Innovative Physical
Education and Sports Development Program**

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Abstract

This dissertation is an analysis of the creation and implementation of a physical education and sports development program of the Peace Corps in Colombia during 1963 to 1964 known as “Colombia IV” which was administered by the American Association of Physical Education, Health and Recreation (“AAPHER”). Such analysis focuses on the methods employed by AAPHER to create and implement the development program of Colombia IV through the integration of an innovative service provision within the hierarchal bureaucratic structure of the Peace Corps. After discussing the government structure and consultancy structure methods of development and analyzing the Peace Corps, including its role in the American government’s hemispheric assistance program known as the Alliance for Progress, this dissertation describes the development work of Colombia IV in various geographic locations of Colombia and explains how the innovative methods made possible by the consultancy structure facilitated a number of important accomplishments pursuant to such development work. This dissertation concludes with a discussion about how the innovative methods of Colombia IV may be useful in helping the Peace Corps meet the challenges facing it in its current development efforts.

TABLE OF CONTENTS

I.	Introduction.....	4
	A. Development Theory.....	4
	B. Colombia IV and Development Theory.....	5
II.	Methodology of this Dissertation.....	7
III.	Explicit and Implicit Goals of the Peace Corps.....	8
IV.	Explicit and Implicit Goals of Colombia IV	9
V.	Organization of the Peace Corps and Colombia IV.....	10
VI.	Formation of Colombia.....	11
VII.	Description of the Work of Colombia IV	12
	A. City of Santiago de Cali	12
	B. City of Bucaramanga	13
	C. City of Santa Marta	14
	D. City of Pereira	16
	E. City of Ibagué	16
	F. City of Manizales	17
	G. City of Medellín.....	18
	H. City of Bogotá.....	19
	I. Overall Activities of Colombia IV.....	20
VIII.	Impact of Colombia IV on Physical Education and Sports in Colombia.....	22
IX.	Relevance of Colombia IV for Peace Corps Today	25
X.	Conclusion	27
	Bibliography.....	27
	Appendix.....	31

I. Introduction

A. Development Theory

There are two widely recognized methods for implementing international development projects. One such method is based upon a hierarchical bureaucratic government structure (a “government structure”). The other method is based upon a private consultancy firm (a “consultancy structure”). A government structure or a consultancy firm is the agent that provides a development service or product to the specific target group (Brett, 2009: 82). A government structure is a government agency “bound by law, provid[ing] open access resources using compulsory taxation, and [is] controlled by politicians” (Bower, 1977; Brett et al. 2009: 125). A consultancy firm often is a for profit private entity “based purely on an objective search for efficiency, effectiveness and excellence” (Deem, 2001: 10).

In recent years, consultancy firms are increasingly replacing government run development projects. The consultancy firm is contracted by a government agency “to provide service or facilities that meet government specifications” (Rondinelli, 6) and is accountable to the government development agency that hires it to perform the contract (World Bank, 2004: 49; Brett et al. 2009: 133). Consultancy firms are doing more development projects because they can do the development work with little or no government regulation or support (Hood, 1991: 4). If a consultancy firm is successful in achieving its goals in effective and efficient ways, its profit margins are achieved and its chance is improved for obtaining more business in the future. At the same time, the government agency will contract with another private firm if an existing firm is unable to perform the services required by the contract. This system of government contracting with consultancy firms has decreased the demand for government structure development services.¹

¹ These examples below demonstrate the recent increase of private consultancy firms obtaining contracts from a variety of different government structured agencies to implement their international development projects: <http://www.theguardian.com/global-development/datablog/2012/sep/21/why-is-uk-aid-going-to-uk-companies> ; <http://dfat.gov.au/about-us/publications/Documents/framework-making-performance-count.pdf> ; <https://www.devex.com/news/the-largest-ever-usaid-award-is-under-protest-86071>

There are weaknesses and limitations arising from the use of the consultancy firms by hierarchal bureaucratic government structural programs. The focal point of consultancy firms' professional work and efforts is calculated in financial and performance terms (Duffield, 2001: 317). The main priority of consultancy firms is to make a profit on the services preformed and in many cases the promotion and protection of the target groups' long term sustainability is a secondary objective. In some cases, consultancy firms lack the genuine and personable human-to-human relationship that is needed to administer international development service programs (Mongkol, 2011: 36).

The government structure has a set of objectives that are different from those of consultancy firms. The majority of the employees in a government structure are tenured and normally "do not have any proprietary interests in the organization" (Chand 2015). The work to be performed within the government structure is "divided on the basis of specialization to take the advantages of division of labor" (ibid). The practices of the government structure focus on the social and political conditions of their project and target community (Arellano – Gault 2004: 50) as compared to the practices of the consultancy firm that are often focused on achieving financial gain. A government structure service program engages in a slow and long-term structural societal transformation process involving the participation of a variety of people through human-to-human relationships. (Sumner and Tribe, 2008:11).

At the same time, the government structure has weaknesses in its service provision to its target communities. For example, the programs and projects of the government structure are not intended to modernize or industrialize developing nations to reduce "the wealth gap of [the] developing world" (Duffield, 2007: 123). Instead, the government structure promotes human security by containing population growth and reducing the global circulation of socioeconomically vulnerable people (Duffield, 2007: 123; Duffield, 2008: 150-51). The government structure is struggling to find "a coherent governmental assemblage of overlapping aims and objectives" with private organizations, United Nation agencies, non-government organizations and civil society (Duffield, 2007: 125). Consequently, it is sometimes difficult for the government structure and these organizations to work together to serve the needs of the target communities.

B. Colombia IV and Development Theory

The Peace Corps is an international development organization created and operated by the U.S. government that focuses on human development service provisions in the developing world. In 1962, the Peace Corps authorized the creation of a physical education program for service in Colombia commencing in January of 1963 and recruited young people to volunteer for service in such program. In the fall of 1962, the Peace Corps entered into a contract with The American Association for Health, Physical Education and Recreation (“AAPHER”) to administer the proposed physical education program in Colombia (AAPHER).² This program was designated as Colombia IV, as it was projected to be the fourth Peace Corps program in Colombia. Colombia IV was the Peace Corps’ first physical education program and, consequently, Peace Corps’ executive leadership had negligible experience creating and operating such a program. Consequently, the Peace Corps’ relied heavily on AAPHER’S expertise in administering Colombia IV’s operation in Colombia. Such reliance by the Peace Corps was based upon its recognition of AAPHER a respected American consulting firm specializing in the development and implementation of physical education and sports program (ibid). Notwithstanding that the Peace Corps entrusted AAHPER with the administration of Colombia IV’s operations in Colombia, such administration was to be governed by the Peace Corps’ official policies and regulations.

Given that both consultancy firm and government structure both have strengths and weaknesses, it is advisable that service provisions incorporate to the extent possible the strengths of each system to maximize the probability of achieving development goals. Colombia IV is an example of how the Peace Corps government hierarchal bureaucratic structure of the 1960s (government structure) created an opportunity within its government structure for the Colombia IV staff and volunteers working within such structure to develop and implement their own innovative development methods pursuant to the consulting firm structure of AAPHER. The thesis of this dissertation is that AAPHER and the Peace Corps Volunteers (“PCVs”) of Colombia IV succeeded in creating a long term physical education and sports program in

² This explains the history, mission statement, its experiences, programs and involvement in physical education and sports development in the United States of America: <http://www.shapeamerica.org/>

Colombia by developing and implementing innovative development methods within the government structure of the Peace Corps, including the rules and regulations agreed upon by the Colombian and American governments.³ It is important to note that such development methods did not compromise the values of Peace Corps' government structure, particularly its commitment to a service provision that emphasizes the human-to-human relationships in development. Such human-to-human relationships are based upon the PCVs' (i) personal work with his or her host country counterparts and/or students to achieve the development objectives and (ii) respect for the values and cultures of the host country communities.

II. Methodology of this Dissertation

To achieve objectivity and diversity, I researched and analyzed a wide range of primary and secondary sources about Peace Corps, AAPHER, Colombia IV and Colombian physical education and athletics. I specifically collected data about these topics through interviews with returned PCV and staff, former AAPHER staff and current Colombian physical education and sports officials. I interviewed 18 of the 27 PCVs of Colombia IV. Of the remaining nine volunteers, four of them have died and the remaining five did not respond to my interview request. It was not possible to interview the AAPHER country director of Colombia IV because he died ten years ago. My research included a literature review from the following areas: Colombian and American newspaper articles of the 1960s; official Peace Corps Reports from the 1960s; official AAPHER reports from the 1960s; the Colombian Ministry of Sports from the 1970s and from today; formal agreements between the United States of America and Colombia; and current official Peace Corps reports and current publications about the departments of physical education of Colombian universities. I relied heavily on the responses from returned Colombia IV PCVs and Colombian newspaper articles in writing the section of this dissertation relating to the history of Colombia IV and its innovative service provision. My research also recognized the importance of a triangulation that included: the perspective of the Peace Corps

³ Legal Agreement of the Peace Corps with the Colombian government: Understanding Between the UNITED STATES OF AMERICA and COLOMBIA: Implementing the Agreement of April 2, 1963: Pursuant to Public Law 89—497, approved July 8, 1966 (80 Stat. 271; 1 U.S.C. 113)

today; the perspective of the Peace Corps of 1962-1964; and the current perspective of the Colombian Ministry of Sports.

III. Explicit and Implicit Goals of the Peace Corps

In 1961, the U.S. Congress enacted legislation that created the Peace Corps and President John F. Kennedy (“President Kennedy”) signed such legislation into law on March 1st of that year. The goals of the Peace Corps are (i) to build local capacity of developing nations through local service of trained PCVs; (ii) to share American views and culture with the world by promoting a better understanding of Americans through the PCVs; and (iii) to increase Americans’ awareness and knowledge of other cultures and international issues through their dealings with PCVs upon completion of their Peace Corps service and return to America (Peace Corps Act 1961; et al. Peace Corps Performance and Accountability Report Fiscal Year 2014: iii).

President Kennedy’s vision for the Peace Corps was to be “a contribution to the world community and as a way to restore the American spirit of pioneering” (May 1989: 293). As the first director of the Peace Corps, Sargent Shriver stated that the explicit policy of the Peace Corps was to create an organization that was a separate entity and in no way affiliated with the U.S. Agency of International Development or the U.S. State Department (Stossel 2011: 222). This policy continues through today. The explicit goals of Kennedy’s Alliance for Progress (“the Alliance”) were to reform and develop Latin America’s governments and their societies. Specifically, the Alliance’s explicit goal was to reform the political, economic and social structure of Latin American countries, focusing particularly on countries where leftist movements were on the rise (Rabe 1999: 8-10). The administration of President Lyndon B. Johnson spent US\$732 million from the Alliance budget from 1962 to 1967 to improve the economy and promote social justice in Colombia (Rabe, 1999: 159). Unfortunately, these objectives were not achieved, as Colombia continues to maintain “a social structure characterized by ‘close to two-thirds of the population not participating in the economic and political decision-making process’” (ibid). However, America’s explicit goal of maintaining the existing pro American Colombian government was achieved because a leftist coup d’état did not occur in Colombia and a socialist or communist government was not voted into power in

Colombia during the Cold War period. Continuing through today, no communist or socialist movement has overthrown or gained control of the political, economic and social Colombian structure.⁴

Based upon the then existing American foreign policy, a fair conclusion is that the implicit goal of Peace Corps was to promote a specific image and perspective of America's foreign policy in the developing world.⁵ During the early 1960s in Latin America, particularly Colombia, there was a growing leftist movement instigated by the spreading influence of the Union of Soviet Socialist Republics (the "Soviets") in Latin America (Rabe 1999: 135). As Kennedy feared and loathed communism, he expected that the Soviets would transform the governments of Latin America into communist governments similar to Cuba (Rabe, 1999: 8). The implicit goal of the Peace Corps was to prevent this transformation from occurring.

Implicitly, the U.S. government hoped that through the PCVs actions the common people of the host country would identify positively with the American people and personally participate in Peace Corps programs operating in their countries.

IV. Explicit and Implicit Goals of Colombia IV

In 1963, Peace Corps Director Shriver wrote an article in the *Chicago Tribune* explaining the purpose of physical education programs of the Peace Corps. He wrote that physical education programs are "vital to the economic and social development of a country. A physically ill or weak nation cannot expect to have the vigor required for successfully entering into, or sustaining the growth and development which is involved in the process of nation building" (Shriver 1963: 20). Implicit in Shriver's concept of "nation building" is the idea that sports is an accepted way of teaching the masses about democracy and thereby advances the objectives of the Alliance and prevents the spread of communism in Colombia.

⁴ Gilderhus, T. Mark, *The Second Century: U.S.--Latin American Relations Since 1889*. Scholarly Resources Inc.

This book discusses the United States of America's – Latin American Foreign Policy and relationship with such countries since 1889.

⁵ Galeano, Eduardo (1997) *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. Monthly Review Press. Latin American Bureau London. Both of these two books explain the history and reasons for actions of the United States' foreign policy and activities in Latin America starting three centuries ago and how to understand and perceive the United States- Latin American relationships economically, culturally, socially, politically and militarily.

The goal of Colombia IV was to develop Colombia's physical education and sports programs. Specifically, Colombia IV developed physical education and sports programs in universities, high schools and elementary schools, technical training institutes and regional and national sports teams (Ciszek 1962: 18). This development work was performed by PCVs by means of human-to-human working relationships with their Colombian counter parts. As a measure of the success of its development programs, Colombia IV sought to make its programs eventually function through the independent efforts of Colombians.

V. Organization of the Peace Corps and Colombia IV

The Peace Corps service provision is based upon a top down hierarchical bureaucratic structure. At each level of the Peace Corps, its employees are governed by their own specific rules and regulations. All Peace Corps staff members are employed for a maximum of five years (Carey 1970: 43) to avoid creating an organization with long-term career employees. The rationale for this time limitation is to ensure new ideas and passion for the work of the Peace Corps through a constantly evolving employee cycle (Watkins 2012:48).

The Peace Corps is led by the Peace Corps Director who is assisted by a Deputy Director followed by various regional directors (Carey 1970: 64). In each host country, there is a Country Director who supervises the day-to-day operations of the Peace Corps program in that country and works with the host country's government officials (ibid). There are also special Peace Corps officers who work in the host country under the supervision of the Country Director who run specific individual Peace Corps projects in that country (ibid).

In the case of Colombia IV, the Peace Corps chose to contract with AAPHER to provide its own employee to perform the services of the Peace Corps special officer who would otherwise be responsible for supervising Colombia IV. This was a major innovation by the Peace Corps in the administration of its physical education and sports program. The final person in the Peace Corps management structure is the PCV Leader. Such person generally has more proven experience or ability in the program area than the other PCVs in the group (Carey 1970: 67). The PCV Leader travels to the different locations where the PCVs are located to assist them in their work and reports back to the special officer for such program. The PCVs are persons who

actually perform the development services for the target community and are accountable to the special officer of their program.

VI. Formation of Colombia IV

In 1962, the Peace Corps entered into an eight-year contract with AAPHER to manage Colombia IV (Professional Service in the Peace Corps 1963: 12-13; Snyder 2009: 19). Mr. Ray Ciszek had overall responsibility for the management of Colombia IV including selecting the PCVs for Colombia IV and hiring AAPHER's contract overseas representative ("COR") to direct Colombia IV in Colombia. (ibid). The professional qualifications for Colombia IV's COR included fluency in Spanish, an understanding of Latin American culture, professional expertise as an administrator, teacher and athletic coach and the capacity to work independently and creatively in a new area of development (Professional Service 1963: 12-13). AAPHER selected and the Peace Corps approved Mr. Eliseo Carrasco for this position. Mr. Carrasco had over twenty years of experience as an athletic coach and physical education teacher, principally in the Fresno City Schools of Fresno, California and was in the words of one of Colombia IV's PCVs Leaders "the right man in the right place at the right time" (PCV questionnaire response). The Peace Corps required that the PCVs of Colombia IV be persons with skills and experience in physical education and sports (Walsh 1963: 371). Accordingly, the Peace Corps contracted AAPHER to assist in the recruitment and selection of the persons who would become the PCVs of Colombia IV (Ciszek 1962: 17-19). This is an example of how the consultancy structure made it possible for AAPHER to make a significant contribution to the selection of very qualified persons to serve as Colombia IV PCVs.

From October 4th to December 22nd of 1962, Colombia IV trained at Texas Western College in El Paso, Texas, now the University of Texas at El Paso. This training program was conducted by instructors from Texas Western College, the Peace Corps staff from Washington D.C, AAPHER employees and Colombian university professors. Colombia IV training consisted of eight subject matters: (i) area studies of Colombia and Latin America (70 hours); (ii) technical training in physical education and sports and its implementation (110 hours); (iii) American studies and world affairs (45 hours); (iv) health and medical training (30 hours); (v) physical conditioning and training (60 hours); (vi) language training (250 hours); (vii) information about

the Peace Corps, including its vision, goals, policy and regulations (20 hours) and (viii) instruction in the philosophy, strategy and menace of communism (15 hours) for a total of 600 hours (Colombia IV Syllabus 1962: 11-12; see Appendix Nine). Six academic instructors taught language, politics, current events and five Peace Corps officials taught the Peace Corps policy and regulations and implementation of development practices regarding physical education and sports (Colombia IV Syllabus 1962: 11-12). Four instructors (two of them from AAPHER) taught health and physical education classes (Colombia IV Syllabus 1962: 43). Mr. Carrasco was present during the training to give the PCVs an opportunity to become acquainted with him. Mr. Carrasco contributed to the training of the Colombia IV PCVs by arranging opportunities for them to teach classes in physical education at a high school in Ciudad de Juarez under his supervision. This experience made Colombia IV's training much more realistic. During the training in El Paso, PCVs of Colombia IV underwent psychological screenings to determine whether they were psychologically prepared for their planned two years of service in Colombia (Adams 1964: 14). In early January of 1963, the PCVs of Colombia IV arrived in Bogotá, Colombia to begin their physical education and sports development work in Colombia under the leadership of Mr. Carrasco. (LaBelle 1966: 58).

VII. Description of the Work of Colombia IV

A. City of Santiago de Cali

The city of Santiago de Cali ("Cali") is the capital city of the Department of Valle del Cauca located in southwest Colombia. Colombia IV assigned three PCVs to work at La Universidad del Valle in Cali ("Del Valle"). Their assignment was to improve the physical education department and sports programs at Del Valle. This assignment in part evolved into assisting Del Valle establish and implement a separate and distinct Department of Physical Education and Sports. To a lesser extent, these PCVs also worked to develop physical education and sports programs in small universities and high schools and elementary schools in the Department of Valle del Cauca.

Del Valle was the premier sports university in Colombia and was rivaled only by a few universities in the city of Medellín in the Department of Antioquia. The professors, administrators and coaches at Del Valle and the students at Del Valle were receptive to the PCVs'

efforts to improve the physical education and sports programs at Del Valle. The three PCVs who worked at Del Valle were varsity college athletes and one of them had an undergraduate degree in physical education.

The PCV's of Colombia IV and members of the physical education faculty of the Del Valle established in 1963 the first physical education summer school program at such university. In this summer school program, the PCVs of Colombia IV developed and taught an original academic physical education and sports curriculum intended to teach and train non-university teachers and coaches about physical education, physical fitness and health and sports. The PCVs of Colombia IV also taught these teachers and coaches how to play and coach a variety of sports. Graduates of this summer school program were awarded a certificate of achievement intended to confirm their academic and practical qualifications as a physical education teacher and athletic coach. This summer school program is an example of how the innovative methods of Colombia IV increased the effectiveness of its service provision.

Del Valle established in 1964 a new Department of Physical Education and Sports for the purpose of developing Colombian athletes, athletic coaches and physical education teachers and sports administrators⁶. The PCVs of Colombia IV, as well as the PCVs of subsequent Peace Corps physical education and sports groups serving in Colombia⁷, assisted in this effort by contributing to the development of the physical education curriculum and sports programs for this new university department and by teaching many of the students enrolled in the first classes given in such department. This Department of Physical Education and Sports would bring long term benefits to physical education and sports in Colombia as discussed in Section VIII below.

The PCVs at Del Valle developed basketball, volleyball, swimming, track and field and baseball in the physical education department and sports programs of Del Valle. These PCVs gained the respect of these students and players at Del Valle by demonstrating their playing skill and expertise in the referenced sports. Once the PCVs established their creditability as athletes and teachers, they contributed significantly to the physical education program and sports teams at

⁶ Del Valle establishment of their Physical Education and Sports Department during the time of the Colombia IV: <http://iep.univalle.edu.co/index.php/sobre-el-instituto>

⁷ Mr. Carrasco was the Program Director under AAPHER for four subsequent Peace Corps physical education and sports groups serving in Colombia through 1968.

Del Valle.⁸ One of these PCVs served as the assistant coach for the Colombian national swim team. Another one of these PCVs, coached Del Valle's men's basketball and volleyball teams. This PCV also helped to establish intercollegiate basketball and volleyball competitions in Colombia, intercollegiate sports competition was new to Colombia. In addition, these three PCVs conducted clinics in some of the small towns of the Department of Valle Del Cauca for physical education teachers and coaches in an effort to improve the quality of physical education and sports in these areas (La Belle 1966: 58-59; Vendrán Más Voluntarios see Appendix One). Two of these PCVs wrote a playbook in both Spanish and English that included instruction and drawings on how to teach and play basketball. This playbook was made available to other universities and sports programs in the Department of Valle del Cauca and other universities and sports organizations in Colombia. These PCVs also established at Del Valle the first physical education program that taught physical education to students who were not intercollegiate athletes at Del Valle (PCV Questionnaire Response). All of these accomplishments are examples of innovative work performed by Colombia IV in Cali. Del Valle continued the referenced physical education and sports programs after Colombia IV completed its work in Colombia.

B. City of Bucaramanga

The city of Bucaramanga is the capital city of the Department of Santander located in northeast Colombia. Colombia IV assigned two PCVs who were former college athletes to serve at the Universidad Industrial de Santander ("UIS").⁹ These two PCVs worked to develop UIS's physical education department and sports programs, working directly with the athletic director of UIS. The PCVs also worked with the coaches at UIS and assisted in teaching and coaching students at UIS, including students on its sports teams. The PCVs also organized and implemented physical education clinics at the local high schools and elementary schools throughout Santander.

⁸ This is the website for the current Physical Education and Sports Department at Del Valle. This website shows how Del Valle's Physical Education and Sports Department has transformed and evolved from the teachings and programs of the Colombia IV: <http://edufisica.univalle.edu.co/pregado02.html#>

⁹ This is the website for the current Physical Education and Sports Department at UIS. This website shows how UIS' Physical Education and Sports Department has transformed and evolved from the teachings and programs of the Colombia IV: <https://www.uis.edu.co/webUIS/es/academia/facultades/cienciasHumanas/departamentoEducacionFisicaDeportes/>

In the summer of 1964 the students of UIS went on strike. Consistent with Colombia IV's efficient management style, the PCVs at UIS were quickly transferred to other Colombia IV projects in other Colombian cities where their services were then needed. When the strike ended at UIS and its classes resumed, the PCVs returned to work at UIS. This ability of Colombia IV to efficiently transfer its PCVs where their services were most needed contributed to efficiency and excellence of its work in Colombia.

UIS had excellent athletic facilities, including a full size gym, soccer fields, a baseball diamond, basketball, tennis and volleyball courts and a large swimming pool. Notwithstanding that UIS had such a variety of athletic facilities at its disposal, its physical education and sports program concentrated on soccer, Colombia's national sport, and offered its students few opportunities to participate in baseball, basketball, tennis, volleyball and swimming (PCV questionnaire response). The PCVs convinced UIS' athletic director of the merits of offering its students a multi-sport physical education and sports program and assisted UIS in the development and implementation of such program. As a consequence of these innovations, UIS offered for the first time a multi-sport curriculum to its students (ibid). The vital contributions of the PCVs to this accomplishment is evidence of Colombia IV's commitment to the efficient, effective and excellent service provision to Colombia.

C. City of Santa Marta

The city of Santa Marta is the capital city of the Department of Magdalena located on the north coast of Colombia. Initially, one PCV was assigned to work with the sports programs of the city of Santa Marta. This PCV was an excellent basketball and baseball coach but had weak Spanish language skills. At the same time, there was a PCV in another Peace Corps program who wanted to transfer into Colombia IV to coach baseball and who had excellent Spanish language skills. Realizing that an opportunity existed to strengthen the work of Colombia IV in Santa Marta, Mr. Carrasco secured from the Peace Corps in Bogotá the transfer of this PCV into Colombia IV (ibid). Identifying and implementing such transfer was evidence of how the innovative methods of Colombia IV increased the effectiveness of its service provision by optimizing the use of PCV talent to develop youth baseball and basketball in Santa Marta.

D. City of Pereira.

The city of Pereira was a medium size city in the Department of Caldas located in the central western region of Colombia. Colombia IV assigned a PCV who was a varsity college track and field athlete to work at the Technical University of Pereira (“TUP”).¹⁰ This was a new university with an enrollment of 300 to 500 students. The president of TUP had a vision of establishing a physical education and sports program even though the only sports facilities at TUP were a few free weights and a weight lifting platform. The PCV was warmly welcomed at TUP and its faculty and students were receptive to his plans to develop their physical education and sports programs at their university. The athletic director at TUP was also supportive of the PCV but did not have sufficient expertise to create and implement a physical education and sports program for TUP. Consequently, the PCV assisted in the organization and construction of TUP’s track, soccer fields and basketball courts. Once these facilities were constructed, the PCV created and implemented a physical education curriculum and a sports program at TUP. These accomplishments were greatly facilitated by the PCV’s innovative use of the program development resources made available to him by Colombia IV as part of its specialized PCV support program (the “APPHER Resources”).

E. City of Ibagué

Like TUP, the University of Tolima (“UT”) was a newly created university located in the city of Ibagué in the Department of Tolima. One PCV was also assigned to UT. UT had a student enrollment comparable to that of TUP and UT’s physical education and sports department was in a condition similar to the undeveloped condition of TUP. The UT students and faculty, along with the city of Ibagué, welcomed the PCV to UT. The Colombian counterpart of the PCV was very cooperative with the PCV and his efforts to develop sports programs in UT and Ibagué. The PCV developed a women’s swimming program at UT as well as created a multi-sport intramural sports program for the UT students. The development of this program was evidence of the PCVs commit to equal opportunity for women in physical education and sports. At this time in history, such a commitment to equal opportunity for women

¹⁰ This is the website for the current Physical Education and Sports Department at TUP. This website shows how TUP’s Physical Education and Sports Department has transformed and evolved from the teachings and programs of the Colombia IV: <http://salud.utp.edu.co/deportes-y-recreacion/>

was an innovative approach to education in general. Similar to the PCV in Pereira, the PCV in Ibagué on his own initiative organized and constructed with his students and the UT maintenance staff a soccer field and basketball and volleyball courts for UT. On completion of these facilities, the PCV created and implemented a physical education curriculum and a sports program at UT. As in the case of Pereira, these accomplishments were greatly facilitated by the Ibagué PCV's innovative use of the AAPHER Resources. In the community of Ibagué, the PCV improved its basketball and volleyball courts and organized community baseball and basketball teams that competed locally as well as played other teams from the surrounding areas. Through these innovative methods at UT and in the Ibagué community, the PCV improved the physical education and sports programs of UT and the quality of life in Ibagué.¹¹

F. City of Manizales

The city of Manizales is the capital of the Department of Caldas located in the central western region of Colombia. Colombia IV assigned one PCV to work in the physical education and sport department at the University of Caldas ("UC").¹² In addition to working at UC, the PCV worked with the local public elementary and high schools (Seminario de Basekt-Ball Harán los Cuerpos de Paz see: Appendix Two). In the beginning, some UC coaches were wary of the PCV because they thought he was going to take away their positions at UC. However, after a while, the UC coaches realized that he was not threatening their employment and instead welcomed him into the UC physical education and sports program because they were grateful to have his valuable assistance without any financial cost. Working with the UC physical education faculty, the PCV organized and conducted clinics on physical education and sports in Manizales and its surrounding communities. An innovative highlight of the PCVs work in Manizales was writing an instruction manual in both Spanish and English on how to play and coach volleyball. This

¹¹ This is the website for the current Physical Education and Sports Department at UT. This website shows how UT's Physical Education and Sports Department has transformed and evolved from the teachings and programs of the Colombia IV: <http://www.ut.edu.co/academico/index.php/institucional1/facultades-e-instituto-de-educacion-a-distancia/facultad-de-ciencias-de-la-educacion/estudiar-en-la-facultad/programas-de-pregrado/licenciatura-en-educacion-fisica-deportes-y-recreacion>

¹² This is the website for the current Physical Education and Sports Department at UC. This website shows how UC's Physical Education and Sports Department has transformed and evolved from the teachings and programs of the Colombia IV: <http://salud.ucaldas.edu.co/>

book was distributed to other PCVs in Colombia IV and to Colombian universities and volleyball leagues.

The three PCVs in Pereira, Manizales and Ibagué cooperatively organized several regional track meets involving the university track teams from such three cities. Holding these track meets was an innovative accomplishment because these track meets were the first of their kind in Colombia (PCV questionnaire response).

G. City of Medellín

The city of Medellín is the capital city of the Department of Antioquia located in the center of Colombia. Colombia IV assigned four PCVs to work at The University of Antioquia (“UA”), Universidad Pontificia Bolivariana (“Bolívariana”) and Servicio Nacional de Aprendizaje (“SENA”) (Colombia’s nationwide trade school) (LLEGARON CUATRO PROFESORES Y FUERON DISTRIBUIDOS EN PLANTELES see Appendix Three). The assignment of these PCVs was to upgrade the quality of the physical education and sports program at such institutions. As their secondary responsibility, these PCVs were responsible for developing physical education and sports programs at the high school and elementary schools in the rural areas of the Department of Antioquia.

The people from the Department of Antioquia are known as “Antioqueños.” They believe themselves to be the most civilized and industrious people of Colombia. The Antioqueños committed to the Peace Corps that Colombia IV would receive the financial, managerial and infrastructure support required to make the sports programs in Antioquia the best in Colombia. To a significant extent, the Antioqueños fulfilled this commitment.

Similar to Cali, the city of Medellín had large and modern sports facilities, for example, a soccer stadium, with a track and field, seating 60,000, an Olympic swimming pool and six tennis clay courts (Los Cuerpos de Paz y la labor que desarrollan en Colombia see Appendix Four). SENA’s athletic facilities were excellent, including a gymnasium and adequate equipment to operate a physical education and sports programs. In contrast, UA had poor athletic facilities (PCV questionnaire response).

The PCVs worked with the administrators, coaches, students and athletes of UA, Bolivariana and SENA. At UA and Bolivarian, the PCVs taught the players, coaches and

students a variety of sports and helped these universities modernize their physical education programs.¹³ Using the AAPHER physical education training manual and other materials developed by the PCVs, the PCVs taught physical education and sports to the SENA students (see Appendix Five). In small schools in the interior of Antioquia, the PCVs taught physical education to young children and instructed teachers how to improve their own physical education programs.

The PCVs also taught other PCVs who worked in community development groups in Colombia how to use physical education games as a way to gain the goodwill of their target Colombian communities, particularly young students and their teachers. These games (referred to as “low organizational games”) did not require equipment or much knowledge of physical education but did provide the participants some rigorous and fun physical activity. The Colombian people were very receptive to these low organizational games. The innovative application in Colombia of low organizational games is a reflection of the consultancy structure influence on Colombia IV.

H. City of Bogotá

The headquarters of Colombia IV was located in Bogotá, the capital city of Colombia. Of the five PCVs assigned to work in Bogotá, only two of them responded to inquiry about their service in Colombia IV. One of the responding PCVs worked at La Universidad Pedagógica Nacional Femenina (“Femenina ”).¹⁴ The students and administration of Femenina were very welcoming to the PCV as they realized that he was committed to improving its swimming program. However, Femenina did not have a swimming pool for its students. Through an arrangement made by Mr. Carrasco with the Club Militar in Bogotá, the Colombian military permitted the PCV to conduct Femenina’s swim team practices and meets and its swim classes at

¹³ This is the website for the current Physical Education and Sports Department at UA. This website shows how UA’s Physical Education and Sports Department has transformed and evolved from the teachings and programs of the Colombia IV: <http://portal.udea.edu.co/wps/portal/udea/web/inicio/institucional/unidades-academicas/institutos/educacion-fisica-deportes/educacion-fisica-deportes/contenido/asmenulateral/acerca-instituto>

¹⁴ This is the website for the current Physical Education and Sports Department at Femenina. This website shows how Femenina’s Physical Education and Sports Department has transformed and evolved from the teachings and programs of the Colombia: <http://edufisica.pedagogica.edu.co/vercontenido.php?idp=491&idh=511>

the Olympic size swimming pool at the Club Militar in Bogotá. In return, the PCV coached the Club Militar's swim team. The PCV also created a "lifesaving" swim and first aid class for his swimming students at Femenina. This was the first water safety or emergency course of its kind in Colombia. This is an example of another innovative sports project created by Colombia IV. Later, this life saving program evolved into a water safety manual in Spanish to be distributed to Femenina's students and to the public. At that time, this was the only water safety manual distributed in Colombia (PCV questionnaire response).

The other PCV served as an assistant athletic director at Pontificia Universidad Javeriana ("PUJ"), along with being its assistant track and field coach.¹⁵ In 1963, PUJ did not have an intramural sports program and few of its students participated on its athletic teams. The PCV and other PCVs in Colombia IV who coached track and field teams in other departments in Colombia organized a university track and field meet that included 200 athletes from five different universities in Colombia. Approximately, 75 students regularly participated in the PUJ intramural program, playing basketball, soccer and volleyball.

I. Overall Activities of Colombia IV

As the director of Colombia IV, Mr. Carrasco implemented pursuant to the consultancy structure of AAPHER a number of innovative management practices and programs to promote sports in Colombia.

Consistent with the consultancy structure's mandate for efficiency, effectiveness and excellence, Mr. Carrasco quickly acquired upon his arrival in Colombia in 1963 an understanding of the Colombian peoples' interests and needs in physical education and sports (PCV questionnaire response). This enabled him to identify and develop a service provision by Colombia IV that was relevant to and desired by the Colombian people.

When Colombia IV arrived in Colombia, it had one PCV Leader. This person had a PhD in Physical Education with extensive experience in physical education and athletics. Three months after such arrival, Mr. Carrasco on his own initiative created a second PCV Leader position for Colombia IV. The person selected for this position was bilingual in Spanish and

¹⁵ This is the website for the current Physical Education and Sports Department at UJ. This website shows how UJ's Physical Education and Sports Department has transformed and evolved from the teachings and programs of the Colombia: <http://www.javeriana.edu.co/medio-universitario/entrenamiento>

possessed superior person to person skills. One PCV Leader was assigned to work with the PCVs in the southern region of Colombia and the other PCV Leader was assigned to work with the PCVs in the northern region of Colombia, thereby increasing the effectiveness of Colombia IV's supervision of its PCVs. This innovative addition of a second PCV Leader was a reflection of Colombia IV's consultancy structure.

As another management innovation, Mr. Carrasco organized and conducted quarterly weekend meetings of all of Colombia IV's PCVs in different cities throughout Colombia, paid for with AAPHER funds. At these meetings, the PCVs shared with each other information about the projects they were developing and implementing and planned regional and national intercollegiate athletic tournaments for the Colombian teams they coached. (PCV questionnaire responses; Los Cuerpos para la Paz Visitaron Ayer la Escuela Secundaria Local see Appendix Six).

To complement the work of Colombia IV, Mr. Carrasco invited an Amateur Athletic Union college basketball team and its coaches to Colombia to conduct, together with Colombia IV's PCVs, basketball clinics for Colombian players and coaches. (Importantes las Explicaciones del Grupo de Basquet Norteamericano Appendix Seven). The intent of the innovative format of these clinics was to improve the quality of the basketball played in Colombia and thereby promote the creation of high school and community basketball leagues in Colombia. (Seminario de Basekt-Ball harán los Cuerpos de Paz see: Appendix Two). Colombia IV's basketball team also played local Colombian basketball teams in the medium and small towns in rural Colombia (ibid; see Appendix Eight). Again, the goal was to promote basketball and other sports in Colombian high schools and community sports leagues (ibid).

In his capacity as director of Colombia IV, Mr. Carrasco advised and counseled the Colombian national basketball association to improve its organizational structure and operational efficiency, including the recruitment and retention of the best Colombian basketball players for the national Colombian basketball team. The result of his efforts was an improvement in Colombia's performance in international basketball competition, including a superior performance in the 1966 South American Basketball Championship held in Mendoza, Argentina.

Colombia's performance in this tournament was the impetus for Colombian basketball's future success in international basketball competition.¹⁶

In regard to Mr. Carrasco's innovative management style, one of the PCVs explained it by referencing and commenting on the following instruction to him by Mr. Carrasco when he was about to begin his assignment with Colombia IV "Go make yourself indispensable.' That was his overall dictum for change" (PCV questionnaire response).

VIII. Impact of Colombia IV on Physical Education and Sports in Colombia

The performance by Colombia IV of its development work in Colombia, within the context of the Peace Corps government structure, in accordance with methods consistent with the consultancy structure of AAPHER enabled Colombia IV to create and implement innovative physical education and sports programs which benefited Colombia in a number of significant ways. This section will discuss the impact of the Colombia VI's innovative service provision on physical education and sports in Colombia.

The referenced innovative development work of Colombia IV contributed to the Colombian government's recognition of the importance of physical education and sports in Colombia as well as to the creation of long-term sustainable physical education and sports programs in Colombia.

In 1967, the Colombian government passed its Resolution 2011 authorizing a physical education program for Colombian youth designed to raise their level of physical performance to specified standards (The Colombian Ministry of Education).¹⁷ The Colombian Ministry of Education acknowledged again in 1967 the benefit received by Colombian physical education programs from the work of Colombia IV, referencing its use of AAPHER'S physical education testing manual (ibid). Further, by means of its Decreto 2743 of 1968, the Colombian government created a government agency authorized to develop Colombia's physical education, sports and recreation programs and to promote the Colombian peoples' participation in such programs known as El Departamento Administrativo del Deporte, la Recreación, la Actividad

¹⁶ Interview with Head Coach Mr. Philip ("Phil") Wilson of the 1967 Colombian Pan American Games Basketball Team

¹⁷Ministerio de Educación Nacional Serie lineamientos curriculares Educación Física, Recreación y Deporte. Colombian government. http://www.mineducacion.gov.co/1621/articles-339975_recurso_10.pdf

Física y el Aprovechamiento del Tiempo Libre (“Coldeportes”). In that regard, Coldeportes established physical education and sports programs in various Colombian universities and high schools that were based upon Colombia IV’s programs (ibid). Coldeportes also established physical education and sports programs in small schools in rural areas of Colombia following Colombia IV’s guidelines (ibid). As encouraged by the PCVs of Colombia IV, official rules of competition were adopted in 1971 by the Colombian government for use in intercollegiate and high school sporting event.

Colombia IV’s physical education and sports programs at Del Valle as described in Subsection A of Section VII above contributed significantly to the establishment in 1964 and to the function of the Department of Physical Education and Sports at such university. The positive impact of Colombia VI’s innovative service provision continues on through the valuable service of successive generations of graduates from such Department of Physical Education and Sports, many of whom became athletic coaches and professors of physical education at Del Valle and other Colombian universities and in high schools throughout Colombia. The summer school program at Del Valle also described in the referenced Subsection A has continued through today to teach and train non-university teachers and coaches about physical education, physical fitness and health and sports.

Colombia IV helped develop a multi-sport curriculum at Universidad Industrial de Santander, as discussed above in Subsection B of Section VII above.

Colombia hosted the Pan American Games for its first time in 1971 in the city of Cali. Colombia IV’s contribution to the development of physical education and sports at Del Valle was a positive factor in enabling Cali to successfully host this major sporting event.¹⁸ The contribution of Mr. Carrasco to the Colombian national basketball association also had a long-term positive effect on Colombia’s participation in international basketball tournaments (PCV questionnaire response).

¹⁸ A recent report on the history and success of the Pan American Games in Cali, Colombia in 1971 by a non-American or Colombian: Alperín, Eduardo. July 16, 2007. ESPN Deportes.. Lo mejor de los Juegos de Calí 1971, México 1975 y San Juan 1975
<http://espndeportes.espn.go.com/news/story?id=576576&s=pan&type=column>

In regard to an area of limited development impact, Colombia IV had minimal success in establishing physical education and sports programs in rural areas of Colombia and, consequently, its development efforts in the rural areas of Colombia had little positive impact on schools in such areas. This occurred as a consequence of various reasons. First, the PCVs were unable to convince the administrators and teachers in the rural schools of the importance of physical education and sports other than soccer (“different sports”), as soccer was by far the most popular sport in Colombia, particularly in its rural areas. This lack of interest in physical education and different sports made it difficult for the PCVs to successfully develop these types of programs in the rural area schools. In contrast, the administrators, teachers and students in Colombia’s medium and large size cities were more receptive to physical education and different sports. However, in the final analysis, the Peace Corps, Colombia IV and the Colombian government had insufficient interest in developing physical education and sports programs in the small schools of rural Colombia. Instead, most of the development provision of Colombia IV was focused on Colombia’s urban universities, high schools, government education programs and sports programs that were located in medium and large cities of Colombia. Colombia IV should have tried harder to understand and adapt to the interests of the people living in Colombia’s rural areas. Fortunately, since the 1960s, the Colombian government on its own has gradually transformed its physical education system to better serve the student population of rural Colombia.

One of the Peace Corps’ explicit goals under the Alliance was to prevent the overthrow of the Colombian government by a socialist or communist insurgency. Though the nature of its work was not political or economic, Colombia IV was in fact a part of the Alliance. Consequently, in the view of the Peace Corps and the Colombian government, Colombia IV’s accomplishment of its service provision contributed to the Alliance’s mission of preventing the overthrow of the Colombian government. This is an example of an achievement of an anticipated result by Colombia IV. Ironically, the Colombia IV PCVs did not view themselves as agents of the Alliance and did not intend for their work to prevent the overthrow of the Colombian government (PCV questionnaire response). Further, their Colombian students and counterparts did not perceive that they were being taught by or were working with agents of the

Alliance (ibid). Instead, the Colombian students and counterparts viewed the PCVs as human beings who were trying to make life better for the Colombian people through physical education and sports (ibid). Similarly, the PCVs viewed themselves as teachers and coaches serving the educational needs of their fellow human beings (ibid). This was a human to human relationship which had little to do with politics or economics.

Even though Colombian women did participate in and benefit from the physical education and sports programs of Colombia IV, this inclusion was not an explicit goal of its service program. However, the fact that Colombian women did participate in such service program may have had the unanticipated effect of influencing the Colombian government to subsequently include women in its own physical education and sports programs. For example, the Colombian government enacted in 1981 legislation which gives women the same right as men to participate in its physical education and sports programs.¹⁹ This is remarkable because men have been traditionally given preferential status in Colombian society.

IX. Relevance of Colombia IV for the Peace Corps Today

This section will discuss how the consultancy structure may be used to improve the Peace Corps' current service provision.

The Peace Corps is struggling today to recruit qualified applicants to serve as PCVs in its development programs. (Peace Corps Performance and Accountability Report Fiscal Year 2014: 84-85, 87). The Peace Corps should consider hiring private firms to assist in such recruitment as it hired AAPHER in the case of Colombia IV. Such approach to recruitment is consistent with the consultancy structure.

The Peace Corps is also struggling today to recruit qualified staff employees to manage its PCVs working in its development programs (Peace Corps Performance and Accountability Report Fiscal Year 2014: 92). As explained in the 2014 Peace Corps report, the Peace Corps' current challenge is the "inadequate staffing for site development, monitoring and support" (Peace Corps Performance and Accountability Report Fiscal Year 2014: 28). The Peace Corps should also consider hiring private firms to assist in such recruitment, as it hired AAPHER

¹⁹ This cite is the 1981 enactment by the Colombian Government promoting and protecting the woman's right to participate in physical education and sports: <http://www.vicepresidencia.gov.co/Programas/Documents/derechos-de-las-mujeres.pdf>

to recruit Mr. Carrasco to manage Colombia IV. Such approach to hiring is consistent with the consultancy structure.

Another challenge facing the Peace Corps today is to interest overseas target communities in the service provision offered to them by the Peace Corps (Peace Corps Performance and Accountability Report Fiscal Year 2014: 23). Consequently, the Peace Corps staff must understand the target community's interest and need for assistance and then develop and implement a service program that is relevant to such interest and need. Consistent with the consultancy structure's mandate for the efficiency, effectiveness and excellence, the Peace Corps staff must acquire such understanding to identify and develop a service provision that is relevant to and desired by the target community, as AAPHER did for the Peace Corps in the case of Colombia IV.

The Peace Corps is today attempting to achieve a service provision that enables the host countries to independently manage the Peace Corps' programs after the Peace Corps completes its participation in such programs (Peace Corps Performance and Accountability Report Fiscal Year 2014: 27). This means that the Peace Corps should develop programs that are vitally important to the host countries and can be continued on by the host countries because they are financially, politically and socially sustainable. In 1968 when Colombia IV's work in Colombia ended according to its contract with the Colombia government, Colombian institutions continued on with several of the physical education programs in which PCVs of Colombia IV had worked. See the discussion of Del Valle and Universidad Industrial de Santander above in Subsections A and B of Section VII above, respectively. The quality of the work performed by Colombia IV pursuant to the standards of the consultancy structure was a factor in achieving this continuity.

Even though the above discussion has focused on the Peace Corps, other human development organizations based upon a government structure service provision also face challenges similar to the ones confronting the Peace Corps. Consequently, these human development organizations are well advised to consider adopting appropriate elements of the consultancy structure to enable the development and implementation of innovative methods that will make their development missions more successful.

X. Conclusion

Based upon an analysis of the development work performed by Colombia IV as described in this dissertation, there exists a reasonable basis to conclude that the use of certain innovative methods of the consultancy structure by a development organization operating under the government structure will produce superior service provision for its target community. The ability and willingness of a development organization to perform its work using innovative methods enables such organization to achieve superior service provision. Specifically, such innovative methods achieved the successes of Colombia IV primarily because such methods provided Colombia IV with PCVs and a program director who performed superior service provision. It should be noted that an innovative method of service provision, notwithstanding how innovative it may be, that does not enable high quality service provision is irrelevant to, and may even impede, the achievement of development goals.

It is important to note that Colombia IV's use of its innovative methods did not compromise the Peace Corps' core values mandated by its government structure. Rather, Colombia IV integrated important qualities of the consultancy structure into its mandated government structure to achieve its superior service provision.

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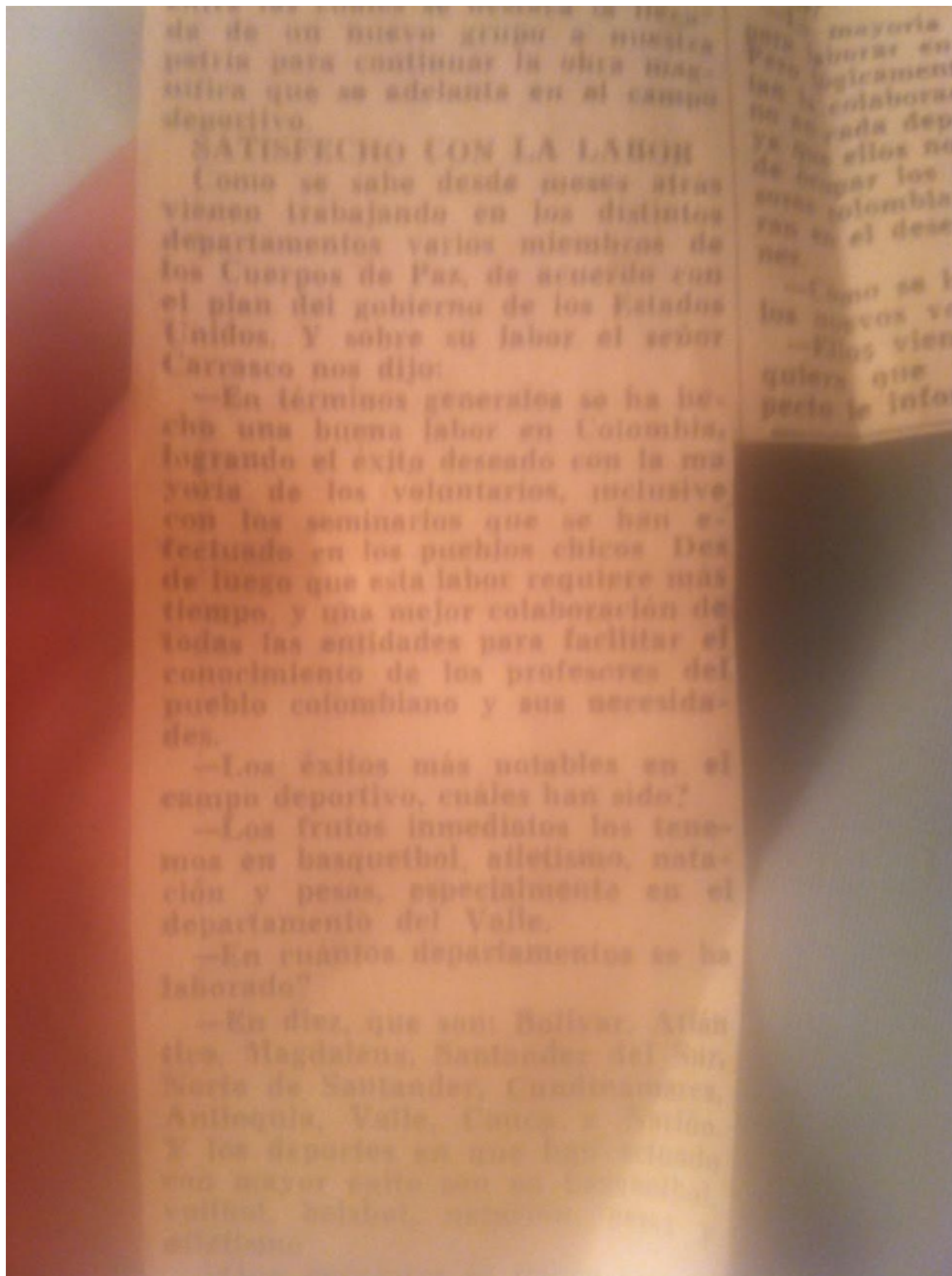
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Appendix

Appendix One:





des.

—Los éxitos más notables en el campo deportivo, cuáles han sido?

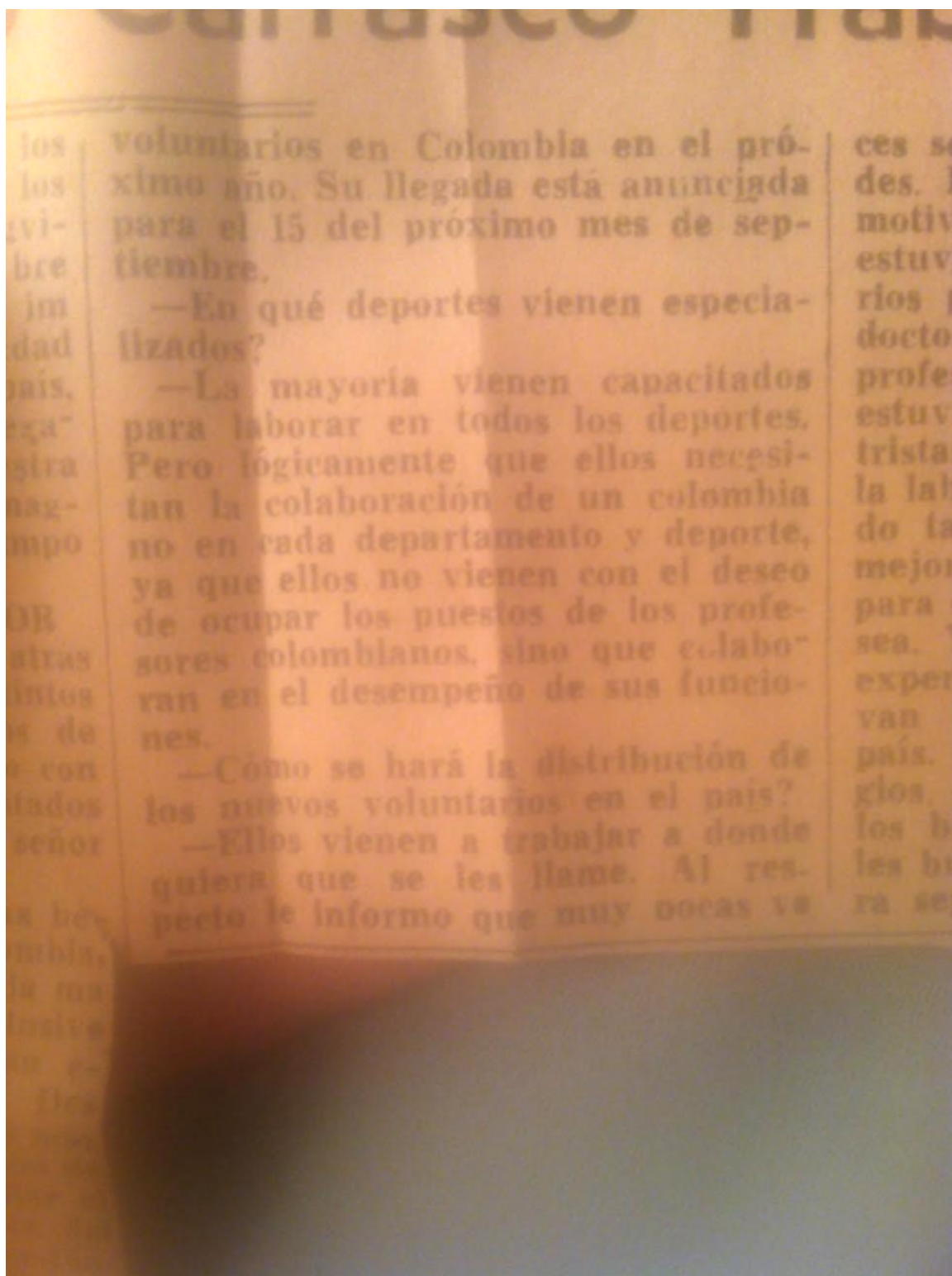
—Los frutos inmediatos los tenemos en basquetbol, atletismo, natación y pesas, especialmente en el departamento del Valle.

—En cuántos departamentos se ha laborado?

—En diez, que son: Bolívar, Atlántico, Magdalena, Santander del Sur, Norte de Santander, Cundinamarca, Antioquia, Valle, Cauca y Nariño. Y los deportes en que han actuado con mayor éxito son en basquetbol, vólibol, beisbol, natación, pesas y atletismo.

—Qué proyectos se tienen para el futuro?

—Ahora mismo se alista un segundo grupo para venir a Colombia. Son 40 en total los que se preparan en la Universidad de Nuevo México, para completar 70 profesores.



Proyectos —

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tablecidos.

—En cuáles establecimientos se ha trabajado en Medellín?

—En el SENA, las Universidades Pontificia Bolivariana y de Antioquia, y en comisiones rurales. Se espera que se amplie ese radio de acción con la llegada del nuevo grupo de 40 profesores y que las ligas interesadas soliciten la colaboración en compañía de un profesor colombiano para un mejor servicio, como antes le dije.

Hasta aquí las informaciones que nos ofreció el señor Eliseo Carrasco, quien vino a nuestra redacción en compañía de la señorita Consuelo Zea y de José Zuluaga, jefe de propaganda de Carvajal y Compañía.

Appendix Two

Seminario de Basket - Ball harán los Cuerpos de Paz

Informó el odontólogo Héctor Vieira Atebertúa, presidente de la liga seccional de basket-ball, que para este fin de semana, se haría en Medellín un seminario sobre basket, con la participación de varios profesionales, que hacen parte de los Cuerpos de Paz, no sólo con residencia en Medellín, sino en otras ciudades del país.

A los interesados, se les ofrecerán enseñanzas prácticas y teóricas, y también tendrán ocasión de ver películas, para luego ser comentadas y analizadas en reuniones conjuntas. Para una mejor orientación, se acordó que se formarían varios grupos, es decir, quienes saben de basket, tendrán como profesores a ciertos norteamericanos; para quienes apenas tienen ligeras nociones, hay otros instructores y también se hará un grupo para los totalmente desconocedores de la materia. Ello, con el fin de no mezclar, a quienes apenas se inician, con personas más versadas en ese deporte.

Horario y profesores

El primer día del seminario sobre basket-ball, se harán dos reuniones, en la siguiente forma:

De 9 a 12, en el coliseo cubierto. Y de 2 a 4 de la tarde, en Telicóndor.

Para el sábado dos, se anunciarán también dos reuniones. La primera de 9 a 12 y la segunda, de dos a cuatro. Ambas tendrán lugar en las instalaciones del Coliseo Cubierto.

Y finalmente el domingo, cuando culmina el cursillo o seminario, sólo se hará una reunión. Será también en el coliseo cubierto, pero de nueve de la mañana a doce del día.

En cuanto a los profesores que tomarán parte en este seminario, se informó que serían los siguientes:

Doctor John Roberts, líder de los Cuerpos de Paz en el Valle; doctor David Furmann, profesor de educación física en Puerto Rico; señor Kevin Dixon, de los

Cuerpos de Paz en la Universidad de Antioquia de Medellín; señor Jim Brown, de los Cuerpos de Paz de la Universidad Industrial de Bucaramanga; señor Robert Atkins, de los Cuerpos de Paz, sección de educación física en Medellín y, finalmente, Rubi Salinas, de los Cuerpos de Paz que operan en Medellín.

Al referirse a este seminario, el presidente de la liga departamental de baloncesto, afirmó para la sección deportiva de este diario, lo siguiente:

—Es indudable que representa un gran honor para Medellín, que se realice acá el primer seminario sobre basket. Pero fuera de ello, es de suma importancia, y por ello esperamos una gran asistencia, no sólo de quienes tienen ya vinculaciones y conocimientos sobre este deporte, sino de quienes gustan de él, aun que no estén por ahora, con nexos con él. Realmente podemos sacar mucho provecho de este cursillo o seminario, y por ello invito muy cordialmente a los aficionados, para que se hagan presentes en número muy aceptable, a las conferencias de este fin de semana, que por otra parte, serán en horas muy cómodas para la gran mayoría de las gentes.

Appendix Three:

ALIANZA Y DEPORTE

2/2/63

LLEGARON CUATRO PROFESORES

— Y FUERON DISTRIBUIDOS EN PLANTELES —

En la capital de Antioquia se encuentran ya los profesores de educación física y deportes, los cuales fueron distribuidos de acuerdo al plan de trabajo de los cuerpos de paz, en nuestro país por intermedio de los Estados Unidos.

CUATRO PROFESORES

Como se recordará hace algunos días dimos a conocer con carácter de noticia la información sobre el arribo de 34 profesores de Estados Unidos a la capital de la república, en donde serían distribuidos posteriormente a todo el país por el Sistema de dos años. Esa distribución se haría de acuerdo a las necesidades de cada departamento, y serán rotados después de algunos días, para facilitar su labor.

En el día de ayer tuvimos sorprendidos con la presencia de los cuatro profesores que fueron destinados a nuestro departamento, quienes estuvieron visitando todas las instalaciones de la unidad deportiva Atanasio Girardot, en compañía de Darío Estrada, del departamento de educación física y deportes de la Universidad de Antioquia.

Esos profesores son los siguientes: Robert Atkins, Kevin Dixon, Robert Willey y Rodolph Salinas, este último que viene como coordinador en las labores a desarrollar en nuestro departamento.

A LAS UNIVERSIDADES

Estos cuatro profesores vienen directamente para las universidades, en donde prestarán sus servicios en las principales deportes, entre ellos natación, baloncesto, atletismo, béisbol, etc., ya que son especialistas en todas estas actividades.

La distribución quedó de la siguiente manera:

Rodolph Salinas, quien actuará como coordinador, para el Sena.

Kevin Dixon, estará en la Universidad de Antioquia.

Y Robert Atkins, quedará al servicio de la Universidad Pontificia Bolivariana.

De tal manera que estos profesores estarán dedicados exclusivamente a la preparación de los estudiantes de los centros educativos. Pero a su vez prestarán sus servicios a las distintas ligas departamentales, por conducto de las mismas universidades.

Por el momento están alojados en la Pensión Gómez Sierra, en tanto se les acondiciona una casa de habitación por cuenta de las universidades, a las cuales les prestarán sus servicios deportivos.



En el Estadio Atanasio Girardot fue tomada esta foto cuando los cuatro profesores de Educación Física y Deportes, agregados a los Cuerpos de Paz en Colombia, visitaban las instalaciones de la Unidad Deportiva. Ellos son, de izquierda a derecha: Robert Atkins, Kevin Dixon, Robert Willey y Rodolph Salinas, este último quien actuará como coordinador con las universidades en donde prestarán sus servicios. (Foto de Lohache, especial para EL COLOMBIANO).

Appendix Four:

Los Cuerpos de Paz y la labor que desarrollan en Colombia

Cerca de doscientos voluntarios hay en el país. Organización. Relación con la Alianza para el Progreso. Salarios. Trabajos que ejecutan en Medellín. En qué consiste la ayuda que prestan al país.

Como lo habíamos informado, un nuevo grupo de voluntarios de Cuerpos de Paz ha llegado a Medellín con destino a las universidades, centros docentes más importantes. El Intergan Paul Robert Willey, Karen Dixon, Robert Atkins y Rodolfo Salinas, este último con el carácter de coordinador del grupo.

En el centro de aprendizaje industrial del Sena, "El Pedregal" y en compañía del doctor Humberto López, jefe de relaciones públicas del Servicio Nacional de Aprendizaje, lo Antioqueño, entrevistamos al señor Willey sobre los objetivos de los Cuerpos de Paz. Al respecto, es el comentario:

—El 22 de septiembre de 1961, los Cuerpos de Paz llegaron a ser ley de los Estados Unidos. El congreso declaró en esta ocasión que el propósito de los Cuerpos de Paz era promover la paz y amistad en el mundo, por medio de los Cuerpos de Paz, los cuales se pondrán a disposición de los países y áreas necesitadas, hombres y mujeres de los Estados Unidos capacitados para el servicio en el exterior y que deseen servir aún en condiciones difíciles para ayudar a los pueblos de tales países y áreas y resolver sus necesidades de entrenamiento de mano de obra y ayudar a promover un mejor entendimiento entre el pueblo americano y los pueblos a los cuales les han de servir y un mejor entendimiento entre estos mismos pueblos con la ayuda del pueblo americano.

—Básicamente es un movimiento formado por voluntarios que se entrenan en un determinado oficio o requisito ser enseñado en el país visitado. Ningún proyecto se desarrolla en un país visitado sin que ese país haya solicitado a los Estados Unidos que quiere ser ayudado en determinado asunto. Por ejemplo, diferentes países del mundo han solicitado voluntarios para acción comunal, para el desarrollo de las pequeñas veredas, educación universitaria, televisión educativa, educación física, salud y bienestar, educación secundaria, extensión agrícola y educación para adultos.

DOS ORGANIZADORES.—
—Qué relación tienen los Cuerpos de Paz con la Alianza para el Progreso?

—Los Cuerpos de Paz no tienen ninguna conexión con la Alianza para el Progreso ya que son dos organizaciones separadas. La Alianza pa-

ra el Progreso tiene tres principales objetivos que son: asegurar el crecimiento del ingreso nacional promedio. Que la distribución del ingreso nacional se haga en tal forma que ayude en particular a los grupos de escasos ingresos. Llevar a cabo campañas de carácter social tales como la eliminación del analfabetismo, al menos al nivel primario, aumentar las esperanzas de vida promedio en cinco años y mejorar las condiciones de vida para que la gente pueda disfrutar de unas condiciones de vida satisfactorias. Los Cuerpos de Paz por consiguiente, dependen del Departamento de Estado y trabajan separadamente de la Alianza para el Progreso.

—Cuántos Cuerpos de Paz hay en el mundo?

—Actualmente hay cinco mil voluntarios aproximadamente en los Cuerpos de Paz diseminados por todo el mundo, de los cuales existen en Latinoamérica cerca de setecientos cincuenta y en Colombia unos doscientos. Los Cuerpos de Paz trabajan en la actualidad en cuarenta países.

REQUISITOS Y ORGANIZACIÓN

—Puede cualquiera ser miembro de los Cuerpos de Paz? Qué requisitos se exigen?

—Los requerimientos son los siguientes: Que la persona sea de ciudadanía americana, puede ser hombre o mujer, con tal de que tenga 18 años o más de edad. No hay ningún requisito especial sobre educación, aunque muchos de los voluntarios tienen grado universitario. Si la persona es casada debe solicitar admisión con su cónyuge y no debe tener hijos menores de 18 años de edad. Los requisitos para las actividades de cada voluntario no son estrictamente lo que puede hacer o decir ya que se puede hablar sobre cualquier tema sin reservas pero todos son directamente responsables de sus actos ante el embajador en el país huésped al cual es a su vez responsable ante el Departamento de Estado y este ante el presidente.

—Qué organización dirige los Cuerpos de Paz?

—Como se indicó anteriormente, la organización depende del Departamento de Estado y es administrada por su director, Sargen Silver Jr, quien tiene a su vez una red de colaboradores con sede en la

ciudad de Washington y además personal repartido en otros países. En Colombia, el señor Christopher Sheldon es el director y el señor Teodoro Rando Junior, su asistente.

OBLIGACIONES Y

SALARIOS.

—Reciben salarios los voluntarios del Cuerpo de Paz?

—Nosotros recibimos lo que se llama "un pago total" equivalente a mil ochocientos dólares. Estas sumas se pagan con el presupuesto de los Cuerpos de Paz y mientras estamos en el país huésped nos son pagados al equivalente a una persona que está en condiciones similares. El pago final se completa al terminar los dos años de periodo de los voluntarios.

—Qué obligaciones contraen los que ingresan a los Cuerpos de Paz?

—Esta pregunta fue prácticamente contestada ya, pero se puede agregar también que estamos obligados con la gente con quien estamos trabajando en el país visitado. Estamos desarrollando aquí una labor que se nos fue solicitada, y es nuestra obligación cumplir con ella.

—El grupo cuarto de los Cuerpos de Paz qué trabajo está haciendo en Medellín?

—Aquí hay cuatro de nosotros, uno en el Sena, uno en la Universidad Pontificia Bolivariana, uno en la Universidad de Antioquia y otro que trabaja como coordinador. Nosotros estamos enseñando educación física, y es nuestro trabajo ayudar a organizar, desarrollar, promover, crear y administrar programas de recreación y de educación física. Para esta labor contamos con la colaboración de la Asociación Americana de Salud, Educación Física y Recreación que nos facilita materiales, literatura, equipo y asistencia técnica.

Además hay dos señoritas de los Cuerpos de Paz que pertenecen al grupo cuarto que trabajan en la Universidad de Antioquia como profesoras de inglés.

VOLUNTARIOS

EN COLOMBIA.

—Cuántos voluntarios hay en Colombia y qué están haciendo?

—Aproximadamente doscientos estamos trabajando en este país en el desarrollo de los proyectos de la comunidad, obras de carácter social, y acción comunal, enseñanza del inglés y educación física. Estamos esparcidos en muchas áreas del país tanto en las pequeñas ve-

Medellin Sport Center



Every Sunday one may see streams of traffic along the wide avenue leading to it, all intent on watching a "Futbol" (Soccer) match in the giant stadium. That contains 35,000 spectators. The stadium is one of the most complete of its kind and is set up for all spectator sports, track meets, etc. It is also amply provided to allow night contests.

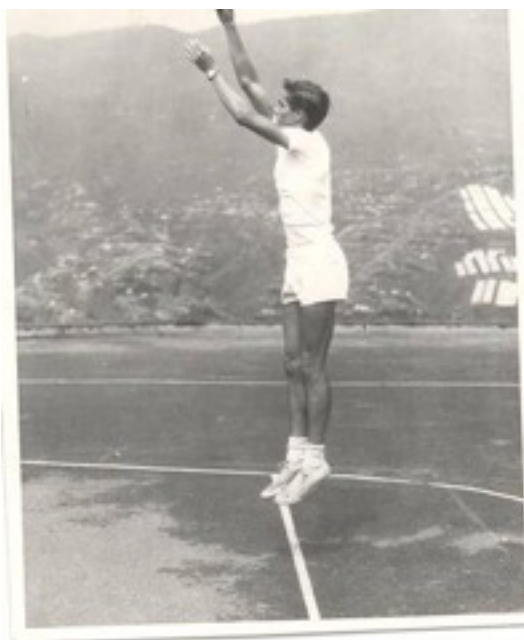
There is also a covered "Coliseum" that has a capacity for 10,000 spectators. This is where the great boxing matches are held, as well as such things as dog shows and assorted exhibitions. This building has modern Turkish bath facilities.

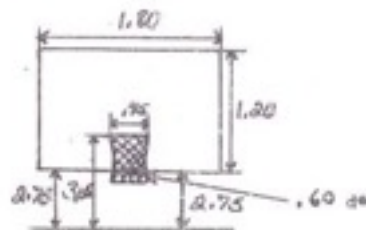
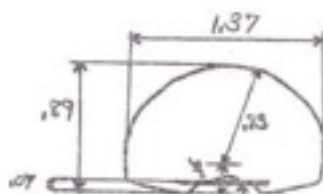
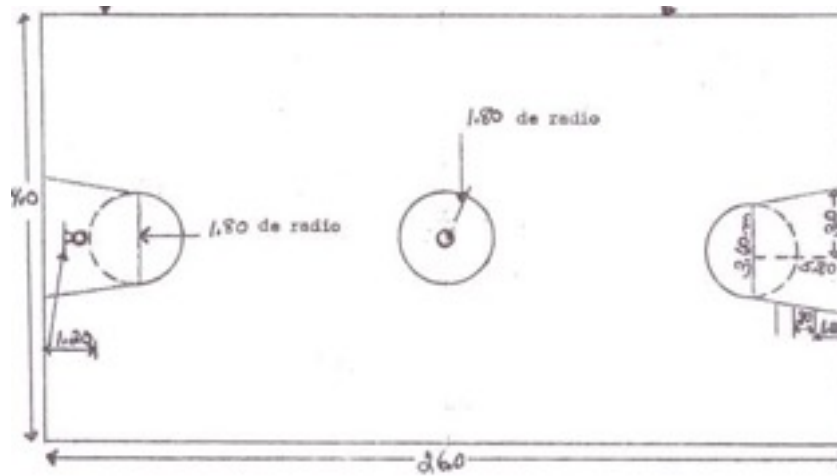
The rest of this little self-contained city is divided among bicycle tracks, tennis courts, swimming pool, gymnasium, and all the other things to be found at sporting centers. Finally, every sport is represented at the "City" and the baseball diamond is of the finest.

Appendix Five:

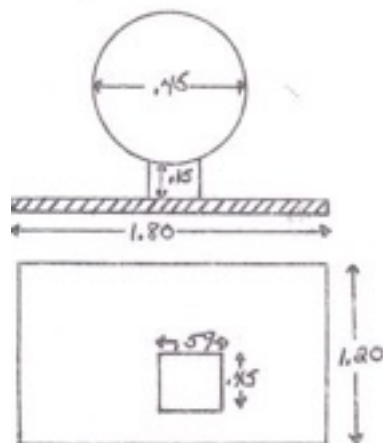
Training Manual For Teaching Physical Education

One of our tasks was to create training manuals. These four photographs show me demonstrating some of the skills in playing basketball. - PCV Statement.





Le metal de los aros será 30mm de diámetro.



La pelota será esférica, constará de una cámara de goma protegida por una funda de cuero, materia sintética o goma; no tendrá menos de 75 cm ni más de 85 cm de circunferencia, pesará no menos de 600 gr. ni más de 650 gr. y estará inflada con aire tal que cuando se la deje caer sobre un piso duro desde una altura aproximada de 1,80 m. medida desde la parte inferior de la pelota, ésta rebote a una altura, medida desde la parte superior, de no menos de 1,20 m. aproximadamente, cuando golpee en la parte menor elasticidad, ni de más de 1,20 m. aproximadamente, cuando golpee con la mayor elasticidad.

Appendix Six:



Appendix Seven:



Appendix Eight:
Colombia IV Basketball Team



Extra photos:
Colombia IV group picture



1963 Colombian newspaper article on Colombia IV

an 30 Profesores al País
 Enero de Febrero se Distribuirán en Varias Ciudades—

Declaraciones del Profesor Carrasco para EL COLOMBIANO



El profesor Elías Carrasco, quien ofrecerá importantes declaraciones sobre el aspecto deportivo en los Cuerpos de Paz, será el coordinador de los 30 profesores de Estados Unidos que estarán en distintas ciudades colombianas a partir del primero de febrero (Foto Luisbaché, especial para EL COLOMBIANO).

En la mañana de ayer nos encontramos con el profesor Elías Carrasco, quien hace parte de la delegación deportiva de los Cuerpos de Paz que está puesta a disposición de nuestro país. De inmediato nos trasladamos a dichas oficinas, precisamente al departamento de educación que está a cargo de José Zuluaga, quien quiere a ser nuestro invitado en el salón alto.

Sus declaraciones:
 Elías Carrasco es natural del Fresno, California, Estados Unidos y se facilitó la charla que con él sostenimos porque había perfectamente el español.

—¿Cuál es su verdadera representación en nuestro país?
 —Representante de la Asociación de Educación Física y Recreación de los Estados Unidos, que tiene la organización en los proyectos de los Cuerpos de Paz en Colombia.

—¿Pero esos Cuerpos de Paz ya están actuando en Colombia?
 —En efecto. Pero ahora viene un grupo de profesores de Educación Física, Recreación y Deporte en general, con miras a colaborar con la organización de estos tres aspectos que es el objeto de los Cuerpos de Paz.

—¿Cuántos profesores llegarán a Colombia?
 —La intención es traer 32 profesores, pero únicamente llegarán 30 por el momento, esperándose completarse esta cifra en los próximos días. Es bien difícil conseguir personal de estas capacidades, tal como lo desea la Asociación de mi país. En este grupo de entrenadores vienen especialistas en Natación, Atletismo, Basquet, Béisbol, Tennis, etc.

—¿Cuándo llegarán y qué costo tiene para Colombia?
 —Colombia no tiene costo alguno, ya que estos profesores, unos experimentados y otros recién salidos de sus cursos, vienen por cuenta del gobierno de los Estados Unidos. Su llegada se anuncia para el domingo próximo a Bogotá, a donde viajo mañana para recibirlos.

—¿Por cuánto tiempo vienen a nuestro país y cómo se hará la distribución?
 —Ellos actuarán por el término de dos años y su distribución se efectuará de acuerdo a las necesidades de cada ciudad y departamen-

to.

—¿Cuáles ciudades les visitará?
 —Anteriormente estuvo, pero únicamente de paso, en Barranquilla y Cartagena. Ahora en esta misión visitó los rincones de Bogotá, Pereira, Popayán, Cali y ahora Medellín. En Cali me llamó la atención la organización que se tiene en la junta departamental de deportes.

—¿En esta ciudad con quienes ha tenido contacto?
 —He conversado con las personas más vinculadas al deporte, algunas entidades deportivas y varios profesores de educación física.

—¿Cómo se hará la distribución en este departamento?
 —Como le digo los profesores vienen contratados por dos años, pero naturalmente que se harán cambios después de la distribución que se efectúe para cada ciudad, de acuerdo a las necesidades de cada plaza y buscando el mejor acomodo de los propios profesores. En Medellín se podría lograr esa distribución de común acuerdo con las universidades, las ligas deportivas, las instituciones industriales que según he podido observar son varias y bien organizadas y con la secretaría de educación del departamento.

—Llegando a Bogotá el domingo ese grupo de profesores, cuando se hará la distribución para todo el país?
 —Considero que a más tardar el primero de febrero ya deben estar instalados los profesores en las respectivas ciudades.

—¿Usted también prestará el mismo servicio?
 —Yo fui practicante de Atletismo en pista, basquetbol y fútbol norteamericano, pero mi función en Colombia es de coordinador en este campo deportivo de los Cuerpos de Paz. Ahora si es necesario mi concurso no tengo el menor inconveniente.

Así nos informó el señor Carrasco sobre la actividad de esos profesores estadounidenses que pronto llegarán a nuestro país para colaborar en la organización del deporte en Colombia y a la vez ofrecer sus mejores enseñanzas a entrenadores, profesores de educación física y a los deportistas en general. Esta viene a ser la mejor noticia para el deporte colombiano de lo que va corrido del presente año.

22, 1963

COLOMBIANO, Medellín Jan 19, 1963



Appointment of Eliseo Carrasco as Honorary Professor at Universidad Industrial de Santander in Bucaramanga, Colombia.



Eliseo Carrasco speaking at SENA in Bucaramanga, Colombia.



Appendix Nine:

PEACE CORPS - COLOMBIA IV PROJECT

- A. Volunteers will be located in most of the twenty-five universities of Colombia. These institutions are usually in the capital city of each department. The Volunteers will therefore mostly be living in the larger cities of the country.
1. The Volunteer will work in cooperation with members of the English Department in the University to which he is assigned. He will work as an informant, making tapes for the students to use; will be active in classroom work, in the field of pronunciation drill, and as an informant for the Colombian teacher; will be able to form English Clubs in the various institutions where students can gather together to talk in English, look at English speaking movies, and in general carry out all the activities of a language club.
 2. Volunteers will be supervised primarily by the heads of the Department of English in the Universities to which they are assigned. The Peace Corps will keep a general overall supervision of the Volunteers.
- B. Physical education or athletic directors will be paired with Colombian co-workers in the various universities of Colombia to help develop intramural athletics, programs of physical education, and competition among students. The co-worker aspect of this part of the program is extremely important. Colombian universities are just becoming aware of the great potential in student athletics. Peace Corps Volunteers would bring to these universities American enthusiasm and American techniques in athletics and in the teaching of athletics.

<u>Components</u>	<u>Hours</u>
1. Area studies, to include the history political and cultural aspects of the host country and personal adaptation thereto.	70

2. Technical studies, to include the knowledge and skills required to perform the assigned job overseas.	110
3. American studies and world affairs, to include contemporary international problems and the United States role in the world scene.	45
4. Health and medical training, to include first aid, personal hygiene, and preventive measures required in the assigned area.	30
5. Physical education and recreation, to include personal conditioning as well as practice of United States and host country games.	60
6. Language training, to include knowledge of language structure, basic vocabulary, conversational practice, and technical terms appropriate to the assignment.	250
7. Peace Corps orientation, to include aims and organization of the Peace Corps, and the Volunteers role within it.	20
8. Instruction in the philosophy, strategy, tactics, and menace of communism.	15
TOTAL HOURS	600

Appendix Ten:

Questionnaire for Colombia IV PCVs

1. Location - Where in Colombia did you work, with what institutions or groups? Did you have a specific job?
2. Objectives - Did you have specific official objectives? If not, what did you establish or see as your personal objectives? Did you organize them and communicate them with Eliseo Carrasco, your fellow volunteers and Colombians your unofficial objectives?
3. Conditions – What were the physical facilities available at your site when you arrived?
4. Receptivity: How receptive were the Colombian people and American/ Colombian organization(s) you were working with?
5. Impressions of official Peace Corps training - How well did it prepare you, what was relevant, what was not, quality of instruction.
6. Challenges - What were the barriers to change? How did you address those challenges?, In retrospect what, could you have done better? With the advantages of 50 years of perspective what would have helped you to perform more effectively?
7. Achievements - Both in terms of general contacts with Colombians and your specific jobs what do you remember as your achievements? If possible, list courses taught, teams coached, programs developed, etc. and the estimated number of Colombians involved.

Part Two: In comparison to what you achieved how much more was realistically possible in the Colombian environment?

8. Perceived sustainability. Do you know anything concerning how or if the Colombians continued doing activities with which you were involved.
 9. Theories of change – What program(s) were you trying to start/improve? Were you following any specific strategies or using any recommended tactics were you advancing a particular set of values?. Personally, how did you go about persuading/motivating?
 10. Alliance for Progress – How did you see your job contribute to the overall goals and objectives of the Alliance for Progress? Directly or indirectly was the promotion of the Alliance for Progress discussed in training at Texas Western and in Colombia?
- Part Two: Was the promotion and advancement of the Alliance for Progress an important issue and topic during the group “clinics” while in Colombia?
11. Do you keep in contact with any Colombians who you served or worked with you?