

EXTERNAL EVALUATION OF THE COMMUNITY  
DEVELOPMENT PROJECT (DECO)

MISIÓN ALIANZA DE NORUEGA IN ECUADOR

Final Report

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## Table of Contents

1.	Introduction.....	5
1.1.	MAN-E and the DECO Project in Ecuador .....	5
1.1.1.	Brief history and Project Area .....	5
1.1.2.	Summary of the DECO Project.....	7
1.2.	Terms of Reference and Evaluation Methodology .....	8
2.	2006 Evaluation .....	9
3.	Project design.....	11
3.1.	Changes in Design.....	11
3.2.	Conclusions on the design.....	14
4.	Organization, resources, systems and tools .....	17
4.1.	MAN-E’s Organization.....	17
4.2.	Organization, Department, Programs and Projects. ....	18
4.2.1.	P&P Internal Organization.....	18
4.2.2.	Local Partners .....	19
4.3.	DECO and other projects .....	20
4.4.	Human Resources.....	22
4.4.1.	MAN-E’s Personnel.....	22
4.4.2.	Characteristics of MAN-E’s personnel .....	23
4.5.	Financial Resources.....	26
4.6.	Systems and Tools for Planning, Implementation, and Monitoring .....	26
4.7.	Monitoring and Evaluation.....	28
5.	2007 – 2008 period outcomes .....	30
5.1.	Lines Outcomes.....	30
5.1.1.	Line of Education.....	30
5.1.2.	Church Line .....	34
5.2.	Development Axes .....	35
5.3.	Other Achievements.....	38
5.3.1.	Empowering people .....	38
5.3.2.	Improving quality of life.....	38
5.3.3.	Sexual, Reproductive Education and HIV/AIDS.....	38
5.3.4.	Gender Equity .....	39
6.	Project Implementation: Efficiency and effectiveness .....	40
6.1.	Summary of the state of implementation of the Project.....	40
6.1.1.	DECO’s General Situation.....	40
6.1.2.	Line of Education.....	41
6.1.3.	Church Line of Action .....	42
6.1.4.	Conclusion on the Lines of Actions and its implementation .....	43
6.2.	Management capacity for project implementation.....	44
6.2.1.	P&P Team’s Capacity.....	44
6.2.2.	MANE’s Capability for Development .....	45
6.3.	Analysis of implementation of Project Management.....	46
6.3.1.	Evaluation of Project.....	46
6.3.2.	Conclusions.....	51
6.4.	Analysis of the systems used for implementation.....	51
7.	Impacts, Significance, Relevance and Sustainability .....	53

8.	Analysis and Conclusion of MANE’s 2004-2009 Intervention Model .....	55
8.1.	Programs and Projects .....	55
8.1.1.	DECO’S Model of intervention .....	55
8.1.2.	HIV-AIDS Intervention Model .....	57
8.1.3.	Football Project Intervention Model .....	58
8.1.4.	Scope of Intervention Models .....	60
9.	Conclusions on 2007-2008 project’s final period, 2007-2008 .....	61
9.1.	Follow-up on the 2006 Assessment .....	61
9.2.	The DECO Project design .....	61
9.3.	Results and Performance .....	62
9.3.1.	Results achievements .....	62
9.3.2.	Empowerment .....	62
9.3.3.	Organization and Implementation .....	63
9.4.	Impacts, significance, relevance, and sustainability .....	64
9.5.	Gender and HIV-AIDS .....	65
9.6.	MANE’s Model of Intervention .....	65
10.	Recommendations .....	67
10.1.	Recommendations regarding the General Project .....	67
10.2.	Recommendations for the Organization – MANE .....	67
10.3.	Recommendation for the Closure Period of 2009 Current Project .....	68

# 1. INTRODUCTION

## 1.1. MAN-E and the DECO Project in Ecuador

Misión Alianza de Noruega en Ecuador (MAN-E) began its diaconal and community development work in the marginal areas of Guayaquil in 1994. It is known in the area as Misión Alianza (MA).

### 1.1.1. Brief history and Project Area

MA began its work in the area of Isla Trinitaria in 1994. With the “2004 – 2009 Project” it began to work in the North Area. Currently it works in two areas with an estimated population of 185.000 inhabitants (Refer to map and table 1.1).

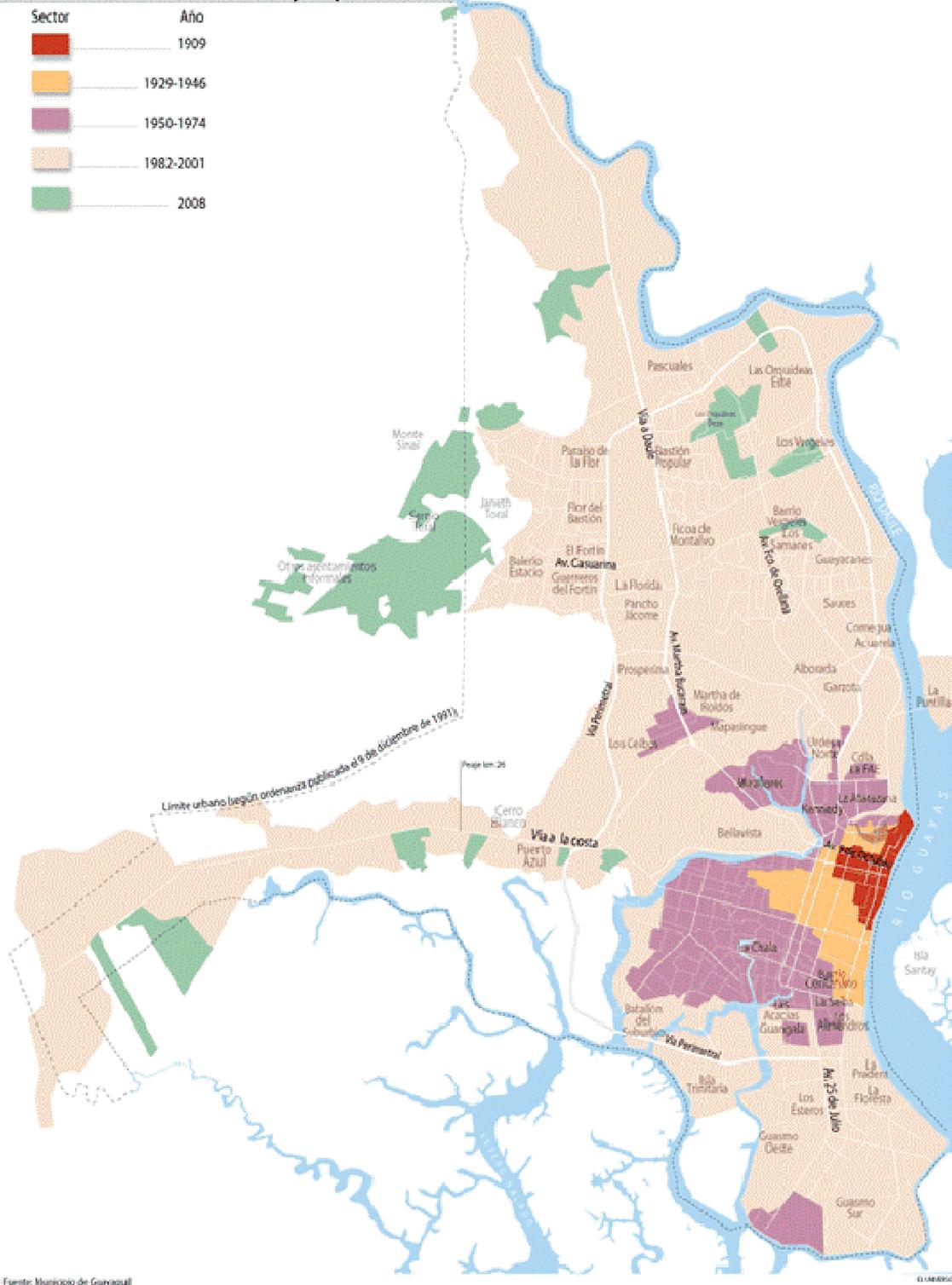
Table 1-1 –Characteristics of Project Area

	Isla Trinitaria	Northeast Area
<b>Location and sectors</b>	Southeast of town	<b>Northeast: Flor del Bastión, Paraíso and Fortín</b>
<b>Area</b>	512 has	<b>1020 has</b>
<b>Population</b>	75.605	<b>109.477</b>
<b>Read and Write</b>	Do: 59.155 Don't: 6.310 (9,6%)	<b>Do: 81.440 Don't: 71 (13,1 %)</b>
<b>Predominant Ethnic Group</b>	<b>Mestizos and blacks</b>	<b>Mestizos and indigenous</b>

The areas of Project intervention are mainly made up of immigrant populations from several provinces of the country and rural communities such as Guayas Province, Los Rios, Manabí, Esmeraldas in the Coastal Region and provinces in the Sierra Region such as Chimborazo, Cotopaxi, Bolívar, among others.

As people originate in different regions and provinces they all have different ethnic background. There are the autochthonous from the coastal region, the mestizo population from Guayas and Manabí, the black population from Esmeraldas' province, and a significant indigenous population from the sierra.

# Crecimiento de Guayaquil



Fuente: Municipio de Guayaquil  
**Chart 1-1 - Map of DECO Project Areas**

The settlements are relatively new, between 15 and 20 years. This have been formed as a result of migration caused by poverty in the rural sectors and the need to find jobs in a city of great commercial activity, such as Guayaquil, thus most of the people are involved in informal work in trade and construction.

The areas of Bastión, Paraíso de la Flor, Cordillera del Cóndor, and other surrounding Cooperatives in the northeast area of Isla Trinitaria, present a higher incidence of the national education system crisis, considering the fact that the few existing public schools are multiple teacher education in regards to teachers who are certified by the public system, thus causing them to hire young high school graduates, who lack experience and teaching skills, to work as teachers.<sup>1</sup>

Another story is the existence of a high number of private schools, who care more about the amount of knowledge than the quality of teaching.

The initial organizational system responds to “invasions” of vacant plots of land through movements lead by “leaders,” who under the violence and needs of people, took private and municipal plots of land and distributed them to families who built precarious houses in properties that lacked all types of basic services and displayed consequent poverty.

Within this context, the initial base organization responded to issues related with property (plots of land) sales which would later on turn into housing cooperatives, made up by the already mentioned leaders and a group of so called organizers who would offer their support in exchange for plots of land for themselves and their relatives. It was these leaders who would allow or deny the access of NGO’s and institutions to support the family’s situation as long as they would not go against their own financial interest and local power. In many cases, these were supported or sponsored by political leaders and parties who would see those sectors as potential votes for their election campaigns.

MA contacts several leaders to begin its work in the area; to implement the DECO Project it yields to informal purchase of properties along the consequent illegal irregularities. We can find several works of infrastructure for each one of its lines.

We find this analysis of the organizational conditions important, since MAN-E’s greatest challenge has been, and is, the lack of community base organizations suitable for a process of community development.

### ***1.1.2. Summary of the DECO Project***

The document “Guayaquil, Ecuador Community Development – 2004 Project Plan” is the project’s base. After the evaluation in 2006 we reviewed the project and came up with the document “2006 Project Plan Changes.” In chapter 3 in this report we present a detailed report of the changes that have been introduced.

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<sup>1</sup> Information transcribed from page 3, item B of the document “EDUCATING FOR COMPETITIVENESS,” December 21, 2005

The project has two lines of action, Education and Churches; and three work axes, Community Organization, Health and Social Relations, and Family Economy. The project works with two types of local partners: Schools with its community committees or commissions and churches with its committees or commissions. The project's support focuses on different types of training and financing for infrastructure and furniture. The general budget for 2007 and 2008 is US\$1,262,000 and US\$1,521,000 respectively.

## **1.2. Terms of Reference and Evaluation Methodology**

The Terms of Reference (ToR) present the questions that the evaluation must study (appendix 1).

The Evaluation team visited MAN-E twice. During the 5 – 14 January period, the team met with all staff related to DECO Project and other specific projects. They reviewed documents and visited six local partners: 3 schools and 3 churches. During the 15 – 27 January period the team reviewed several documents such as handbooks, meeting minutes, etc. During the 27 April – 2 May period, the team held more meetings with MAN-E's staff and local authorities with whom MAN-E works. During that same period we worked on the Evaluation Report, and presented the conclusions and recommendations to the Board of Directors and all of MAN-E's staff on Thursday April 30.

## 2. 2006 EVALUATION

In 2006 an evaluation of DECO was carried out. Below we detail recommendations and MAN-E's follow-up procedures on such.

<b>2006 Evaluation Recommendations</b>	<b>Follow-up on 2006 Evaluation Recommendations</b>
<p>1. Section 5.2 analyses the strengths and weaknesses of the project's methodology carried out by Program and Projects Department personnel. This is a very good analysis and a very important one. We recommend using this analysis, as presented in our report, in a workshop with our leaders so as to make the right decisions on this regards based on this analysis.</p>	<p>1. In regards to the planning and implementation methodology of the project we note that some methodology handbooks have been created, which systematize and gather experiences. We also note so in the meetings agenda.</p>
<p>2. The opened position of Department General Coordinator must be filled as soon as possible. Experience profile with proven management skills in Develop Programs is key.</p>	<p>2. In regards to the importance of finding a General Coordinator, we note that this was done immediately.</p>
<p>3. We recommend developing a program to ensure inclusion of new counterparts in order to achieve our goal of working with 30 schools and 30 churches by the end of the 2009 Project.</p>	<p>3. In regards to this recommendation, of ensuring that we achieve our goals, we decide to change the goals and reduce our partners to 37: 18 churches and 19 education centers.</p>
<p>4. We recommend developing a system of impact indicators with baselines for each type of micro-project and procedures to collect data and create a data base system.</p>	<p>4. This system has been implemented in detail and registered; we carry out a micro-project until registered as closed or completely finished.</p>
<p>5. We recommend integrating the consultant investigating architect to the Project team in the Programs &amp; Projects</p>	<p>5. We have created the investigator position within the P&amp;P Department; that position has been filled. We have also created policies</p>

Department. In order to do so there must be a description of functions and responsibilities.	related to works of infrastructure and furniture.
6. The leaders committee must get more involved in Project implementation.	6. The leaders' team focuses more in management and emerging issues and is not involved in the implementation of the DECO Project.
7. We reiterate our recommendation of finishing the handbook on policies and procedures that contributes to regulate the conditions for support and participation in MANE's other Project requests.	7. There are a couple of handbooks on procedures to clarify the Departments' responsibilities. The question remains, to what extent these are being used at the different levels to assure good monitoring control?
8. You must strengthen the DECO team, filling current vacancies with people of commitment and proven experience in development and if possible in programs of quality education improvement which will be our priority in the next Project years.	8. The vacancies have been filled and new positions have been created, which has increased staff from 10 to 19 members in P&P. However, we note that the majority of the new recruits are not fully compliant with the required experience. On the other hand most personnel have been recruited with a focus on education.
9. MAN-E must develop a more concrete strategy on how to begin activities in new sectors and how to end its cooperation with counterparts after a defined period. They need to be more clear on how to communicate so to the counterparts	9. No new strategy has been created to expand to new areas, but there is a strategy to end cooperation with partners (counterparts) as defined in the methodology handbook.

As observed, MAN-E has followed-up on all recommendations except for two: We have not developed a program to reach the original goal of having 60 counterparts and have not come up with a strategy to begin activities in new areas.

### 3. PROJECT DESIGN

The documents used as main sources to analyze and evaluate this chapter are: 2004 – 2009 Project Plan, 2006 Evaluation, 2006 Project Plan Changes, 2008 Revision of Methodology Handbook.

#### 3.1. Changes in Design

There is comprehensive information regarding analysis of the initial project design in the 2006 evaluation document; therefore we are not going to touch on that issue, but are going to focus in the changes generated in the 2006 – 2008 period, where we find the following,

In the 2006 design revision document there is evident structural changes in the Project lines; originally there were 3 which were reduced to 2. The disability line became part of the line of education focusing more on development according to the objective of the project and the creation of Misión Alianza Foundation Creer Centers until the end of 2009.

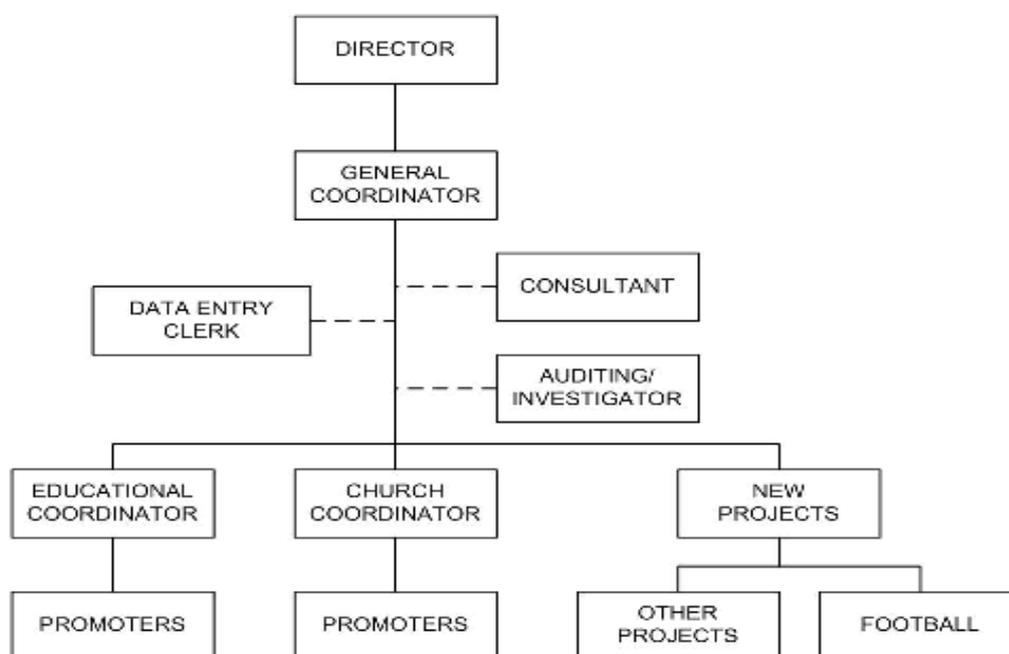


Table 3-1 – Structure of Axes and Lines of Action

Another revision of the original project design deals with targeting – for coverage extend – the northeast part of town, including the area called “urban expansion area,” formerly rural area. This includes the Cooperatives Paraíso de la Flor, Flor de Bastión, Balerio Estacio, Monte Sinaí, Trinidad de Dios, Voluntad de Dios.

In regards to the strategies for implementing lines and axes, we believe integration and cross-cutting must improve, giving the right priority to the axes in function of the type of line.

The axes actions of family and social relationship, preventive health, and community organization focus in the line of education.

In the church line we target the overall needs of the church and the community.

In regards to reviewing the strategies of lines and axes, we propose the following clarifications to the original project in 2006:

**Line of Education Development**, in essence we maintain the elements of the original design in regards to infrastructure, equipment, and teacher and parents training. We strengthen the exit strategies of associated groups who finish their period of cooperation and support to new educational centers.

**Line of Church Development**, the strategies aim to strengthen the churches involvement in its social responsibility and its contribution to education in the subject of values. Providing a complementary space for the Mother Church's involvement in activities related to preventive health.

Another advance that we consider important is the design of an operational guide called Methodology Handbook of Projects and Programs, which contributes to enrich the conceptualization and orientation of the approach to work in the field.

The methodology contained in the 2008 Handbook shows some important conceptual and operational progress in the project. It also shows a clear effort to systematize the experience and ongoing learning of the team.

In the cases of support overlap of two lines within the same areas we have established giving the support responsibility to the church.

The methodology handbook explains the foundation for deaconry concepts, support, local partners' denomination, among others. Generally speaking the handbook progress is valuable as it provides meaning and feasibility of success in achieving goals. This also reflects the degree of maturity that the coordination teams and field operation teams reach. This tool provides clear guidance on how to reach the project objectives.

The document of project review also provides clarity in the design of a logical framework, which in turn enabled it to improve the quality of execution and development of a system to monitor results, goals, indicators, and verifiers, fundamental for project management and decision making.

The following table shows a summary of the design with the objectives and results:

**Table 3-2 -OBJECTIVES AND RESULTS, VERSION 2006**

<b>Development Objective</b>	To contribute to empower poor and marginalized groups giving them back hope and the opportunity to build their future thus demonstrating that God's love and justice are equal for all.	
<b>Line</b>	<b>EDUCATIONAL DEVELOPMENT</b>	<b>CHURCH DEVELOPMENT</b>
<b>General Objective</b>	To contribute to improve the quality of education in the poor and marginalized sectors in the area	To contribute to a greater commitment of the evangelical churches towards MAN-E's holistic vision within its intervention area.
<b>Specific Objective</b>	To implement an education system that allows for critical thinking development in the students and reinforces integral education of basic subjects	Churches with diaconal vision and social responsibility
<b>Results</b>	<ol style="list-style-type: none"> <li>1. Have improved school coverage</li> <li>2. Improvement of physical infrastructure and equipping schools</li> <li>3. Have improved teachers' education system in counterpart schools.</li> <li>4. To reduce illiteracy indicators (9% out of 200.000 inhabitants in the north area do not read or write )</li> <li>5. Improved eating habits and medical care in children and youth at educational institutions.</li> <li>6. Have strengthened relationships between parents and children.</li> <li>7. Have improved organization and school administration</li> <li>8. Forming Networks</li> <li>9. Have improved attention to children and youth with different abilities and training in functional abilities for life.</li> <li>10. Active participation of the municipality and financial institution in the problems of people with different abilities</li> <li>11. Strategic alliances with institutions or companies which offer jobs to people with different abilities.</li> <li>12. Have improved school and work inclusion and integration for children and youth with different abilities.</li> </ol>	<ol style="list-style-type: none"> <li>1. We have improved the knowledge of diaconal vision and practice of the church's social responsibility.</li> <li>2. There is greater involvement of structured churches (national) in the areas of intervention</li> <li>3. Have increased community organization and participation</li> <li>4. Increased access to technical artisan and micro-enterprise training</li> <li>5. Increased access to information and attention in preventive health issues and family relationships</li> </ol>

### 3.2. Conclusions on the design

**Regarding the clarity of the development objective<sup>2</sup>**, it is somewhat complex because it tries to combine a secular interpretation of development with a religious connotation.

In regards to the term “empowerment,” the Programs and Projects Handbook defines in its item 9 the elements and understanding of content and development of that term. However, it is very difficult to answer how realistic this empowerment objective is due to the complexity of its nature.

The project per se does not have an immediate objective, but there are general and specific objectives for each line.

**Regarding the Lines**, the DECO team experience has led it to be more realistic and modest in reformulating these objectives. There are changes in regards to the approach of the general objectives by line, reformulating them more objectively. For example, in the original Project, in the Line of Education it reads, “To improve the quality of education....,” in the review we suggest, “**To contribute** to improve the quality of education.....” In the Church Line we had suggested, “To contribute towards the evangelical church’s development of a diaconal vision...” in the review we suggest “evangelical churches **in the areas of intervention...**” these are more specific and more realistic.

This is very positive when the core meaning is related to a strategy of intervention defined as “support” to these local partners and not as decisive interventions; even worse to abrogate unreal levels to improve the quality of education or change the diaconal vision of the evangelical churches without taking into consideration factors or variables with the highest incidence outside the control of a project such as DECO.

**In regards to the Axes**, they are best understood at this stage as transverse strategies and prioritized according to the recommendations of the 2006 evaluation, making them more realistic

Family Economy Axis, it’s prioritized in the new educational centers as a strategy of integration of schools with the community, with an additional element which is limited to educational institutions specialized in craftwork.

Axis of preventive health and social relations, as strategy we need negotiation and signing of agreements with health sub-centers in the area and emphasize the operational plans of local partners.

Axis of community organization, in this axis we stress formation in those sectors where there is none and strengthening where there are few.

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<sup>2</sup> “To contribute to **empower** poor and marginalized groups, giving them back hope and the opportunity to build their future, thus demonstrating that God’s love and justice are equal for all.”

**Identifying beneficiaries and goals for the results,** the project's initial design gives an overall view of targeting an estimated population of 300,000 inhabitants in the north area, starting with 41,600 beneficiaries of the 1998-2003 Project.

We think that the new 2006 logical framework has been to improve the identification of beneficiaries and do a better clarification of the goals dividing them in two categories: i) institutions (Educational Centers / Schools, Churches) and ii) groups of peoples (**Education:** Parents, children, teachers, directors / administrators, students. **Churches:** Pastors, church – leaders, university youth). The goals are quantified and adjusted in relation to the original design; however, despite the positive improvement there are still weaknesses in building indicators, which will be analyzed further on in chapter 4 (section 4.7)

**Sustainability,** The original Project Plan document (Pg. 37) focuses sustainability in two fields: organization of the counterpart groups (today local partners) and financial sustainability of these groups.

The 2008 Handbook for Programs and Projects, pg 51, approaches a proposal to ensure more sustainability; it considers describing the purpose of sustainability, how to do it and the tools to achieve it.

In the ToR's we ask about clarity and coherence in regards to inputs, activities, products, and progress achieved taking into account the objectives in quality, quantity, and deadlines. In the initial document, "2004-2009 Project Plan," there isn't a complete logical framework that allows us to carry out a clear and coherent analysis of the inputs, activities, and products; nor does it include a timeline that integrates all these elements and that estimates the frequency of progress during the duration of the project.

In the 2006 revision document there is a plan to implement two planned lines; it presents Results, Indicators, Goals and Activities; these are clear and coherent among each other, and in relation to the specific and general objectives of each line, but it does not establish inputs to be used.

An observation that can be done is that in the same design revision document there is an inconsistency between the methodology structure and the organic structure. The methodology structure establishes that the football projects and the HIV/AIDS are in the community organization axes and preventive health respectively; however, in the structural organization table they appear as New Projects at the same level of the Coordination Line (See table 3, chapter 4).

**Regarding assumptions and risks,** there is no identification on any of the documents of original design and revision that enables us to refer to them.

**Relationships with institutions outside the project,** we must reach agreements with institutions with the clear understanding that it is a pre-requisite to ensure sustainability, besides being realistic and consistent with the work plan and the lines and axes of the project. This is supported by concrete "goals and activities" of establishing agreements with some municipal and state institutions.

**The relation cost-effectiveness in the project design**, we have not found an analysis proposal for this aspect, although there are some elements of investments and human resources budgeted in the original design.

**In regards to the HIV/AIDS strategy**, An important addition to the DECO project original design in its preventive health axis is to include HIV/AIDS as a new component. It is originally presented as preventive actions within this axis. For 2009 this experience potentiates the design of an important proposed project of community intervention. Its design aims to have coverage beyond DECO's current geographical borders. This design process has been advised by CARE, an international cooperation organism specialized in the subject.

**In regards to gender**. The ToRs request review of the gender focus strategy. Although in section 4.3 of the DECO project initial design impacts are expected in the situation of women and gender, the process of formulating strategies to include gender in the institution and its projects just began in late 2008.

## 4. ORGANIZATION, RESOURCES, SYSTEMS AND TOOLS

### 4.1. MAN-E's Organization

At the beginning of 2007 MAN-E had the organizational chart presented in Appendix 2. During 2007 and 2008 several changes took place in the internal organization of MAN-E. The current organization chart is presented below in table 4.1.

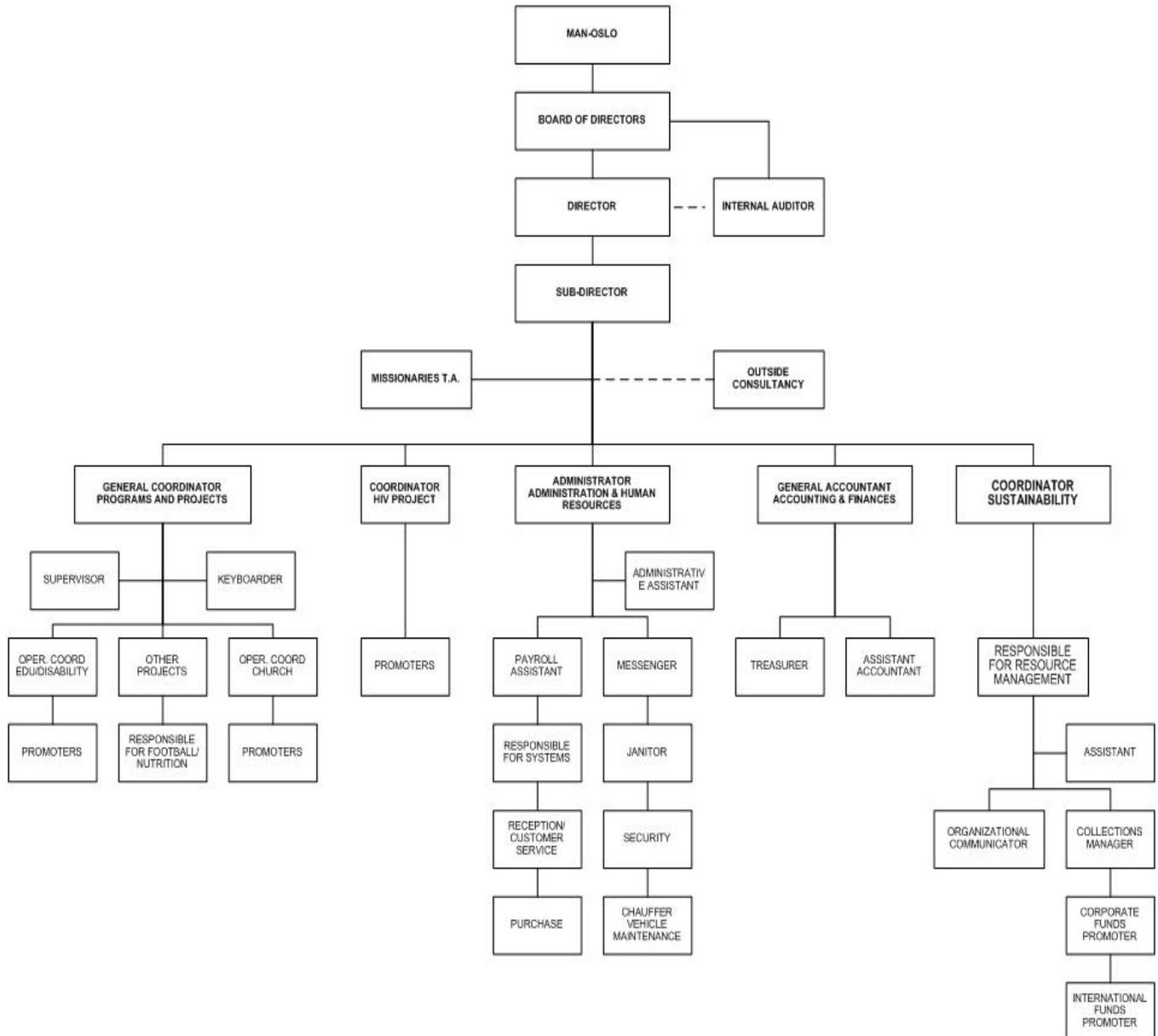


Table 4-1- MAN-E's Organization Chart

The chart shows there are three levels within the organization:

- a) Political – managed by the Board of Directors
- b) Executive – chaired by the Management, Coordinators, and others responsible for unities at this level

- c) Operations, which are the promoters and others responsible for new project initiatives.

**The Board of Directors** is an instance appointed by Misión Alianza de Noruega. Its main job is to define corporative policies to be implemented in its range of action and areas of influence. It's responsible, among other things, for appointing director and legal representative for the organization. It also approves and monitors implementation of the five-year and yearly budget-plan of programs and projects, including overall administrative issues, among other functions.

The Board of Directors frequently receives a report from MAN-E's Management. It deals with general management issues such as investments and budget, land purchase, salaries or salary studies, programs and financial investment analysis, institutional sustainability, procedures resolution and rules of operation.

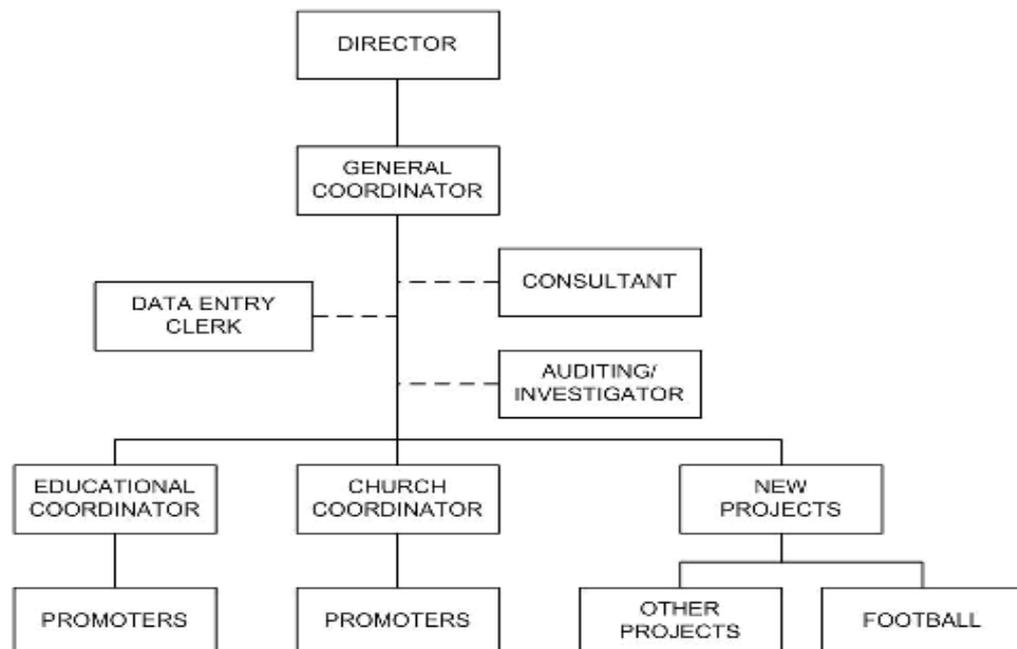
Currently, the **executive** leadership consists of two sub-levels: i) Director and ii) Department Heads.

The **operational** level is comprised of lines coordinators and promoters and other leaders working at field level with the beneficiaries.

## 4.2. Organization, Department, Programs and Projects.

### 4.2.1. P&P Internal Organization

The "2006 DECO Project Review Document" presents the following structure of the P&P Department:



**Table 4-2 – 2007 P&P Structure**

In this department we can also see that there are three basic internal levels of management at DECO:

- Executive – General Coordination
- Coordination – Line
- Operation – Implementation

**4.2.2. Local Partners**

At “field” level, MAN-E Works with two types of partners: schools and churches. Table 4.1 shows the amount of partners per lines and the state of cooperation.

**Table 4-1 –Number of partners**

Cooperation State	Education	Church	Total
Initial	4	-	4
Regular Period	9	15	24
Special Period	2	2	4
Friendship	2	2	4
Outside the Program	1	-	1
<b>Total</b>	18	19	37

The promoters work directly with the partners supported by the lines coordinators. Section 4.6 refers to the “Methodology Handbook for Programs and Projects,” which defines the promoters’ tasks, as follows:

“Promoter:

Responsible for implementing social welfare activities in their community, teaching others and incorporating them in the participatory process.

Who coordinates and articulates resources together with the community to facilitate individual or group processes aiming to reach their objectives.”<sup>3</sup>

The cooperation base between MAN-E and each partner is an agreement. The cooperation is achieved through micro-projects. Usually there are three types of projects: infrastructure, training activities, and equipment purchase. There is an administration committee in each partner (Parents committee or Board of Directors) in charge of implementing the micro-project. These committees can organize their work by commissions. Assisted by a promoter, partners develop an Operative Annual Plan (OAP) that is to be financed by MAN-E and co-financed by the partner.

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<sup>3</sup> MANE, *Handbook of Methodology for Programs and Projects*, 2008 version, pg. 6. It is worth mentioning that the **HIV-AIDS Program** also chooses this strategy to implement the program. We shall do the necessary adjustments to the subject, for this program’s implementation has implications that differ from the DECO Program in regards to context. HIV-AIDS might demand other competencies in the Promoter’s profiles.

### 4.3. DECO and other projects

Chapter 3 explains that in 2006, MAN-E opened up to include other projects. At the moment of evaluation MAN-E had the following projects:

**Community Development**– DECO, object of this evaluation. To improve the quality of the DECO project we have developed other projects and complementary initiatives:

**Thinking Development** is a special initiative within the line of education. It works with 15 public education institutions to train qualified teachers.

**Teaching of Basic Literacy** is an initiative within the line of education which Works in the adult literacy centers.

**Physical Culture and Aesthetics** is an initiative within the line of education to strengthen teachers' knowledge in the area of Physical Culture (Physical Education) through trainings and activities that aim to create awareness in the educational community about the importance of physical culture.

**CUMAN –Misión Alianza de Noruega en Ecuador University Community**, is an initiative within the church line whose objective is to contribute to formation of leaders with a diaconal vision and social responsibility who encourage changes in their churches and impact their community. The goal is that 20 students participate in the program annually. The students receive scholarships for university studies and participate in courses and training activities at MAN-E.

**Youth Pilot**, is an initiative of the youth ministry training in the church line. Presently we are working with youth groups in five churches.

**Community Intervention for effective respond to HIV/AIDS** is an initiative that will tackle those factors that increase risk, vulnerability, and impact of HIV/AIDS in the urban-marginal communities in Guayas province with higher incidence.

The different strategies and actions of the project will contribute to changing social norms, reducing stigma and discrimination, improving community participation and mobilization of resources, and increase the commitment of leaders of social and community organizations, churches, and faith-based organizations.

The project has been developed with the assistance of CARE-Ecuador and will be implemented in cooperation with the Ministry of Education, the Ministry of Public Health, The Municipality of Guayaquil, and the University of Guayaquil. The project will be implemented in three areas: Guayaquil, Durán, and Milagro with a promoter in each area. As observed in the organization chart in table 4.1 the project has a team headed by a coordinator who is at the same level as the P&P General Coordinator.

**Football** began in 2007 as part of the community organization axis. The target group is children and youth, ages 7 – 18. The project objectives are: i) Create awareness in parents in their search for a strategy of the best way to use their children’s time in activities such as sports, ii) Provide areas for recreation, suitable for practicing sports, iii) Provide holistic sports formation, in physical development, technical and tactical sports, iv) Promote the application of values and deaconry among students and their families. The project consists of a specific team within P&P next to the two lines of coordination.

The anticipated results are:

- Five local Sports committees formed by parents of students in the project, and a general committee made up of delegates of local committees.
- Three sports areas equipped for recreation and sports.
- Six hundred children and youth trained in physical education, technical and tactical sports.
- 80% of those involved in the project are aware of values, deaconry, civic education, and the environment.

**Empowering Women and Gender Equity**, a crosscutting initiative where six people from different units in MAN-E participate, began in 2007. In 2008 we carried out an “institutional diagnosis from the gender perspective” with participation at all levels and units at MAN-E. Today there is a project whose objective is to “promote equal life opportunities both for women and men and contribute to eliminate existing gender related injustices.” The result will be “incorporated from the gender perspective in programs and projects.” At the time of evaluation, the project is only raising awareness within MAN-E and has not gone down to ground level.

Table 4.1 above, shows that the HIV Project is headed by a coordinator at Department level; while the other projects are within P&P General Coordination. There are three lines of activity within P&P. Table 4.3 shows the “total” structure of all projects.

#### MANE’S INTERVENTION MODEL

### Modelo de Intervención MANE

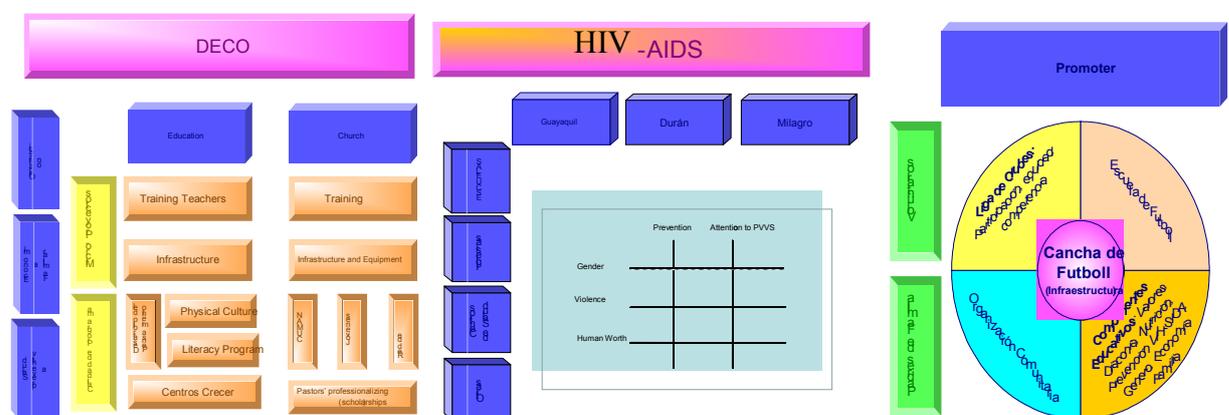


Table 4-2 – Projects Structure

## 4.4. Human Resources

### 4.4.1. MAN-E's Personnel

MAN-E has definitely evolved historically in its processes of Organizational Development. Table 4.2 shows the projection for personnel according to the original document of the project, and table 4.3 shows the real growth of MAN-E's personnel and departments.

Table 4-3 – 2004 DECO's Proposal

	2004	2005	2006	2007	2008	2009
<b>Management and Support Staff</b>						
Foreign Director (04), management consultant (05)	1	½	½	½	½	½
National Director	½	1	1	1	1	1
Development Project Sub-Director	1	1	1	1	1	1
Administrator and administrative assistants	4	4	4	4	4	4
Internal Pastor / Human Resources	1	1	1	1	1	1
General Accountant and bookkeeper	2	2	2	2	2	2
Systems Responsible	1	1	1	1	1	1
Responsible for Local donors	1	1	1	1	1	1
Messenger / Driver / Mechanic	2	2	2	2	2	2
<b>Development Project Operating Staff</b>						
Project's Operational Coordinator	1	1	1	1	1	1
Operational work overseas consultants	2	2	2	2	2	2
Promoters / Facilitators	8	8	9	9	10	10
<b>TOTAL</b>	<b>24 ½</b>	<b>24 ½</b>	<b>25 ½</b>	<b>25 ½</b>	<b>26 ½</b>	<b>26 ½</b>

In the next table we can see the growth of MAN-E's personnel in 2009.

Table 4.3 - 2004-2009 Personnel Growth

Personnel Growth	P&P	HIV	Administration	Accounting	Sustainability	Total
<b>2004</b>	9		14	3	7	33
<b>2005</b>	11		13	3	7	34
<b>2006</b>	10		10	3	7	30
<b>2007</b>	17		10	4	6	37
<b>2008</b>	18	2	11	3	5	39
<b>2009</b>	19	5	10	3	5	42
<b>%</b>	45 %	12 %	24 %	7 %	12 %	100 %
<b>Total average</b>	14.0	1.2	11.3	3.2	6.2	35.8

We can observe significant growth in the years of the P&P Project of 9 to 19 employees. In 2004 it accounted for 27% of the total headcount of MAN-E and up to 2009 it represents 45%, indicating that P&P has had a 211% total growth.

On the other hand, there is noticeable decrease of personnel in the Administration Department from 14 to 10 people, that is, it went down 29% over the same management period. The same happened in sustainability. This shows significant efficiency in the administration in reference to personnel. It is important to mention that a new department is included in 2008, HIV-AIDS with two employees and it increases to 5 in 2009.

#### 4.4.2. Characteristics of MAN-E's personnel

##### Professional Profile

Tables 4.4 and 4.5 show the professional profile of MAN-E's personnel. As you can see, 62% has a professional diploma. At P&P 79% have professional diploma; 47% have a degree in the field of education.

Table 4.4 – Level of 2009 personnel

Professional Diploma	P&P	HIV	Administration	Accounting	Sustainability	Total	%
Do	15	4	1	2	4	26	62 %
Don't	4	1	9	1	1	16	38 %
<b>Total</b>	<b>19</b>	<b>5</b>	<b>10</b>	<b>3</b>	<b>5</b>	<b>42</b>	<b>100 %</b>

##### Age

Table 4.5 shows the organization enjoys a young force. We see that 55% personnel are under 30. At P&P within the same range the figure is 53%.

Table 4.5 – Age Distribution

Age	Department					Total	%
	P&P	HIV	Administration	Accounting	Sustainability		
<30 years	10	2	4	3	4	23	55%
31-49 years	7	3	2	0	1	13	31%
>40 years	2		4			6	14%
<b>Total</b>	<b>19</b>	<b>5</b>	<b>10</b>	<b>3</b>	<b>5</b>	<b>42</b>	<b>100%</b>

The age of current employees, makes of MAN-E an organization adaptable to change and significant growth that could be capitalized in DECO's next stage.

##### Time in the organization

The next table shows us the amount of years, staff has been in the office. This is fundamental to understand the institutional expansion in time and how the system evolves.

Table 4.6 – Years in the Organization

Years in the Organization	P&P	HIV	Administration	Accounting	Sustainability	Total	%
<5 years	16	4	5	3	4	32	76%
6-10 years	2	1	5		1	9	21%
>10 years	1					1	2%
<b>Total</b>	<b>19</b>	<b>5</b>	<b>10</b>	<b>3</b>	<b>5</b>	<b>42</b>	<b>100%</b>

Experience in an organization is essential for the efficiency of operations. It is important to take note that 76% of staff has spent less than five years in MANE. We also observe distance between the old project staff at Isla Trinitaria, which could be the result of breach due to the new area of intervention at Fortin. The stability and care of the work environment must be maintained for organizational sustainability.

### Gender and participation

MAN-E's total personnel adds to 42 people, 23 are women (55%) and 19 (45%) are men.

There are essential aspects within the institutional culture regarding Gender Equity that can be seen in the processes to reach that goal. It is notorious that gender equity at Medium Level shows a relation of 7 to 0. Women make decisions for internal and field operation. Even at the level of Operational Coordination and technical leadership, female leadership is strongly observed. Female leadership is probably more effective due to the context, especially when at field level women's presence in the lines of action is evident.

Table 4.7 – Gender levels

Gender	P&P	HIV	Administration	Accounting	Sustainability	Total
Leadership	4	1	1	1	0	7
Woman	4	1	1	1	0	7
Man	0					0
Operational	15	4	9	2	5	35
Woman	6	2	7	0	1	16
Man	9	2	2	2	4	19
<b>Total</b>	<b>19</b>	<b>5</b>	<b>10</b>	<b>3</b>	<b>5</b>	<b>42</b>

In Leadership, as mentioned earlier, there is a strong presence of women at decision-making level coordinated and led by the Director, who is a man.

On the other hand, at operational level, gender equity is more notorious, with 46% women and 54% men. Women's involvement even in areas that would normally be considered as men's jobs, such as leadership in the Football Program Strategy is noticeably significant progress, which is for sure seen as strategic at the moment. However in the field of HIV historically a woman has always been appointed to work in this area where women's sexual rights are restored. Within this context, we should carefully consider whether a woman is the most suitable person to lead an area where men have much responsibility involved in the growth of the pandemic.

In the following table we can appreciate women's influence within MAN-E's organization:

Table 4.8 – Gender levels

	Woman	Men	Variance
Leadership	100%	0%	100%
Operational	46%	54%	-9%
<b>TOTAL Average</b>	<b>73%</b>	<b>27%</b>	<b>46%</b>

Women’s influence in MAN-E is significantly strong. We could say the relation is 3 to 1. For sure this is the result of a strong motivation towards the gender issue within the institution, and even though it has proven to be efficient, if continuing with this concept, we suggest making plans to achieve a more balanced institution in the gender area which will be a challenge considering the work context.

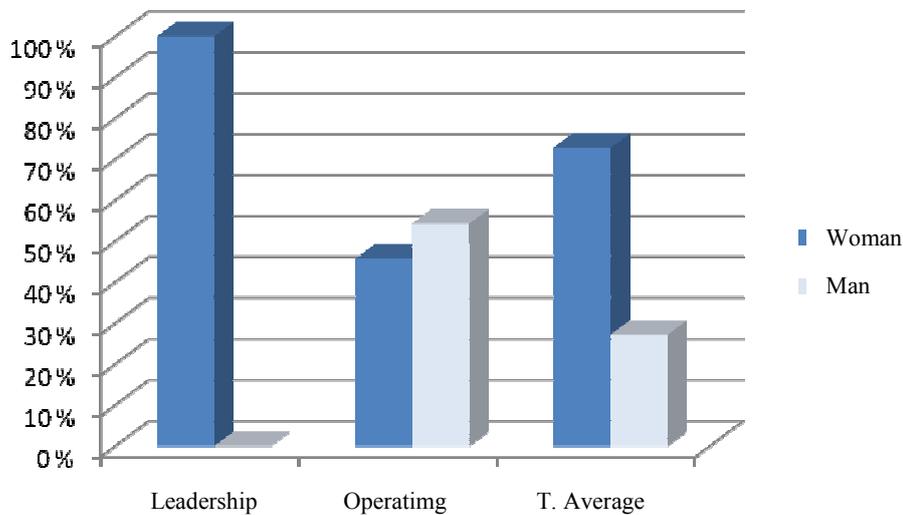


Table 4-4 – Gender Distribution at Leadership and operating level

### P&P Personnel

Finally, we add up some data about P&P Personnel:

- 79 % has a professional diploma, the same figure for MAN-E is 62 %
- 47 % of P&P staff has a diploma/degree in the field of education. (See table 4.9). Others have complementary training in other fields.
- 52 % are under 30 years, the same figure for MAN-E is 55 %
- 84 % has been working in the organization for less than 5 years, the same figure for MAN-E is 76 %
- 53 % of the people working at P&P are women and 47% are men, the same figures for MAN-E are 55% and 45%
- At leadership level at P&P there are only women, which is also the case for MAN-E
- Of the 13 people working in the two lines, 6 (46 %) work in the line of education and 7 (54 %) in the church line.

**Table 4.9 – DECO Professional Field**

Professional Field	Main
Education	8
Sociology	1
Theology	2
Psychology	1
Journalist	1
Nutrition	1
Engineer	2
Architect	1

## 4.5. Financial Resources

Table 4.5 shows the total budget for investments and expenses of both lines for the years 2007 and 2008. As observed, 76% of the expenses are for the line of education.

**Table 4-5 – 2007 – 2008 Budget per lines and expenses**

	Total		Total		Total	
	Investment	%	Expenses	%	Total	%
Education Line	798 000	87 %	280 000	55 %	1 078 001	76 %
Church Line	115 000	13 %	100 000	20 %	215 000	15 %
HIV Aids, Nutrition, Football			130 000	25 %	130 000	9 %
<b>Total</b>	<b>913 000</b>	<b>100%</b>	<b>510 000</b>	<b>100%</b>	<b>1 423 002</b>	<b>100 %</b>

## 4.6. Systems and Tools for Planning, Implementation, and Monitoring

The system for planning, implementation, and monitoring responds to four types of relationships,

- Relationship between DECO and the local partners
- DECO’s internal relationships
- Relationships between DECO and the rest of MAN-E’s organization
- Relationships between MAN-E and MAN-Oslo and its relationships with Bistandsnemnda and Norad.

There are two main handbooks that guide the work of the organization and its internal relationships and with local partners; they are the “Methodology Handbook for Programs and Projects, 2008 version” and “Handbook of Functions and Procedures – Programs and Projects, December 2008.” In addition there is a series of other important handbooks that influence planning, implementation, and monitoring of the project; they are Accounting, Internal Auditing, Administration, Treasury, Support systems. There are also guides on qualifying documents for expenses request and funds authorization flow chart. Our reading of these materials and documents tells us they are documents with suitable quality related to their aim. Yet despite having been approved by the Board of Directors it is evident that they are not being implemented

consistently, and therefore might jeopardize the organization controls because of this informality.

The Evaluation Team has observed that the organization has the necessary tools to have information, communications, and coordination processes to implement the project. This assessment has been confirmed by reading the meeting minutes at different levels (internal of coordination lines, coordinators, and Board of Directors). Also, in our discussions, we have not received information that these processes are not adequate.

For the basis of relationships between MAN-E and the partners there are also other documents and basic tools such as,

- Cooperation Agreement
- Annual Operative Plan (AOP)
- Progress Document and financial Management
- Meetings among partners and promoters

The Cooperation Agreement is the base document, but AOP is the one that constitutes the basic tool for planning and implementing cooperation. The AOP consists of micro-projects to be financed by the Project (with one partner contribution) and implemented by the partner himself. There are mainly three types of micro-projects:

- Infrastructure Construction
- Purchasing supplies and equipment
- Conducting training events

For infrastructure construction there is a specific document called, “Policies for the implementation of construction work and furniture” which deals with elements such as technical aspects, procedures, penalization, hiring, payment, contractors’ qualification, communication with MAN-E, and the implementation flowchart.

MAN-E’s support to its partners is mainly of two types, with the promoter in charge of the partner and in cases of infrastructure with the supervisor. The line coordinator also intervenes at times.

To evaluate the tools for planning, implementation and monitoring, the team has done three different activities. First, we reviewed the files of six local partners. Then we visited these partners. Finally, we reviewed the meeting minutes and accounting records of several partners.

Besides the processes and tools for monitoring implementation of micro-projects, there is a participatory evaluation system every two years and for each of the partners. The results are recorded in a form designed for this purpose.

Based on the reading of documents and interviews the Evaluation Team reaches the following conclusions:

First, there are tools and documents that enable a good process of information, communication, and coordination for implementing the project. The forms are appropriate and generally well prepared. Clearly this data collection process

enables us to identify the micro-projects processes and situation, information that becomes the basis for the development of Project-generated reports.

Second, the monitoring system anticipates frequent visits of the promoter and a supervisor to the partner, which ensures the processes of information, communications, and coordination for project implementation.

Finally, the Team considers that the processes developed for monitoring project implementation are consistent with the strategies outlined in the handbooks.

Regarding the relationships between MAN-E and MAN-Oslo, they are shown in various types. Some are by planning cycles through different types of reports, including financial. Another type of relationship is through the missionaries and volunteer management directly related to DECO.

#### **4.7. Monitoring and Evaluation**

Chapter 3 presents how the 2006 review included a new effort to establish a type of logical framework for the two lines of Educational and Church Development, which is made up as follows:

Results	Indicators	Goals	Activities	Verifiable Means

This logical framework is a considerable achievement because there is now an instrument to monitor and evaluate the project with results, indicators and goals in the last period of the project.

Chapter 3 presents a summary of this logical framework.

From 2006 – 2007 MAN-E established a database system to monitor achieved results in relation to the set goals. We have done a retroactive record that enables us to see the planned goals and achieved results for each year. We also reviewed the goals for the 2004 – 2009 five-year plan, an analysis of the level of achievement at the end of 2008 and for the whole period in relation to these goals.

Most of the indicators and goals are quantitative and measure the achieved number. Nonetheless, there are also some qualitative indicators that try to inform about impact levels.

There are also some weaknesses in the indicators: i) lack of baseline which does not allow a comparison of the initial situation, the desired situation, and the achieved situation; ii) most of the indicators are quantitative and do not grasp the impacts of achieved results or its contribution towards development of the objective (empowering); iii) in some cases there is no clarity whether the indicators are one year indicators or accumulated during the project's time.

The Evaluation Team has studied the electronic sheet that the DECO team has prepared based on the logical framework and the reports it has developed based on such.

Without going into details, the Evaluation Team concludes that MAN-E currently has data and a data processing system which enables monitoring the project's progress in relation to anticipated results in the logical framework. In consequence relevance and quality of the six-months reports and annual reports is appropriate.

There are also other important elements for monitoring the project. MAN-E has good accounting of micro-projects execution, both in their progress as well as the expenditure of funds budgeted for each.

Regarding systematizing the lessons learned in terms of improving project implementation in regards to quality of intervention, MAN-E applies two important processes. First, there are the regular evaluations (using a form) that the partners themselves carry out with MAN-E's participation. Second, there is the reflection that each line team does, and which is reflected in the meeting minutes. Its best expression being at the moment the handbook for programs and projects where they integrate development concepts, methodologies of intervention, degrees of organizational development, monitoring systems, among others

## 5. 2007 – 2008 PERIOD OUTCOMES

### 5.1. Lines Outcomes

Chapter 3 explains how in 2006 there was a project review which included a new logical framework with reviewed results and goals to be achieved for both lines; Educational Development and Church Development. (See table 3.1) Most of the goals are accumulative for the five-year period. In some cases the goal refers to a rate per year to reach. In this chapter we present the reached results until the end of 2008, in relation to each one of the goals with comments. In the few cases where the goal is annual, this is indicated and the result is given by the year 2008.

It should be mentioned that the Project still has a year of implementation and its results could be adjusted.

#### 5.1.1. Line of Education

The general objective of this line is:

To contribute to improve the quality of education in poor and marginalized sectors in the area

The specific objective is:

To implement a teaching system that enables the students to develop critical thinking and reinforces comprehensive teaching of basic subjects.

Table 5-1 – School Coverage

Result	Goal	2008
1. Have improved school coverage.	24 Educational Institutions with cooperation agreement 350 students per institution. 8 400 students have access to education (annual goal) 40 students per classroom (annual goal)	21 4) 370 7 332 <sup>4</sup> 35 <sup>5</sup>

This result is achieved by the creation of schools and taking part in educational centers where the Project works. The goal of working with 24 schools has not been reached; therefore, the goal of number of students who are benefitted has not been achieved either, even if 7,332 is a significant number.

<sup>4</sup> Includes 2 schools that finished their 6 years cooperation period in 2006

<sup>5</sup> Figure reached during 2008

**Table 5-2 – Infrastructure and physical conditions**

Result	Goal	2008
<b>2.- Improving physical infrastructure and equipping educational institutions</b>	24 educational institutions improve their physical conditions	21
	3 educational institutions have the project “Production + Clean”	3
	12 educational institutions develop their convenience codes	0

The physical conditions in the 21 institutions with whom we are cooperating for classroom construction and provision of teaching materials and equipment has improved. The project “Production + Clean” aims to create a system of caring for the environment, impelled by the Municipality of Guayaquil, which has been established in three institutions. We have not been able to develop convenience codes with any school.

**Table 5-3- Teaching Improvement**

Result	Goal	2008
<b>3 Have improved teacher’s education system in the counterpart schools</b>	210 teachers are trained in Thinking Development and in the basic areas	310 <sup>6</sup>
	100 teachers apply their knowledge in their classroom	- <sup>(7)</sup>
	20 teachers become professional	18
	20 teachers obtain a professional teaching diploma	33
	1% grade repetition (annual goal)	1,6 % <sup>8</sup>
	60% of the students with very good average grade in Math (annual goal)	73 % <sup>9</sup>
	60% of the students with very good average grade in Language (annual goal)	79 % <sup>10</sup>

The project has exceeded most of the goals to improve teachers’ education system as well as the goals of improving students’ academic level.

**Table 5-4 – Education for parents**

Result	Goal	2008
<b>4.- Reduce illiteracy indicators (9% of 200,000 inhabitants in the northern area cannot read and write)</b>	500 literate parents corresponding to 2% of the population who can not read and write in the northern area of the city of Guayaquil	910
	100 parents complete elementary school.	403
	10 literacy centers	8

<sup>6</sup> The high number reflects there will be new training for the new teachers

<sup>7</sup> There is no monitoring system

<sup>8</sup> Figure reached during 2008.

<sup>9</sup> Figure reached during 2008.

<sup>10</sup> Figure reached during 2008.

This table shows that the activities to reach parents educational goals have been very successful and considerably exceed the proposals.

**Table 5-5 – Food and Medical Care**

Result	Goal	2008
<b>5- Have improved eating habits and medical care in children and youth in the educational institutions.</b>	64 Educational Institutions participate in a nutrition project (40 new institutions and 24 already existing).	12
	8400 students benefitted	465

As observed we have achieved participation of few institutions in nutrition projects, therefore few students have benefitted with what little we could do.

**Table 5-6 – Family Relationships**

Result	Goal	2008
<b>6.- Have strengthened parents – children relationships.</b>	6500 parents are trained	4 722 <sup>(11)</sup>

4.722 people were trained in the subject in 2008, while the goal for the whole five-year period was 6,500; which shows that the total number exceeds the goal, even if there is no data from previous years to confirm it.

**Table 5-7 – School Organization and Administration**

Result	Goal	2008
<b>7.- Have improved school organization and administration</b>	24 Committees	21
	72 commissions formed within educational institutions.	69
	24 institutions	21

In all the institutions where the project is working, parents committees have been formed.

**Table 5-8 – Directors Network**

Result	Goal	2008
<b>8.- Forming Networks</b>	40 educational institutions have formed the new network of directors.	0

The former director's network is working, but no new network has been established.

**Table 5-9 – Special Care for children**

Result	Goal	2008
<b>9.- Have improved care for children and youth with different abilities and functional skills training for life.</b>	190 benefitted students	226
	150 benefitted families	308
	80 % of the parents have access to training activities for their children.	40 %

<sup>11</sup> Figure reached during 2008

The chart shows that the goals of numbers of benefitted students and families exceeds, but only half of the parents access the children’s training activities.

**Table 5-10 – Participation of Municipality and other entities**

Result	Goal	2008
<b>10.- Active participation of Municipality and financial institution in the area of people with different abilities</b>	1 agreement signed with the Municipality for scholarships.	1
	1 agreement signed with Dmiro.	1
	1 agreement signed for the Environment Project.	1

We have been able to sign the anticipated agreements.

**Table 5-11 – People with different abilities work access**

Result	Goal	2008
<b>11 Strategic alliances with institutions or companies that give access to the workplace to people with different abilities.</b>	2 Persons with different abilities in the workplace.	0

We have not been able to integrate children with different abilities to the workplace.

**Table 5-12- Inclusion of people with different abilities**

Result	Goal	2008
<b>12.- Have improved school inclusion and integration at the workplace of children and youth with different abilities.</b>	20 students included in regular institutions.	11
	8 educational institutions are informed on the issue of school inclusion	10
	5 educational institutions receive students with different abilities	9

The table shows that the goal for students’ inclusion in regular institutions has not been achieved. However more institutions than anticipated have received these students

In order to reach a conclusion, we can divide goals in two groups, as done below, using the percentage between the goal and the success achieved.

- a) Goals that have been achieved with high level of success:
- Parents’ literacy program has been very successful. 910 have learned to read and write (goal 500 people) and 403 have finished elementary school (goal 100).
  - Teachers’ training has also been successful; 310 have been trained, while the goal was 210, and 30 have obtained a professional teaching diploma, while the goal was 20.
  - At student level the outcomes also exceed the goals; 79% of the students have obtained a “very good” average grade in Language and 73% in Math.

- Good achievements in regards to care for children and youth with different abilities; there are 308 benefitted families and the goal was 150; 9 institutions include students with different abilities and the goal was 5.
- b) Goals with low degree of success result from the fact that we have not reached our goal of working with 24 schools, but with 21.

### 5.1.2. Church Line

The general objective of this line is:

To contribute to more evangelical churches within MAN-E's area of intervention be committed with the holistic vision.

The specific objective is:

Churches with diaconal vision and social responsibility

**Table 5-13 – Knowledge of Diaconal Vision**

Result	Goal	2008
<b>1 Knowledge of diaconal vision and practice of the churches' social responsibility has improved.</b>	24 churches serving in their communities	21
	24 pastors trained in the subject.	21
	96 leaders trained in the subject.	371
	2500 Church members benefitted by the churches diaconal action	3 620
	40 new pastors trained in diaconry	25

The table shows that the Project has not reached the churches' coverage anticipated. However, the number of trained pastors and leaders has far exceeded the goals.

**Table 5-14 – Churches structuring**

Result	Goal	2008
<b>2 There is higher participation of (national) structured churches in the area of intervention</b>	15 new structured churches	11

The table indicates that the goal is not being achieved. In principle, this difference between result and goal originates from the initial construction.

One of the reasons, among others, is that MAN-E's specialty is to promote community development through the lines of action, but it lacks specialization in church planting and church structuring.

**Table 5-15 - Organization and participation in the churches**

Result	Goal	2008
<b>3 Increased community organization and participation</b>	24 churches are trained in these subjects	21
	12 churches have Board of Directors	21
	72 commissions	57

The table shows that the training activities anticipated were carried out in those churches participating with the Project.

**Table 5-16 – Technical Training**

Result	Goal	2008
<b>4 Increased access to artisan (craftwork), technical and micro-enterprise training</b>	120 technical craftwork workshops	143
	600 people trained in various technical areas	2 824
	400 people trained in micro-enterprise	671

The table shows the achievements exceed the goals.

**Table 5-17 – Medical care and information on health related issues and family relationships.**

Result	Goal	2008
<b>5 Increased access to information and attention in preventive health issues and family relationships</b>	1700 people receive medical care	1 357
	800 people trained in churches on preventive health	1 301 <sup>12</sup>
	1700 people trained on family relationships	14.315

The table shows that the number of people trained on preventive health exceeds, but the goal of training in family relationships was not reached.

In conclusion, we can say that the church line has been highly successful mobilizing church members and other volunteers in training and strengthening diaconal vision. It has also been successful in holding training events with high participation of people from the community who are not church members. This includes issues such as family relationships, health, and techniques for family economy.

The success in supporting the church in establishing boards of directors is clear and it is relevant to the culture of control and monitoring practiced by MAN-E.

## **5.2. Development Axes**

The logical Framework does not include results and specific goals for the development axes. But the monitoring system targets results for the axes. Below we present the achievements for 2007 and 2008. While it is true that these results are not included in the logical framework, we believe the added value to this monitoring information is valuable and it should serve as reference to be considered in the next project design for appropriate structuring of these axes training plan. Besides the significant contribution of including this information in monitoring, facilitates considering these result indicators with future goals.

### **Family Relationships**

Table 5.18 shows that a total of 2,720 people have participated in trainings of family relationship issues. We observe that these types of activities do not take place in the

<sup>12</sup> Figured reached during 2008.

line of education in 2008, while these activities play a more important role in the church line. Activities related to sexual education are discussed in section 5.3.4.

**Table 5-18 – Health: beneficiaries and subjects**

	2007	2008	Total
Preventive Health			
- Line of Education	1 051	56	1 107
- Church Line	312	1 301	1 613
- Total	1 363	1 357	2 720
Number of subjects			
- Line of Education	12	3	15
- Church Line	14	15	29
- Total	26	18	44

**Table 5-19 – Family Relationships: beneficiary and subjects**

	2007	2008
Family Relationships		
- Line of Education	3 985	3 212
- Church Line	406	743
- Total	4 391	3 955
Number of subjects		
- Line of Education	48	33
- Church Line	12	20
- Total	60	53

## Community Organization

Table 5.20 shows the number of local partners committees that the Project has formed. Table 5.21 shows the number of people who have been trained in community development. The number of people is high.

**Table 5-20 – Base Groups Formed for Development**

	<i>Number of Groups</i>	
	2007	2008
Parents Central Committee	17	19
Board of Directors /Committee	18	21
Football Project	0	3
HIV-Aids Project	0	1
CREER Centers	2	2
Networks	3	3
Total groups	40	49

**Table 5-21 – People Trained**

	<i>Number of people</i>		
	<b>2007</b>	<b>2008</b>	<b>Total</b>
<b>People and Committees and Boards</b>			
- Parents Central Committee	103	124	227
- Board of Directors /Committee	82	118	200
- Total	185	242	427
<b>People Trained and Equipped</b>			
- Equipped who applied their knowledge 1)	460	597	1 057
- Leaders trained for Development 2)	698	808	1 506
- Total	1 158	1 405	2 563
<b>People equipped in community organization 3)</b>	71	803	874

- 1) All the people who participated in organizing the micro-project activity; 59.97% participation corresponds to the line of education (358 people) and 40.03% corresponds to the Church line (239 people)
- 2) All the people who participate in the Board of Directors, Parents Committee, and local partners commissions.
- 3) All the people trained in “Chain of Services”

### **Household Economy – technical courses**

The number of courses and people who have participated in this type of courses is significant. We can see that in 2008 most of these activities were held by the church line.

**Table 5-22 - Training – technical courses**

	<b>2007</b>	<b>2008</b>	<b>Total</b>
Number of courses			
- Line of education	12	8	20
- Church line	23	28	51
- Total	35	36	71
People who participated once			
- Line of education	293	142	435
- Church line	523	428	951
- Total	816	576	1 392
People who participated in more than one training			
- Line of education	59	31	90
- Church line	106	130	236
- Total	165	151	316

In conclusion we present table 5.23 where we can observe that we have held training courses in the three axes and they have been well attended. We can see that the church line has trained more people in preventive health and family economy, while more people have been trained in family relationships in the line of education. The number of people trained in organization is high (808) because they are members of boards, committees, and local partners commissions.

**Table 5-23 – Participation in training events by axes and lines**

	2007		2008	
	Education	Church	Education	Church
Preventive Health	1 051	312	56	1301
Family Relationships	3 985	406	3 212	743
Community Organization <sup>13</sup>		698		808
Family Economy	293	523	142	428

### **5.3. Other Achievements**

The ToRs states that the evaluation should examine particularly the state and quality of the work in regards to,

- \* Empowering people
- \* Improving quality of life
- \* Gender equity and
- \* HIV – AIDS

In the following sections we try to do some observations using the above presented information

#### ***5.3.1. Empowering people***

At an individual level, the most important empowering is with students, teachers, and parents. The project has contributed significantly to strengthen educational capacity in these three target groups.

Empowering the people who have participated in trainings in organization and management is important, not only in their jobs as committee members, but also in other aspects of their life.

#### ***5.3.2. Improving quality of life***

It is evident that any training in formal or informal education contributes to improving the quality of life. The project has carried out training events on family relationships which have been appreciated by the participants, but it is impossible to say to what extend this has contributed to improving the quality of life. In regards to family economy axis, the project does not give information on whether the technical courses have resulted in an increase of the participants' income.

#### ***5.3.3. Sexual, Reproductive Education and HIV/AIDS***

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<sup>13</sup> All those involved in Board of Directors, Parents Committee, and local partners commissions.

The Project has held several activities in the area of sexual, reproductive, and HIV-Aids within both lines and the specific projects of HIV-Aids and football as observed in table 5.24.

**Table 5-24 – Sexual, Reproductive Education and HIV-AIDS**

	2007	2008
Education	432	122
Church	30	250
HIV – AIDS Project	536	0
Football	0	355
<b>Total</b>	<b>998</b>	<b>727</b>

In 2008 five workshops were offered in this area (3 in the line of education, 1 in the church line, and 1 in the football project) with women’s groups as shown in table 5.25.

**Table 5-25 – Women trained in 2008 HIV-Aids special programs**

Women teachers at educational centers	<b>34</b>
Adolescents at the different educational institutions	427
Adolescent Christian women through the LOP methodology	153
Christian women through talks on gender and HIV	50
Women through IEC campaign	220

#### **5.3.4. Gender Equity**

The “Project of empowering women and gender equity” is to begin its activities at ground level. Up to now the results are limited to a thorough study – “Institutional diagnosis from the gender perspective” and two workshops of MAN-E, and one workshop with representatives of educational institutions and churches.

## 6. PROJECT IMPLEMENTATION: EFFICIENCY AND EFFECTIVENESS

### 6.1. Summary of the state of implementation of the Project

In chapter 5 we presented each outcome in the Logical Framework with its goals for the five-year plan. The number of goals for result varies between 1 and 7. In chapter 5 we presented a table for each result with all the goals and achievements of each of these. In order to analyze the status of implementation and MAN-E's capacity, we apply a methodology based on the averages of the scope of each result based on the percentage achieved by the goals.

Below we use the case of result number 4, in the line of education, as explanation.

Result	Goal	2008	% reached	% Average
4.- To reduce illiteracy indicators (9% of 200.000 inhabitants in the northern sector do not read and write)	500 literate parents which correspond to 2% of the population who does not read and write in the northern area of the city of Guayaquil.	910	182 %	222 %
	100 parents finish elementary school.	403	403 %	
	10 literacy centers	8	80 %	

This is our approach to the analysis.

#### 6.1.1. DECO's General Situation

MAN-E, as development organization, has raised two big Lines of Action to implement the DECO Project. For this purpose it has set its operating strategy for implementing micro-projects; it has also worked with the "Promoter" and the supervisor and has obtained recognizable results

In the analysis that we observe, there is a 144% efficiency average with all the results, according to the lines of actions. The results are reflected in their analysis in tables 6.2 and 6.3 in this chapter. However, with this data we cannot consider it as an achievement of transformation in the lives of the people or that they have reached empowerment as intended by the Development Objective; but we can say so of DECO's management.

In the following table we can observe the development objective as well as its Lines of Action:

**Table 6-1 – Compliance relationship between the lines of action**

DECO	<b>Development Objective:</b> To Contribute to empowering poor and marginalized groups giving them back hope and the opportunity to build their future, thus demonstrating that God’s love and justice are equal for all.	144%
Education	<b>General Objective:</b> To contribute to improve quality of education in the poor and marginalized sectors in the area	84%
Church	<b>General Objective:</b> To contribute so evangelical churches in MAN-E’s intervention area committed with the holistic vision	204%

It is clear that the Churches Line makes the greatest contribution to this significant outcome growth; aspects that will be analyzed subsequently and are still being analyzed in depth in chapter 5 for each particular goal.

### 6.1.2. Line of Education

The Line of Education planned 12 goals to be reached by the end of the period of the DECO Project. As a result, this line has had an average rate of 84% efficiency during this period. The following table shows the details:

**Table 6-2 – Results in the Line of Education**

DECO	<b>Development Objective:</b> To Contribute to empowering poor and marginalized groups giving them back hope and the opportunity to build their future, thus demonstrating that God’s love and justice are equal for all.	144%
Education	<b>General Objective:</b> To contribute to improve quality of education in the poor and marginalized sectors in the area	84%
Results	4.- Reduce illiteracy indicators. (9% of 200.000 inhabitants in the northern area do not read and write)	242%
	9.- Have improved attention to children and youth with special abilities and training in functional skills training for life.	125%
	12.- Have improved school inclusion and integration in the workplace for children and youth with different abilities.	120%
	3.- Have improved teachers’ education system in the counterpart schools.	103%
	10.- Active participation of Municipality and financial institution in the area of people with different abilities	100%
	7.- Have improved school’s organization and management	90%
	1.- Have improved school coverage.	89%
	6.- Have strengthened parents-children relationships.	73%
	2.- Improvement of physical infrastructure and equipment at educational institutions.	60%
	5.- Have improved eating habits and medical care in children and youth in educational institutions.	12%
	8.- Forming networks	0%
	11.- Strategic alliances with institutions or companies that allow access in the workplace to people with different abilities.	0%

Below we observe the indicators that stand out:

Definitely the most successful result indicator (No.4) is related to attention to illiteracy 242%. This achievement is evident when there are 8 literacy centers

monitored by a promoter. Furthermore the line makes the most of its partner relationship with 13 high schools, which potentiates its strategy. Surely this process is important due to the context circumstances. On the other hand, as observed in the data, this program has had great notification.

The other result indicator is related to the Creer Centers (No.9), its achievement is 125%. This is due to the fact that there was a significant increase in the number of benefitted families and of other direct beneficiaries. Parents' involvement in training to improve attention for their own children still needs strengthening. The following result indicator continues in the same perspective of inclusion of children with disability (No. 12) reaching 120%.

A fourth successful indicator (No.3) which stands out is related to improvement in the quality of education. This has reached 103% effectiveness, the most significant being teacher's professionalization (165%) and training in Thinking Development (148%). On the other hand, there is a significant improvement in the children in Language (132%) and Math (122%). Definitely, according to the results data, the DECO Project is making an impact in the area of education in its area of intervention. Undoubtedly these components stand out and need strengthening within the Model of Intervention for the Line of Education.

The fifth result indicator (No.2) that we want to emphasize due to MAN-E's investment amount, is related to infrastructure and achieves 60% average compliance. Within the achieved goal of number of support partners in infrastructures, it reached 79%, that is 21 schools, most of which are in their regular period. This percentage of effectiveness referred to corresponds to an investment percentage in micro-projects of 69%.

The evaluation team sees no reasons for not fully achieving the goal as designed. Some reasons could include lack of resources or because there was no increased capacity to incorporate new partners which would enable more investment, or finally due to strong investments in the football project.

### ***6.1.3. Church Line of Action***

In the analyzing process of the Church Line, the evaluating team finds five expected strategic results. This is a line which definitely exists with a high degree of effectiveness achieving 204%, as shown in the table below.

**Table 6-3 – Results of the Church Line**

<b>DECO</b>	Development Objective: To Contribute to empowering poor and marginalized groups giving them back hope and the opportunity to build their future, thus demonstrating that God’s love and justice are equal for all.	144%
<b>Church</b>	<b>General Objective:</b> To contribute so that more evangelical churches within MAN-E’s area of intervention are committed to the holistic vision	204%
Results	5 Increased access to information and attention in preventive health issues and family relationships.	362%
	4 Increased access to technical artisan and micro-enterprise training	319%
	1. The knowledge of diaconal vision and practice of social responsibility has improved.	154%
	3 Increased community organization and participation	114%
	2 There is more participation of structured (national) churches in the area of intervention	73%

As mentioned in an interview with an area leader “MAN-E contributes significantly to the mission and evangelizing the communities.” So the churches’ knowledge and its leaders have been impacted with a process of formation in diaconal vision and practice of social responsibility. Some of the highlighted outcome indicators include:

The first one (No.5) is related to increased access to information in matters of health and family relationships, whose result is 362%. In the goal of training on family relationships, the project reached 1,700 people; however, we should measure impacts in terms of the change of behavior within the family. In the goal of training people in family relationships projected to reach 1,7000 people, its achievement actually benefitted 14,315 people (842%).

The second indicator (No.4) that stands out has to do with technical training, which achieved 319%. Training in matters of health prevention and diaconal action is definitely evident in this line.

**6.1.4. Conclusion on the Lines of Actions and its implementation**

At a glance we can conclude that the two lines of action have been successful given the conditions and institutional context in which the DECO project operates.

The Line of Education achieved a significant goal of 84%. In this sense, it would be good to observe real goals effectively.

On the other hand, we should mention that this successful activism of the church line does not necessarily result in the church’s growth as institution and congregation itself. In many cases, there were very well attended workshops, yet the body defined as militant church remains small. These obtained results would have to be analyzed with the missiological aspects of the church in the following year to observe impacts.

As part of the conclusions we can say that each line has had their own emphasis and trends typical of their nature. MAN-E is to assess its focus accurately to be more

effective in its investments. Education invests more resources due to the infrastructures, and is successful in the church because of its trainings. Therefore we need to make strategic decisions to be a more efficient organization.

## **6.2. Management capacity for project implementation**

In this section we observe how the Organization and, particularly its P&P Department is prepared for implementing its Operations and Development Model

### **6.2.1. P&P Team's Capacity**

DECO management and its P&P team of coordinators propose two main lines: i) coordination of financial management and auditing, and ii) coordination of Project's implementation by "Line of Action," besides the relationship with other local organizations. Coordination between lines of action is carefully implemented through meetings.

At the level of P&P's General Coordinator, they frequently discuss issues such as: i) Operational plans by line, ii) corporative strategies of operation, iii) monitoring issues of the operational development policies, iv) new initiatives of institutional management, v) development statistics, vi) strategic plans, vii) personnel training plans and others. Reports are sent every six months to Norway and every three months to the Board of Directors.

The line of action coordination's responsibility includes: i) coordinating the line team, ii) coordinating operational line strategies, iii) coordinating and following-up on the methodology to be implemented for each line, monitoring and following-up results.

Operation and implementation is the promoter's role. They are responsible for maintaining the cooperation relationship and plans and projects management through micro-projects programming. Often their role is framed in the following process: i) validating new partners and initial evaluations, ii) planning with the partners, iii) handling micro-projects implementation. Depending on the same we coordinate with the supervisor, iv) innovating program quality in different components or being part of a team for that job, v) monitoring and following-up, vi) managing networks in special cases.

In reference to partners, the support role of the promoter focuses in managing micro-projects; it is more of a support to ensure that the resources are aimed at the goals subject to the terms of the agreement. There are committees that help on this effort.

Of the 37 partners of end of project period, 49% are from the church, while 51% are from the line of education.

Table 6-4 – Partners by Line

Partners	Church	Education	Total
<i>Initial</i>	4		4
<i>Friendship</i>	2	2	4
<i>Regular Period</i>	9	15	24
<i>Special Period</i>	2	2	4
<i>Outside of the Program</i>	1		1
<b>Total</b>	<b>18</b>	<b>19</b>	<b>37</b>

The supervisor’s role in managing the Project is to give technical support in the design and implementation of infrastructure, that is, it goes beyond a simple supervising activity:

- Technical consultancy in the hiring process.
- Structural design, electrical, sanitation, architectural
- Follow-up to the works’ implementation process
- Micro-projects evaluation and closing.

In the same way comparing the capabilities of the P&P Personnel in reference to the Project’s results:

- Its greatest capabilities aim towards micro-projects management and in particular in those related to training in quality education in schools and in social promotion in the churches.
- The intervention model of the lines defines both types of partners. This situation also determines that the capabilities of the promoter aim towards these two actors individually. If the intervention model were more common there would be no need for this differentiation in the intervention.
- From the capabilities point of view, because it is an interdisciplinary group, there can only be one management team for development with no need to separate them by lines of action.
- On the other hand, we could conclude that the management in infrastructure micro-projects, as logical, requires the supervisor’s strong technical support.
- The monitoring system management has reached an important achievement; however, presently, in order to be effective, it requires higher technology through specialized software.
- The absence of an information system and monitoring of project management, with indicators and a system of management by results, does not allow the team to do appropriate follow-up to its operation with the proper constant cost-benefit analysis.

### 6.2.2. MANE’s Capability for Development

MAN-E is an organization that has been working for over ten years in Ecuador. It has gone from an initial stage of multiple learning, such as the experience in Isla Trinitaria, and now it finishes a second stage in el Fortin where it has implemented and validated a development model.

Through the DECO Project Management local capabilities have been created by training young local leaders of good professional formation, several of who have come out of the Project (CUMAN).

It is possible for DECO to use these local capabilities for another Project period. However, not haven't been able to enrich the project implementation with other experiences and other profiles that contribute to a much wider and more strategic development vision also represents a limitation.

Naturally, MAN-E is in the process of capitalizing its institutional learning curve and its models of social intervention and internal organizational development are evolving its system.

As mentioned in chapter 8, MAN-E has built its model of intervention based on a practice of community development from its lines of action to a more complex model in different fields of intervention. This requires the institution to take time to adjust to itself. DECO needs a more complex, more professional, more strategic, and more positioned organization.

The answer to this capability is that without taking on new conditions and organizational practices, it will not be able to cover efficiently the results expected of a new development project.

In regards to the church areas, MAN-E requires to work its missiological competences enabling it to interact with the large thought networks of the holistic mission while recognizing that the context in which it works is highly loaded of thinking and fundamentalism in areas that require hermeneutic elements and reading of reality based on their own contexts.

In this sense, creation of the HIV-AIDS Programs also need a team that can handle public politics, human rights, contexts of pandemic growth, and social negotiation in various areas; basic elements if they are going to take the program as a strategy to be applied in different areas both geographically as well as in partnerships for its operation.

Finally in this section, we will mention that the functions of the administrative areas, systems, sustainability, and the others within the institution, have to get past a departmentalized vision to focus in an integrated management of institutional support for community development.

### **6.3. Analysis of implementation of Project Management**

#### ***6.3.1. Evaluation of Project***

Below we refer to the analysis of the resources used to implement activities and achieve desired outcomes in the project.

##### *6.3.1.1. Budgets and expenses*

Table 6-5 – Budget and expenses variation (2006-2008 Period)

Account Name	PPTO TOTAL	TOTAL EXPENSE	DIFFERENCE	% Difference	% variation
<b>a)PROJECT INCOME</b>					
Transferred to Norway	4.032.250	4.032.250	0	100%	0%
Local counterpart, community groups	300.000	257.287	42.713	86%	14%
Local incomes	279.000	230.527	48.473	83%	17%
Other incomes	0	10.564	-10.564		
<b>TOTAL INVESTMENTS a)</b>	<b>4.611.250</b>	<b>4.530.628</b>	<b>80.622</b>	<b>98%</b>	<b>2%</b>
<b>b) INVESTMENTS</b>					
Inventory / Equipping	78.000	85.243	-7.243	109%	-9%
Vehicles	92.000	120.713	-28.713	131%	-31%
Buildings	95.000	72.486	22.514	76%	24%
Property for future activities in the area	50.000	35.273	14.727	71%	29%
Properties previous years	0	0	0		0%
SCHOOLS, classrooms, and sports fields' infrastructure	1.086.000	1.052.446	33.554	97%	3%
CREER Infrastructure	207.000	213.081	-6.081	103%	-3%
CHURCHES, classrooms, community sports fields' infrastructure	197.000	203.471	-6.471	103%	-3%
Other institutions cooperation	71.000	57.117	13.883	80%	20%
Football Project	50.000	63.969	-13.969	128%	-28%
<b>TOTAL INVESTMENTS b)</b>	<b>1.926.000</b>	<b>1.903.799</b>	<b>22.201</b>	<b>99%</b>	<b>1%</b>
<b>c) EXPENSES</b>					
Missionaries' expenses and salaries	281.000	278.772	2.228	99%	1%
National employees' salaries	876.000	863.808	12.192	99%	1%
Consultancy fees	58.000	46.627	11.373	80%	20%
National employees training	55.000	52.857	2.143	96%	4%
EDUCATIONAL Line Expenses	420.000	404.826	15.174	96%	4%
DISABILITY Line Expenses	75.000	71.813	3.187	96%	4%
DISABILITY Line Salary Expenses	204.000	204.260	-260	100%	0%
HIV/AIDS-Nutrition-Football Projects	130.000	140.847	-10.847	108%	-8%
CHURCH Line Expenses	140.000	113.332	26.668	81%	19%
Evaluation	44.000	43.351	649	99%	1%
Mobilization – traveling	50.000	43.421	6.579	87%	13%
Rent-Telephone-Mail-Electricity-Water-Radios	93.000	89.292	3.708	96%	4%
Board expenses trips-accommodation-meetings	32.000	30.467	1.533	95%	5%
Vehicles' maintenance	80.000	76.831	3.169	96%	4%
Other various expenses	92.250	94.778	-2.528	103%	-3%
<b>TOTAL EXPENSES c)</b>	<b>2.630.250</b>	<b>2.555.282</b>	<b>74.968</b>	<b>97%</b>	<b>3%</b>
<b>TOTAL INVESTMENTS AND EXPENSES</b>	<b>4.556.250</b>	<b>4.459.081</b>	<b>97.169</b>	<b>98%</b>	<b>2%</b>
<b>TOTAL (a-b-c-d) PROJECT RESULT</b>	<b>55.000</b>	<b>71.547</b>	<b>-16.547</b>	<b>0</b>	

Regarding the total budgeted and actual investment, the table shows efficiency of the excellent spending ability it has had on the overall amounts of the project. It has invested all available resources with 98% efficiency. Likewise there is efficiency in financial components of income, investments and expenses ranging between 97% and 99%.

We can see some gaps in the account “other income,” where nothing was budgeted yet there is an expense of \$10,564 in that account generated by returns or penalties to suppliers. In vehicle purchase there is quite a significant over-expense of 31%, which according to the information provided by the Accountant, the compensation of the amount of that account is recorded in 2009, with the sale of replaced vehicles. The other gaps are found in the heading “cooperation with other institutions,” which did not invest 20%. Finally in the heading investments there is an amount with 28% over-investment corresponding to the Football project.

In the component Expenses, the variations are not significant; the gap of reasonable over-expense of 8% in the heading HIV/AIDS is understandable due to the potential interest set on this project.

Here we must conclude with an important and positive observation of the efficiency with which the budget has been handled in this period, especially among the components and accounts of each line, especially when the observations made in the 2006 evaluation were rated as inefficient.

This remarkable achievement in handling the budgetary resources efficiently shows very good management in MAN-E's leadership and the DECO Project; however, the system of budget management control still lacks proper implementation of the handbook to support decision making on the matter.

An issue of Project effectiveness is also related with contribution from local partners, which reaches only 5% compared to total investment and expenses, and 10% in relation to expenses and direct investments in the micro-projects. None of these percentages are close to 24% partners' contribution, proposed in the original project design.

The proportion of contribution of local partners has also decreased compared to the previous evaluation period which was 7.4%. The latter is explained by the difficulties of schools related to new laws of free education and prohibition to collect additional contributions from the parents.

In any case, in terms of sustainability, the percentage of contributions of members versus the contribution of MANE, denotes weakness in carrying out the development objective.

#### *6.3.1.2. Investments and administrative expenses versus beneficiaries (micro-projects)*

This section provides an analysis of the expenses that have been allotted to benefit directly the target population through the micro-projects. For this analysis we have taken the data corresponding to the sum of the accumulated financial results of the project in the years 2006, 2007 and 2008.

The projects accounting establishes two large headings allocated to financing micro-projects: one for INVESTMENTS and the other one for EXPENSES. The first one refers to resources allocated to activities of infrastructure and equipment, and the second one refers to training related activities.

In the first part of Table 6.6.a, we find the detail of financial resource used in micro-projects for each of the lines (distinguishing the heading of Disability and the new football project).

At the bottom of table 6.6.B there is a **summary of the resources flowing directly to beneficiaries** through micro-projects, 63% have been allocated to infrastructure and equipment and 37% for training and educational materials, about the same percentage ratio of the previous period of evaluation

**Table 6-6 - A Investments and Direct Expenses in the Beneficiaries (Micro-projects)**

<b>INVESTMENTS</b> Infrastructure in headings of greater investment	Properties	INFRASTRUCTURE -Equipment		TOTAL
		1.052.446	Education	
		213.081	Disability	
		203.471	Churches	
		63.969	Football	
	<b>35.273</b>	<b>1.532.967</b>		<b>1.568.240</b>

<b>EXPENSES</b>	Salaries	TRAINING/ educational materials		TOTAL
		404.826	Education	
	<b>204.260</b>	71.813	Disability	
		113.332	Churches	
		140.847	Football	
		<b>730.818</b>		<b>935.078</b>

<b>TOTAL I + G</b>	<b>2'503.318</b>		
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**Table 6-6 - B Infrastructure and training percentages**

Infrastructure	<b>1.568.240</b>	63%
Training, educational materials and community salaries	<b>935.078</b>	37%
<b>Total</b>	<b>2'503.318</b>	<b>100%</b>

In table 6.7 below we present the heading expenses that do not flow directly to beneficiaries through micro-projects, but to the Project administration and operation.

In the column percentage of distribution of resources allocated to the operation and administration of the Project, we can see that 58% are salary expenses and 42% are administrative expenses.

**Table 6-7 – Administration / Operation Investment and expenses**

<b>Total Investments and expenses of Administration and Operation</b>	<b>1.955.763</b>	
Missionaries expenses and salaries	278.772	25.6%
Salaries of national employees	863.808	
Inventory/equipment, vehicles and buildings	278.442	
Consultancy fees	46.627	
National employees training	52.857	
Evaluation	43.351	
Mobilization-Traveling	43.421	
Rent-Telephone-Mail-Electricity-Water-Radios	89.292	
Board expenses traveling-accommodation-meetings	30.467	
Vehicles maintenance	76.831	
Other expenses	94.778	
Contribution – other institutions	57.117	

<b>TOTAL Investment + Expenses 2006 al 2008</b>	<b>4'459.081</b>
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The percentage of the item salaries against the total investment and expenditure in the DECO Project in this period is 25.6% in comparison with the 2006 evaluation, which was of 24.2%; it remains virtually in the same proportion.

Table 6.8 provides a summary which shows the percentage relation of investments and direct expenses. According to those results we can see a change in efficiency in reducing operating and administration expenses 44%, in comparison to previous period 2004 – 2005 the proportion was 48%. That is the administrative and operating expenses in this period decreased by 4% and the investments in micro-projects increased in equal percentage.

In the previous year this situation was justified due to expenses in the heading building by building the new DECO offices in el Fortín.

**Table 6-8 – Summary of Total Investments and Expenses (without missionaries' expenses)**

ACCOUNTING SUMMARY 2006/07/08	Investments		Expenses		TOTAL	
<b>Total</b>	<b>1'903.799</b>	<b>100%</b>	<b>2.555.282</b>	<b>100%</b>	<b>4.459.081</b>	<b>100%</b>
<b>Operating and Administration</b>	335.559	18%	1.620.204	63%	1.955.763	44%
<b>Direct to beneficiaries</b>	1'568.240	82%	935.078	37%	2.503.318	56%

These results in reference to the beginning of the project on 2004, which budgeted at the rate of 21% to 70%, are even more distant.

In sum, this period has not succeeded in reducing the percentage ratio of administrative and operational costs, and redirects them to increase investment to a higher proportion of resources in the beneficiaries directly through micro-projects.

However as mentioned in the previous evaluation, this percentage, which in principle is considered high, can vary if we consider that the resource and time of the promoters

(80%) and coordinators (30%) are directly benefiting the target population and it's actually part of that expenditure which will directly benefit the target population.

### **6.3.2. Conclusions**

Efficiency in budget management; success is evident in the ability of investment and expenditure against the total budget. There is also an internal accounts management, visibly improved compared to what it was in the previous evaluation period.

From the standpoint of the investment relationship MAN-E versus local partners' contribution (5%), we cannot talk of an improvement, rather of a considerable distance from what is proposed in the original project document (24%). This also has to do with the effectiveness of the Project for the empowerment and financial sustainability of local partners.

We conclude also that it has been effective in reducing administrative and operational costs by 4% compared to previous assessment data.

## **6.4. Analysis of the systems used for implementation**

The most impressive progress for the project, in our opinion, is the design of an operational guide "Methodology Handbook of Projects and Programs," which gradually – as revised – has enriched orientation and conceptualization of DECO's methodology of action. Besides, it is a product that systematizes lines teams' experiences and is also a form of continuous training.

The micro-projects systems, becomes the articulating mechanism to implement AOP's by each partner. It is also an important tool for collecting data sources for the monitoring system.

The monitoring system that has been developed is very important in managing the project, not only for making timely reports to various users, but also to support project management leaders' timely decision making and monitoring.

The internal evaluation system that includes periodic assessments to local partners, is also an important mechanisms for taking corrective measures and improving approaches to the implementation of AOP's and micro-projects.

External evaluation and the recommendations follow-up process have been very timely and efficient.

Incorporating the initial stage and friendship period to the intervention process, incorporating policies for infrastructure work and providing furniture, process for money release for micro-projects, among others, are mechanisms and tools that have also contributed to support good project management.



## **7. IMPACTS, SIGNIFICANCE, RELEVANCE AND SUSTAINABILITY**

In the 2006 evaluation, we did an intense job gathering information on the impact, significance, and relevance of some of the beneficiaries themselves. The surveys and interviews with which we reached virtually each local partner **confirmed the relevance and project significance and consequently its impact on their development needs.**

With the visits made in this current evaluation, we reaffirm what we have mentioned above, in the sense that the project objectives continue being relevant and pertinent to the conditions of the area and the beneficiaries.

**In regards to sustainability**, related to empowering local partners, in the previous evaluation we focused in two group levels: the social partners through the board of directors, committees and micro-projects management committees, and the directors and pastors networks.

Evidence of managers sustainability, appears at grassroots organization level represented by the committees and commissions around locally institutionalized organizations and led by leaders of schools and churches. The enrichment of participation in management does see the importance of these seeds of sustainability in these grassroots organizations.

However besides these institutionalized organization, there are no other grassroots organizations with which to consolidate sustainability at community level.

In existing organizations formed or strengthened, empowerment is aimed at management activities but this is not enough to deal with the capabilities to define their destiny, their life, limiting implementation of the development objective. This situation was not sufficiently discussed during the formulation of the objective.

In the 2006 evaluation report, page 68, it was anticipated that in the workshops and interviews with parents and directors and pastors' network, they would not show a clear vision to ensure investments and achievements of the project without MAN-E's support.

For this period we do not see any changes, they continue to see MANE as an international organization that has the resources and sometimes even expect it to act as a regulatory organization for their participation.

In conclusion, the evidence of sustainability according to the results and achievements of the lines of education and church is at the level of local partners, but by no means at project level; which should be a lesson to take into account at a subsequent formulation.

In regards to prospects for sustainability of products generated from the participation of local authorities, we make the following statements:

In regards to the informal, but important, relationship with a community church leader of the area; this leader could support the sustainability of the project. In the interview he is presented as a facilitator of alliances or partnerships between civil society representing community organizations and the church in the area, besides its potential current political position that would facilitate relationships and project sustainability with the government's participation and partnership.

However, this can also become counterproductive, when that sustainability can be subject to conditions and individual or political interests that break the project's independence and even MANE's. The term used in the relationship with MANE is "there must be coordination with him" expressing a mandatory requirement of dependency with him.

The other interesting actor that we find in the so called local authorities is CARE, with an advance proposal of implementation of the HIV/AIDS project, which has been taken very well by MANE-DECO. In the intervention model of the HIV/AIDS National Program, there is a strategy of work with NGO's and MANE is presented as an interesting facilitator for a pilot program in the area.

The strategy of intervention that seeks to articulate the public-private sectors and civil society, promotes developing learning an alternative model of intervention in DECO. It has not been able to do it in the present period.

Finally, during the whole process of implementation of the **Project, it lacked an explicit strategy of gender focus**; which was designed at the end of 2008. Therefore we have no way to confront all these elements from a gender perspective. What we can say according to the previous assessment is that the axis of health and family relationships, which then incorporates preventive measures of HIV/AIDS, is the one that considers the relevance of a clear gender focus.

## 8. ANALYSIS AND CONCLUSION OF MANE'S 2004-2009 INTERVENTION MODEL

The process of project articulation in its model of social intervention has some elements that must be recognized: i) a programmed coordination, ii) a support structure such as the partners, and iii) a support strategy seen in the promoters, who have, for this, social management handbooks.

As mentioned earlier, in reference to the DECO Project, the intervention model features an evolving process towards a search for belonging in the complex and demanding context of complementary quality services. (Chapter 4, section 4.3)

### 8.1. Programs and Projects

#### 8.1.1. DECO'S Model of intervention

The continuous improvement process is done through the constant search of quality of service. It has taken place in stages: implementation of micro-projects to a second level of educational quality programs and strengthening the church; to reach a more complementary degree such as the football strategy which is central to community organization and that of HIV/AIDS of the axis of health prevention and its evolution to a new project model at the same level as DECO.

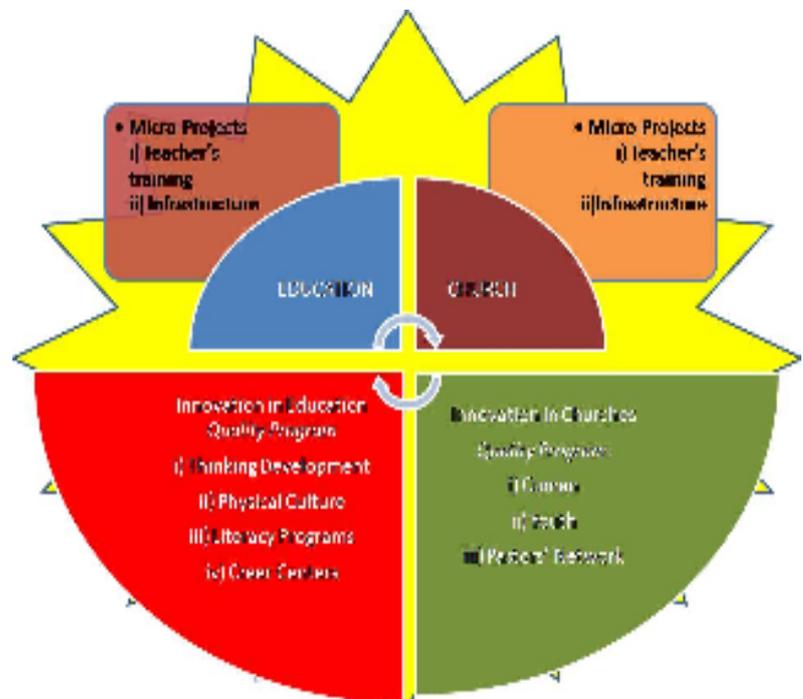


Chart 8-1 - Process of Program Definition

In interviews and readings of minutes of the line and field teams, it is clear that this process has been working in synergy acknowledging reality. Training subjects are often the result of a consensus with the commissions and the counterpart leaders. Likewise the big issues that have become projects have been achieved by a proposal from the field through its promoters; such is the case of literacy, thinking development, physical culture, among others. Although it is normal that it once seemed like a messy process (Chart 8-1), but in its maturing time both as a team as well as organizationally, it systematizes a great DECO model of intervention. As shown in the figure below:

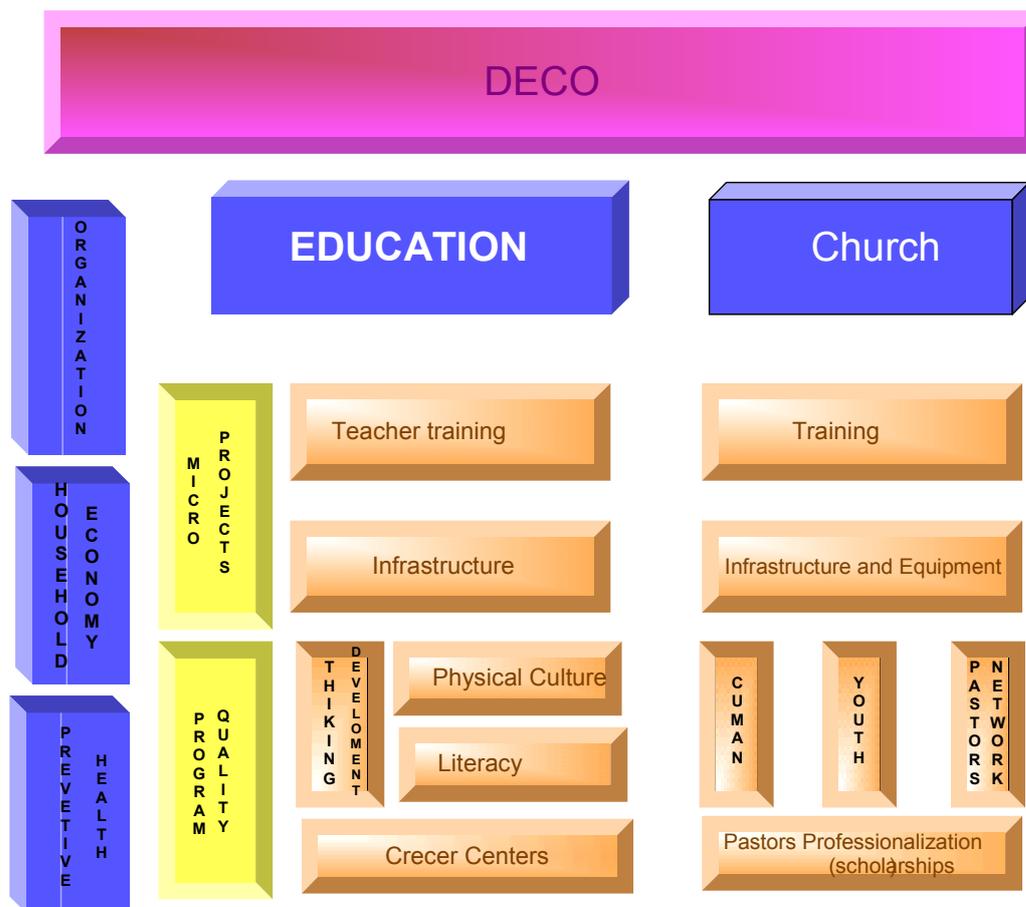


Chart 8-2 – DECO Program Model

The DECO Project improvement is significant, especially for its progress in the intervention lines. The following list points out their services:

**Line of Education:**

- Micro-projects:
  - i) Infrastructure
  - ii) Teacher Training
- Program Quality:
  - i) Thinking Development
  - ii) Physical Culture
  - iii) Literacy
  - iv) Creer Centers

**Church Line**

- Micro-project:
  - i) Infrastructure and equipment

- ii) Training
- Program Quality:
  - i) CUMAN
  - ii) Youth
  - iii) Pastors Network
  - iv) Pastors Professionalization (scholarships)

Finalizing the DECO model description, we find it necessary to work with the same intensity, the axes of development, as household economy, to promote entrepreneurship within families.

### 8.1.2. HIV-AIDS Intervention Model

HIV-AIDS

HIV-AIDS Project is undoubtedly important given the socio-economical conditions in the regions where MANE operates. It is also worth mentioning that this project is the result of DECO's experiences and the opportunity to capitalize the knowledge of MAN-E's team.

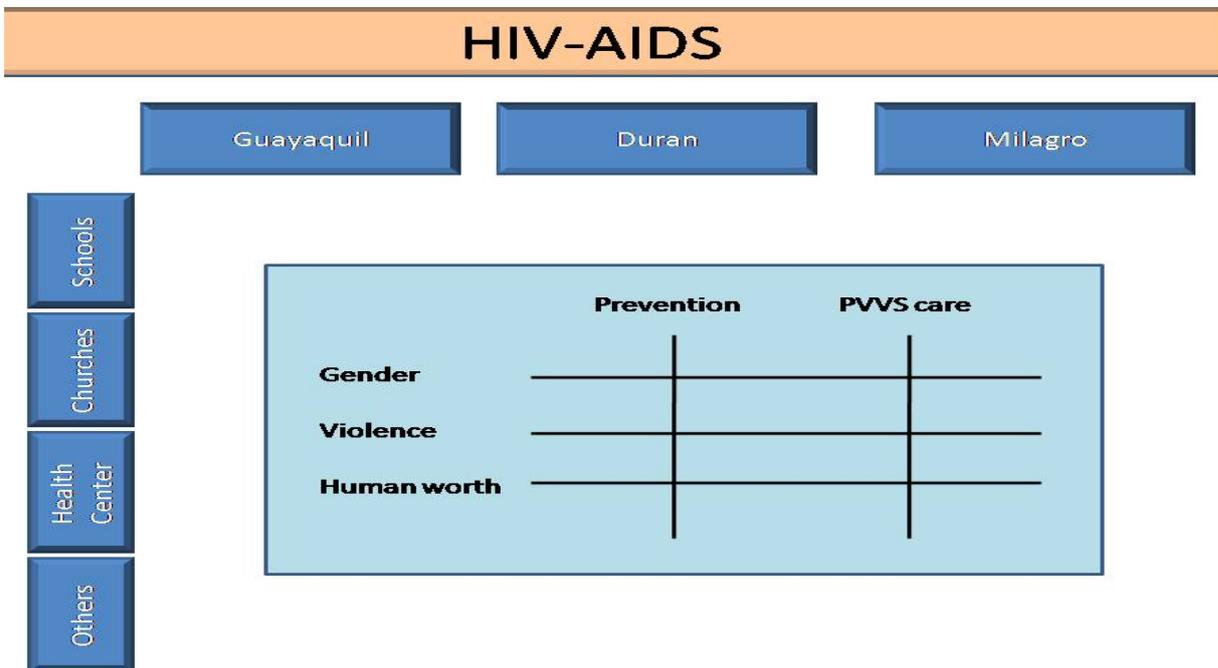


Chart 8-3 – HIV-AIDS Program Model

This project is interpreted by the Evaluation Team, which integrates DECO, as a methodological process, which operates by sectors in different territorial areas.

The characteristics of this model are shown in the chart and list below:

Level of Geographical Operation:

- Guayaquil
- Durán
- Milagro

Level of association for the operation

- Schools
- Churches
- Health Centers
- Other possible partners

Lines of Action:

- Prevention
- Attention to people living with HIV-AIDS

Cross-cutting Axes

- Gender
- Violence
- Human Worth

### ***8.1.3. Football Project Intervention Model***

The following strategic program which can be clearly noted in this institutional evolution is the Football Project. This project developed in recent years as an interesting strategy to give attention to the recreation and stimulation of children, families, and community. It is the opinion of the evaluation team that this program is extremely alternative for the development of individual, family and group relationships. That on the other hand, could give a strong boost to the household economy and, much to social integration, providing a key solution that would take time for municipalities to do.

The features of this model are shown in the chart and list below:

- Educational Component:
  - i) One Football school. Its educational programs include the following subjects:
    - Values

- Deaconry
- Nutrition
- HIV-AIDS Prevention
- Gender
- Household economy

ii) The sports field

- Participation – Clubs
  - i) Sports clubs construction
    - Participation
    - Equity
  - ii) Community Organization

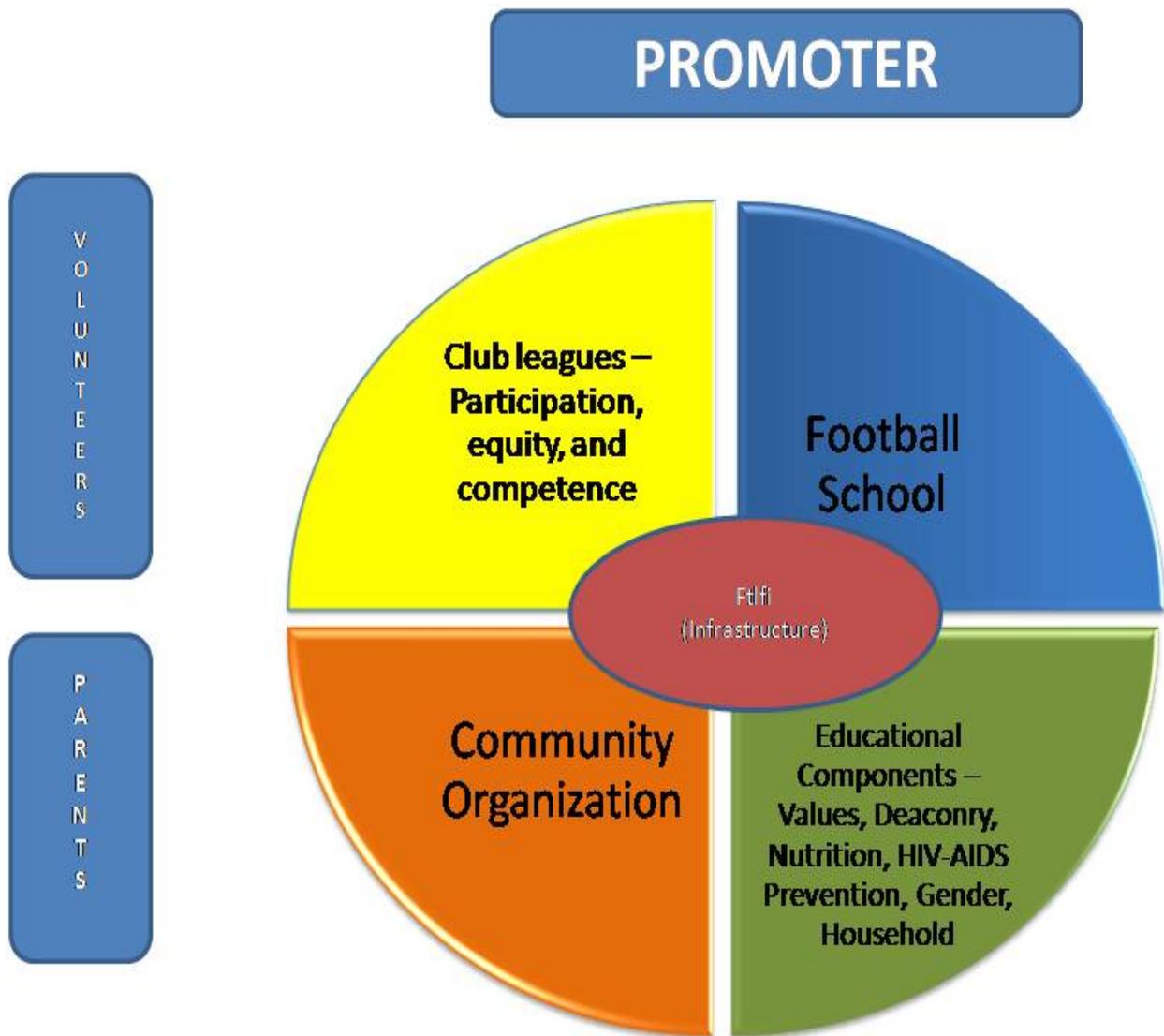


Chart 8-4 – Football Project

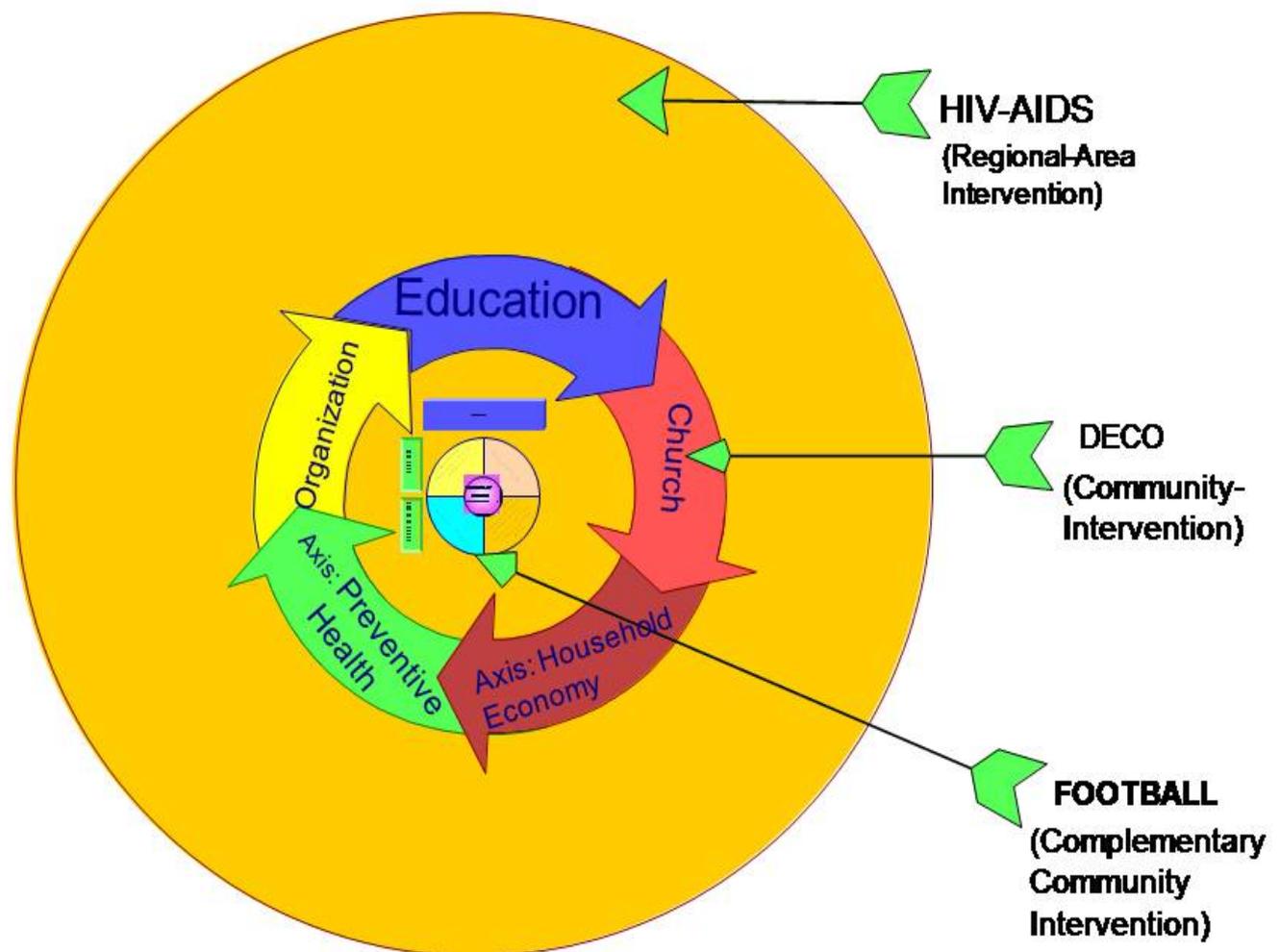
#### 8.1.4. Scope of Intervention Models

As mentioned earlier MANE-s intervention Models have become more complex and in that sense it is important to reflect descriptively upon its areas of intervention.

In its next stage, MAN-E will work in three operative fields:

- i) Regional Area (Guayaquil, Duran, Milagro – HIV-AIDS Project)
- ii) Zonal Area (Northern Zone and Northeast – DECO Project)
- iii) Community Area (Football Program)

In the next chart we can see this dynamic process which must be the basis for reflection on the models that can potentially be applied in the next project or projects design.:



**MANE's Intervention Areas**

Friday, May 01, 2009

## **9. CONCLUSIONS ON 2007-2008 PROJECT'S FINAL PERIOD, 2007-2008**

In the analysis of the assessment mission, and depending on the ToR's, we expressed the following conclusions to be considered by MAN-E's organization.

### **9.1. Follow-up on the 2006 Assessment**

In 2006 there was an evaluation performed on DECO with its respective recommendations, MAN-E has done follow-up on all these timely and with efficiency, with two exceptions: i) it has not developed a program to achieve the original goal of reaching 60 counterparts and ii) no strategy on how to initiate new activities in new areas has been materialized.

### **9.2. The DECO Project design**

1. There has been a project design review, taking the 2006 recommendations and incorporating the experience of the team, resulting in a logical framework that clearly shows the indicators to use, the goals to reach and the results to achieve for the beneficiaries. This reflects that the project is constantly evolving in its design, keeping its original development objective, in an ongoing improvement.
2. However the project has some weaknesses: i) absence of baseline, which does not allow a comparison of the current situation and the desired situation, ii) most of the indicators are quantitative that do not grasp the impacts of achieved results or its contribution to the development objective (empowering), iii) in some cases it is unclear whether the indicators are one year indicators or accumulative over project time.
3. The review document includes an explanation on P&P's internal organization and the methodological structure (lines and axes) to be operated for DECO.
4. The review document introduces an opening to new projects and its relation with existing structure and organization in issues such as HIV-AIDS, football, thinking development.
5. As to specific questions of the Terms of Reference we note that:
  - a) Regarding clarity of development objective, this is somewhat complex because it tries to combine a secular reading of development with a religious connotation.
  - b) In the design, sustainability focuses in two areas: i) organization of local partners, and ii) their financial sustainability.
  - c) On assumptions and risks, none of the documents of original design and review identify them.
  - d) The relation cost-effectiveness is not considered in the original design, although some elements of financial investment, human resources, and projections of results are defined.

## **9.3. Results and Performance**

### ***9.3.1. Results achievements***

To make an analysis of results, we have taken as base the logical Framework which has a total of 17 results to be achieved and that is operationalized by 48 goals. It has made a comparison between the anticipated goals for each result and what has been reached and the degree of reach of the different results. Based on this we can conclude that:

1. In the church line all results have achieved a scope level over the projected goal.
2. Of the five results of the church line, it is clear that the churches are open to the community by allowing plenty of training in the areas of health, family relationships and household economy with a high level of participation according to the results.
3. In the line of education, however, only five of the results have exceeded in meeting the goals, while seven results are below, and three results have zero achievements.
4. Of the twelve results of the line of education, there are three that are directly focused in the objective of improving quality of education. The first one, we have achieved students' improvement in their performance and academic results, because 79% of the students reached a very good point average grade in Language and 73% in Math. Second, the number of teachers who obtained professional diplomas far exceeds the goal. Third, parents who learn to read and write, exceed the goals significantly.

### ***9.3.2. Empowerment***

At an individual level, the most important empowering is with students, teachers, and parents. The project has contributed significantly to strengthen educational capacity in these three target groups.

Empowering the people who have participated in trainings in organization and management is important, not only in their jobs as committee members, but also in other aspects of their life.

However, the Development Objective does not talk of empowering individuals, but poor and marginalized groups. We observe that through the process of identifying, planning and performing micro-projects there is an ongoing empowering of the participating groups whether committees or boards of directors where people from the community participate. Yet as effect of this continuous process, it results in the end in an empowering of the partners themselves, schools, and churches.

With regard to improving the quality of life, the project contributes to this by strengthening the activities of different types of knowledge, supplemented with improved logistics education and values with Christian principles. As for the axis of

household economy, the project does not present information whether the technical courses have resulted in increased income for the participants.

### **9.3.3. Organization and Implementation**

From the perspective of scope of the results of the project, it shows that the MANE's organization and P&P's internal organization have been efficient implementing the DECO Project.

In regards to Organization and implementation we acknowledge the following relevant aspects:

1. We note that during the elapsed period of the Project, the review decreases the goals relating to the number of local partners from 60 to 37, but doubles the number of P&P employees from 9 to 19. It is considered that this situation explains the ability of exceeding the goals and developing new project initiatives.
2. The handbooks define the role of the promoter with a high degree of involvement with partners. The promoter works with the committees as well as with the functional commissions, so the frequency of visits can reach twice a week with the same partner. Both the definition of the role as well as the frequency of support are factors that explain the high achievements of the results. However, it is striking that the number of people involved in P&P is very high; we wonder if this number is justified for a successful implementation of the project.
3. A leadership that stimulates and acknowledges the skills and abilities of its collaborators recruited in the same area, which has resulted in a high degree of commitment and knowledge in the areas.
4. The existence of a management model is excellent in the level of operation of micro-projects. Additionally, this level creates a space for reflection and systematization of field operating experiences. However, in its higher managing practices there is no level of strategic reflection aiming to achieve the development objective for DECO.
5. In addition there is evidence that it has taken one organization, for management teams: education, church, other projects, and supervising to implement the project.
6. The professional level is high and so is the motivation of the employees; however, we notice that most are very young and without experience in development.
7. We notice they have been able to develop and use the methodology handbook of Programs and Projects, in addition to other handbooks and policies of complementary procedures. Yet, we see that there is potential to improve systematic integration of these.
8. On the efficiency of budgetary management, the capability of investment and expenses against the total budget is clear. There is also an internal account management visibly improved in relation to what was observed in the 2006 evaluation.

9. From the standpoint of the ratio of investment of MANE versus local partners' contributions (5%), we cannot speak about improvement, rather of a considerable gap from what was proposed in the original document of the project (24%).
10. We can also conclude that it aims to greater efficiency in its operational expenses of 44%, compared to 56% in micro-projects; where in 2004-2006 the ratio was 48% operative and 52% in micro-projects.
11. After reviewing the AOP's, we conclude that the micro-projects are an adequate mechanism to translate some "ideas of activities," in a conceptual process with responsibilities and implementation plan, involving empowered commissions and the promoter, which somewhat contributes to the development objective.
12. These micro-projects are the source that enables MANE to reach agreements with the partners and establish base information for monitoring their implementation.
13. The system of internal evaluation: initial micro-projects or bi-annual, is an important mechanism in making timely correctives and decisions that improve implementation of the AOP's and of the micro-projects. The external evaluation and the follow-up processes to recommendations have been timely and efficient.
14. The monitoring system developed has been important to improve the project Management. Not only to write timely reports to various users, but also to make timely decisions and for the leaders of project management to follow up on the project.
15. Given the conditions of the lines of action of the DECO Project, the partners fulfill the requirements. From this perspective, the partners result functional to search achievement of the develop objective of the project.
16. All infrastructure micro-projects have been executed. It is the opinion of the evaluators' team that this is due to the implementation of an Inspecting equipment, and the inclusion of policies for working on Infrastructure Works.
17. Given the conditions of the community context, the partners defined by lines of actions are appropriate for this type of intervention.

#### **9.4. Impacts, significance, relevance, and sustainability**

1. The 2006 evaluation confirmed the impact, significance, and relevance on the beneficiaries. As agreed with MAN-E, the evaluation team this time has limited itself to discussing the impact only with a few selected partners. The interviews have confirmed that the project continues to have the same impact. Likewise, the reached achievements and quality of results corroborate this.
2. The sustainability strategy of the project focuses in two group levels: the social partners through the board of directors, committees and micro-projects management, and the directors and pastors networks.
3. In the 2006 evaluation we noticed that directors and pastors' network did not show a clear vision for project sustainability. We see that perspectives have not changed for this evaluation; they continue to see MANE as an international organization that has the resources and sometimes even more as a regulatory organization for their participation.

4. Sustainability is also given by the type of partners implemented by DECO. That is schools are within the national education system and with respect to the local churches they are linked to other larger structures, which in time allow them to consolidate. However, sustainability of the latter is quite vulnerable because in most cases they are emerging churches.
5. The cooperation actions with local authorities are strengthening, which is supposed to contribute to sustainability.
6. In regards to an impact in the gender issue, the project lacked an explicit strategy with gender focus. It was designed at the end of 2008. Therefore, we have no way to compare impacts, relevance, and significance.
7. The functionality of the partners in the implementation of DECO, in principle it does contribute to sustainability. We expect that after, in the special period, we would find a more evident self-managing level in its local development.

## **9.5. Gender and HIV-AIDS**

MAN-E has developed a gender cross-cutting strategy that began with an "institutional diagnosis from a gender perspective" and that becomes a reality by a specific project to be implemented in different levels of Man-E itself and cooperation with partners. An internal committee with representatives from different units in charge of implementing the project has been established. Since this project began this year and there are still no field-level activities, we cannot make an evaluation of this strategy.

MAN-E has a comprehensive strategy for its efforts in the area of HIV/AIDS. It is seen as an important addition to the original design of the DECO project in its preventive health axis. In its design it's intended to be a projection of coverage beyond the current geographical limits of DECO, implementing its activities in the three cities of Guayaquil, Duran, and Milagro. For MAN-E is a challenge to capitalize their DECO experiences and methodologies with a regional outreach and open to alliances with cooperation organisms such as CARE and several national institutions that will enrich noticeably its model of intervention. It is the opinion of the Evaluation Team that the community intervention strategy articulated in a system that incorporates actors from the private, public sector, and civil society is an innovative alternative and can have a huge impact.

## **9.6. MANE's Model of Intervention**

In conclusion of what has been proposed in the previous paragraphs, we mention that in synthesis MAN-E's intervention model, characterized by a methodical process that evolves constantly, and that has resulted in two major components: i) DECO complemented with new initiatives and ii) the new HIV-AIDS project.

In this sense, the process of continuous improvement is done in the constant search of quality of service. It has gone through stages: implementation of micro-projects, to a second level of program design of quality education and strengthening the church; to reach a more complementary degree such as the football strategy in the community organization axis and HIV/AIDS in the health prevention axis and its evolution to new project models at the same level of DECO.

## **10. RECOMMENDATIONS**

### **10.1. Recommendations regarding the General Project**

1. Design a timely baseline to be applied in the design of the new DECO project.
2. MANE must define the development focus: whether it is the community or partner development.
3. The development objective must be more real and simple, considering its limitations in promoting community development through partners such as school and church.
4. A logical framework including impact indicators.
5. Building pilot models that enable validation of methodologies and pragmatic results.
6. As for the Concepts of lines, consider whether this model of organization is the most appropriate to reach the community and strengthen development in social groups.
7. For the project design, MANE must take into account the new parameters and socio-political scenarios, based on the new constitution and the State plans for education.

Experience shows that trusting the diaconal work in emerging churches is of limited effectiveness in implementing a development program. We can define three levels for the operation: i) a corporative agreement with denominations or “mother” churches to ensure the social and diaconal operations in the city, ii) Strengthening the leaders and pastors networks in the areas were MANE operates, and iii) Supporting the missions and evangelism initiatives of local churches with a focus on diaconal service of local churches.

### **10.2. Recommendations for the Organization – MANE**

1. MANE requires focusing on organizational growth and positioning, through capitalizing their experience and developing a leading role as national benchmark of local development.
2. Promoting the concept and practices of the church’s social responsibility in the country, doing advocacy on the issue, and positioning MAN-E and its partners as benchmarks.
3. Creating capabilities so that in the future MANE establishes, within its role in the country, a support benchmark to the replica of its experience with other development actors.
4. Tend towards greater professionalization of the organization's integrated development and management.
5. To study the balance between administrative and technical management of development.
6. On the role of promoters, the local development officer, requires a significant increase towards the facilitation of processes of social empowerment in the partners and a significant reduction in assistance measures.

7. To study the optimization between the amount of work given to each partner and the number of employees at P&P.
8. Structuring an inter-functional organizational culture articulated and integrated for achieving results, reaching a high identification of the project in its three levels: management, coordination and operation.
9. It shows the importance of giving the role of strategic thinking that must be generated by the instance named "Leaders" (management committee).
10. It requires systemic integration between financial management information (accounting) and project management based on monitoring.

### **10.3. Recommendation for the Closure Period of 2009 Current Project**

1. No increase in new personnel without having a clear projection of the new five-year plan and the needs of appropriate profiles.
2. Strengthening partners of all lines, but not growing with new partners during 2009 not to leave loose expectations.
3. Make an inventory and identify potential partners who may be considered "models" of accompaniment.
4. Consolidate technically complementary projects through a systematization of experiences, and initiatives, capitalizing on learning to observe its potential after implementation.
5. Make an outline baseline to identify the context as a basis for the next five-year plan.
6. Try a process of positioning in the social context, to show the experience of DECO 2004-2009, accountability to its stakeholders (actors and interest groups).

## **APPROVED FINAL VERSION**

### **TERMS OF REFERENCE FOR INTERMEDIATE EXTERNAL EVALUATION OF THE PROJECT “Community Development” Plans and Projects of Misión Alianza de Noruega in Ecuador.**

Misión Alianza de Noruega en Ecuador, MANE, invited a consultant to conduct the external evaluation of the Community Development project, DECO, which runs directly indefinitely in the northern and southern zones of the city of Guayaquil, Ecuador.

The assessment is referred to the functioning of the institutional capacity to implement its four Lines of Action, four Axes of Work, and four Complementary Projects.

#### **1. Antecedents**

The DECO project began its work in the Northern zone of Isla Trinitaria and has extended to the Southern zone of the city of Guayaquil, Ecuador. It has a strategic plan which results in annual operating plans. The last external evaluation was conducted on June, 2006.

The external evaluation period for the contract corresponds to the work carried out during 2007 – 2008.

#### **Evaluation Objectives:**

- 1 Establish if DECO’s internal structure operation is in line to achieve MAN-E’s development objective.
- 2 Specify according to the results of project, relevance, effectiveness, efficiency and sustainability of each of its lines and lines of action.
- 3 Assessment of organizational mechanisms, inter-institutional coordination and communication.
- 4 Assessment of planning, monitoring, and evaluation systems used in the execution of the project.
- 5 Assessment of the institutional strategy of gender approach and its feasibility as a work component.
- 6 Assessment of the institutional strategy for the work on HIV/AIDS.
- 7 Establish relevance, effectiveness, efficiency and sustainability of the football project.
- 8 Assessment of the empowering work of individuals and counterparts looked after.
- 9 Mention the levels of response and commitment of the local counterparts in relation to sustainability of their projects and the effects it causes in the target population.
- 10 State the degree of MANE’s inter-institutional relationship to ensure work results.

- 11 Present findings and recommendations that may assist in continuing the project, preparation and implementation of a new phase of the DECO project from 2010 management.

Learning we can obtain from the experience of face to:

- Improving project implementation in terms of quality of intervention as well as achieving anticipated results, if necessary.
- Collaboration and institutional strengthening between MANE and its local counterparts.
- Results of MANE's inter-institutional relationships.

Attached is the Project Planning Matrix as appendix.

## **2. Methodology of evaluation**

We propose the following methodology in advance at the expense of receiving specific proposals from the consultants contacted:

- Review of available documents on the project (logical framework matrix, formulation document, monitoring reports, project implementation strategy for achieving results, existing transference policy in the project, partnerships with relevant social agents, operating handbooks, institutional handbooks).
- Interview with individuals in charge of MANE (Board of Directors, Director, General Coordinator, Line coordinators, administrator, leaders' group, manager, accountant, people responsible for lines, axes, and project).
- Interviews and discussion groups with representatives of the benefitted population and local authorities of the area where the project is implemented.
- Field visit to assess the project's development Activities in the area that is running.
- Team workshops

## **3. Results of the Evaluation**

- Presenting MAN and MANE an evaluative report on the project containing:
  - ✚ Reviewing project results in terms of relevance, efficiency, effectiveness, and sustainability from a gender approach.
  - ✚ Reviewing the degree of compliance with each outcome by each team responsible for its implementation
  - ✚ Reviewing the strategy with a focus on gender and HIV/AIDS prepared for implementing the project
  - ✚ Assessing the capability of Management of MANE and its local counterparts in relation to the project, as well as the process of information, communications, technical team organization, coordination and monitoring for project implementation.

- ✚ Assessing quality of educational materials and documents prepared within the project framework.
- ✚ Assessing the quality of initiated processes and the strategy designed for project implementation.
- ✚ Identifying results achieved by the project highlighting the success factors.
- ✚ Identifying the elements that have hindered progress on the project results.
- ✚ Systematization of learned lessons in terms of improving project implementation in regards to quality of intervention as well as achieving planned results, if necessary.
- ✚ Recommendations on some strategic lines to develop to improve project implementation, if necessary.

- Validation of the document by MAN and MANE for which they made their contributions.
- Final document with the validation contribution included.

#### **4. Requirements of Evaluation Team**

We want to hire the evaluation services of a company or individual expert who meets the following requirements:

- Academic Formation: University degree in careers related to education, theology, sociology, with further studies in development cooperation and evaluation of cooperation projects.
- Previous experience: demonstrable previous experience in evaluation of cooperation projects of at least two years and related to the topic being evaluated. Preferably with experience in field of cooperation in Latin America region.
- Languages: Spanish proficiency required.

#### **3. Scope of the Evaluation**

This section should contain at least the following:

The mission must evaluate:

- a) The significance and relevance of the project in relation to development priorities and needs;
- b) Clarity and realism of objectives, immediate and development, of the project, including specification of goals, identification of beneficiaries and the prospects for sustainability in each of its lines of action, work axes, and specific projects.
- c) Quality, clarity, and effectiveness of the project design including:
  - Clarity and coherence between inputs, activities, products, and progress taking into account the objectives (in quality, quantity, and time);

- Clarity and realism in specifics related to pre-requisites and prior obligations (assumptions and risks)
- Clarity and realism in the relationships with institutions outside the project, as well as of the institutional and administrative framework for implementing the work plan.
- The cost-effectiveness relation of project design.

The effectiveness and appropriateness of project implementation including: availability of budget funds (both from the donors as well as national counterpart); effectiveness of work and management; difficulties in implementation; relevance of monitoring and regularity of reports; degree of support and commitment at national level; and MAN-E's quality and quantity of technical and administrative support.

**d)** The project results, including a complete and systematic analysis of the products generated up to that moment (i.e. quality and quantity in relation to the work plan, progress made under the immediate objectives, etc.). The mission will especially examine the state and quality of work in (points to specify according to the nature of the project):

- People's empowerment
- Improvement in quality of life
- As to Gender Equity and HIV/AIDS (this subject must be included *in the whole process*)

**e)** The perspectives of sustainability of products generated – both by the beneficiaries as well as by the participant institutions – at the end of the project. The mission will examine the following in detail (points to specify):

- Participation of local authorities
- Project approved by the benefitted population
- Project's support after the relationship with MANE finishes.

**f)** Cost-effectiveness of the project

Based on the previous analysis, the mission will have to make specific conclusions and proposals for additional action both by MAN, MANE, the benefitted population, including – if applicable – the need for support or additional activities before conclusion of the project, in order to guarantee project's sustainability. The mission will highlight all the lessons learned that may be of general interest. Any proposal for additional support should clarify the objectives and main outputs and inputs provided.

