

FINAL EXTERNAL EVALUATION “INSTITUTE FOR DEVELOPMENT” NORWEGIAN MISSION ALLIANCE

From 2008 to 2012 Phase III

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GLOSSARY

Next list shows some terminology or expressions used in this report:

ACRONYM	MEANING
EE	Evaluating Team
ID	Institute for Development
MAN-B	Norwegian Mission Alliance in Bolivia
D- FRIF	Diaconia – Investment and Promotion Revolving Fund
TADS	Sustainable Development Auxiliary Technicians
MSCP	Productive Social Community Model
AS-EP	Avelino Siñani – Elizardo Pérez
CEA	Alternative Education Centre
PND	National Development Plan
TADS	Sustainable Development Auxiliary Technicians
GDP	Gross Domestic Product
CPE	State Political Constitution
IDAM-B	Institute for Development – Mission Alliance in Bolivia

i. ACKNOWLEDGEMENTS

The evaluation team shows its deep appreciation to ID-MAN¹, (Institute for Development - Norwegian Mission Alliance in Bolivia) for the support and confidence given to the staff responsible for doing this work. Thanks to the efficient, timely and selfless coordination of ID staff, lead by Mrs. Esther Quino, we have successfully complied with the different stages programmed for this evaluation.

We also show our gratitude to all participants from the different visited provinces and cantons: graduated students, authorities, facilitators, community people, who, enthusiastically, responsibly, and reliably, set aside time for this evaluation.

It is worth noting the contribution of leaders, such as, Cristina Mercado – Mission Alliance Director, Eloy Vargas – Operations Responsible, Ricardo Suxo – Diaconia FRIF General Manager, Rolando Villena Villegas – Ombudsman.

Likewise, our thankfulness to the Mayors and other public officers that participated as “key informers” from the evaluation process, providing analysis and reflection spaces to reach to conclusions and ID future projections. Thanks so much!

We also acknowledge the opportunity given by ID-MAN for doing this evaluation, since it was useful to update on social and academic themes of the Pluri-national State of Bolivia. Thanks all for your predisposition and valuable contributions.

Evaluating Team

¹The Acronym of the Institute for Development will be used (ID)

ii. AFFIRMATION

The report at hand presents the Final Evaluation of ID-MAN project, requested by the Institute for Development (ID), funded by the Norwegian Mission Alliance in Bolivia (MAN-B). This evaluation has been done by independent consultants - hired by MANB, following the respective institutional regulations - who together, formed the “Evaluating Team”.

The process started in January 2013 through coordination meetings held by ID leaders, who elaborated the evaluation proposal, methodological design and field work characteristics, involving a number of visits to the different communities that participate from the Project.

Once field visits and interviews ended, the evaluating team started with the systematization of all information to draft a preliminary document for consideration, to later on elaborate the final version.

It is important to highlight that the main goal of this evaluation aimed to “evaluating the fulfilment of expected² outcomes by the Project; what’s more, evaluating and verifying the compliance of IDMAN’s goals as for target groups – on its second working phase – to boost results and have future projections”.

Evaluating is **part of the project’s cycle, aiming to determine and measure - systematically and objectively** – the Project’s relevance, effectiveness, efficiency, impact and sustainability.

In this sense, and considering the Project’s goals, the evaluation at hand used a qualitative and quantitative approach. Results and other components in this evaluation were achieved thanks to the reflection and review made by the graduated students, IDMAN-B staff, Municipal Authorities and other stakeholders; all these contributed to the building of this document.

Next we present the list of players involved in the process:

²Project expected outcomes and goals are related to: formation, training and contribution to local development.

iii. LIST OF PEOPLE THAT PARTICIPATED FROM THE FIELD WORK

N°	Name and Last Name	Position	Community
1.	Juan Quispe Bautista	Puerto Pérez Municipality Mayor	Puerto Pérez
2.	Reynaldo Callejas	Human Development Assistant – Caranavi Municipal Government	Caranavi
3.	Hugo Daza	Area IV MAN-B Coordinator	Caranavi
4.	Rina Yanapa,	ID External Facilitators	La Paz
5.	Teresa Quispe	ID External Facilitators	La Paz
6.	Ma. Eugenia Gutierrez	ID External Facilitators	La Paz
7.	Hipólito Llanque,	ID External Facilitators	La Paz
8.	German Gutiérrez	ID External Facilitators	La Paz
9.	Elizabeth Ubaldo	ID External Facilitators	La Paz
10.	Cristina Mercado Urquizo	ID External Facilitators	La Paz
11.	Esther Quino	ID Responsible	La Paz
12.	Eloy Vargas	MAN-B Operations Coordinator	La Paz
13.	Rolando Villena	Ombudsman	La Paz
14.	Ricardo Suxo	Diaconía FRIF	La Paz
15.	Gladys Joanna Tonconi Luna	Student Graduated from the Institute for Development	Tihawanacu
16.	Lidia Pora Cruz Osco	Student Graduated from the Institute for Development	Tihawanacu
17.	Martina Martha Cruz Osco	Student Graduated from the Institute for Development	Tihawanacu
18.	Severo Ignacio Juchani Patti	Student Graduated from the Institute for Development	Tihawanacu
19.	Evelin Condori Calle	Student Graduated from the Institute for Development	Tihawanacu
20.	Mery Shirley Osco Cornejo	Student Graduated from the Institute for Development	Tihawanacu
21.	Sonia Rodríguez Calle	Student Graduated from the Institute for Development	Tihawanacu
22.	Jorge Adalberto Quispe Flores	Student Graduated from the Institute for Development	Tihawanacu
23.	Pascual Mamani Yujra	Student Graduated from the Institute for Development	Tihawanacu
24.	Juan Héctor Arradia Corani	Student Graduated from the Institute for Development	Puerto Pérez
25.	Ricardo Ponce Quispe	Student Graduated from the Institute for Development	Puerto Pérez
26.	Marcos Carrillo Mendoza	Student Graduated from the Institute for Development	Puerto Pérez
27.	Rosalía Mamani Limachi	Student Graduated from the Institute for Development	Puerto Pérez

28.	Alex Adali Ramos Mamani	Student Graduated from the Institute for Development	Huarina
29.	Francisca Delgado Velazco	Student Graduated from the Institute for Development	Huarina
30.	María Tallalahua Ceron	Student Graduated from the Institute for Development	Huarina
31.	Juan José Huanca Contreras	Student Graduated from the Institute for Development	Palos Blancos
32.	Jonathan Morochi Q.	Student Graduated from the Institute for Development	Palos Blancos
33.	Frida Parí Osco	Student Graduated from the Institute for Development	Palos Blancos
34.	Daniel Adalid Escobar Quispe	Student Graduated from the Institute for Development	Palos Blancos
35.	Américo Orlando Morochi Coajera	Student Graduated from the Institute for Development	Palos Blancos
36.	Sergio Mallqui Mamani	Student Graduated from the Institute for Development	Caranavi
37.	Silvestre Vargas Camiño	Student Graduated from the Institute for Development	Caranavi
38.	Ángel Bonilla Mamio	Student Graduated from the Institute for Development	Caranavi
39.	Beatriz Gonzales Maita	Student Graduated from the Institute for Development	Caranavi
40.	Úrsula Wendy Larico Machaca	Student Graduated from the Institute for Development	Caranavi
41.	Vadir Erick Gutiérrez Hurtado	Student Graduated from the Institute for Development	Caranavi
42.	José Luis Aruquipa Q.	Student Graduated from the Institute for Development	Caranavi
43.	Esteban Villegas Barradas	Student Graduated from the Institute for Development	Caranavi
44.	Marisol Mendoza Flores	Student Graduated from the Institute for Development	Caranavi
45.	Alicia Albarez Axaviri	Student Graduated from the Institute for Development	Sapecho
46.	Genaro Maza Semo	Student Graduated from the Institute for Development	Sapecho
47.	Pedro Florez Baltazar	Student Graduated from the Institute for Development	Sapecho
48.	Gustavo Nery Aduvin Cruz	Student Graduated from the Institute for Development	Sapecho
49.	Mario Choque Chambi	Student Graduated from the Institute for Development	Sapecho
50.	Cirilo Maza Servio	Student Graduated from the Institute for Development	Sapecho
51.	David Condo Vani	Student Graduated from the Institute for Development	Sapecho
52.	Addy Combeta Garcia	Student Graduated from the Institute for Development	Sapecho

53.	Daniel Gigesi	Student Graduated from the Institute for Development	Sapecho
54.	Jhovith Alborta Aguilar	Student Graduated from the Institute for Development	Sapecho
55.	Ramiro Chura Paco	Student Graduated from the Institute for Development	Sapecho
56.	Rolando Mamani Aruquipa	Student Graduated from the Institute for Development	Sapecho
57.	Waldo Porco Pacara	Student Graduated from the Institute for Development	Sapecho
58.	Mercia Cruz Coria	Student Graduated from the Institute for Development	Sapecho
59.	Cristina Callisaya Sonico	Student Graduated from the Institute for Development	Sapecho
60.	Ruth Elizabeth Quiroz	Student Graduated from the Institute for Development	San Pedro de Tiquina
61.	Pastora Quispe A.	Student Graduated from the Institute for Development	San Pedro de Tiquina
62.	Brígida Uscamayta Argani	Student Graduated from the Institute for Development	San Pedro de Tiquina
63.	Rebeca Ticona Uscamayta	Student Graduated from the Institute for Development	San Pedro de Tiquina
64.	Ana Martiza Aruquipa Gutiérrez	Student Graduated from the Institute for Development	San Pedro de Tiquina
65.	Lorenzo Villca Salas	Student Graduated from the Institute for Development	Santiago de Huata
66.	Zacarías Laura Pari	Student Graduated from the Institute for Development	Santiago de Huata
67.	German Quispe Larico	Student Graduated from the Institute for Development	Santiago de Huata
68.	Antonia Quita Ticona	Student Graduated from the Institute for Development	Santiago de Huata
69.	Marlene Quispe Pari	Student Graduated from the Institute for Development	Santiago de Huata
70.	María Tintaya Mamani	Student Graduated from the Institute for Development	El Alto/Churches D. 6
71.	Rubén Ismael Huanca A.	Student Graduated from the Institute for Development	El Alto/Churches D. 6
72.	Enrique Facundo Sullcani Condori	Student Graduated from the Institute for Development	El Alto/Churches D. 6
73.	Domitila Chuquimia	Student Graduated from the Institute for Development	El Alto/Churches D. 6
74.	Franz Saravia Quispe	Student Graduated from the Institute for Development	El Alto/Churches D. 7
75.	Ana María Yujra Macochapi	Student Graduated from the Institute for Development	El Alto/Churches D. 6
76.	Ramiro Yusra Mamani	Student Graduated from the Institute for Development	El Alto/Churches D. 6
77.	Karina Leocadia Quispe	Student Graduated from the Institute for Development	El Alto/Churches D. 6

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81.	Graciela Chaves Quispe	Student Graduated from the Institute for Development	El Alto/ District 14
82.	Sebastiana Avedaño Miranda	Student Graduated from the Institute for Development	El Alto/ District 14
83.	María Elena Sirpa Quispe	Student Graduated from the Institute for Development	El Alto/District 14
84.	Elsa Rivera Paredes	Student Graduated from the Institute for Development	El Alto/District 7
85.	Juan Carlos Navarro Alvarez	Student Graduated from the Institute for Development	Suapi/Alto Beni
86.	Maribel Pamela López Pilco	Student Graduated from the Institute for Development	Suapi/Alto Beni
87.	German Ochoa Llanqui	Student Graduated from the Institute for Development	Suapi/Alto Beni
88.	José Luis Viracocha Choque	Student Graduated from the Institute for Development	Sica Sica
89.	Virginia Blanca Viracocha Callisaya	Student Graduated from the Institute for Development	Sica Sica
90.	Johnny Gonzalo Choque Sarzuri	Student Graduated from the Institute for Development	Umala
91.	Rubén Darío Pinto Baltazar	Student Graduated from the Institute for Development	Umala
92.	Eulogia Villca Carrasco	Student Graduated from the Institute for Development	Quiabaya
93.	Julio Araja Callisaya	Student Graduated from the Institute for Development	Quiabaya
94.	José Luis Tarqui Cocarapi	Student Graduated from the Institute for Development	El Alto/District 7
95.	Hilaria Mamani Benito	Student Graduated from the Institute for Development	Caquiaviri
96.	Valentín Huanca Camas	Student Graduated from the Institute for Development	Achocalla
97.	Vicenta Flores Mita	Student Graduated from the Institute for Development	Ilabaya
98.	Alejandro Pérez Mamani	Student Graduated from the Institute for Development	Sorata

iv. INTRODUCTION

As a result of the historical processes our country has been facing in the last two decades – among them, the struggles of social movements that fostered and accelerated the establishment of the Pluri-national State – Bolivia is under a constituting process, where new laws, regulations, development plans and others earmark the social, political, economic and cultural transformation of our country.

With no doubt, this process poses big challenges – materialized within a globalization context – and calls for the building of a new community consciousness, recognizing the legitimacy and legality all men and women have, with equal rights and obligations; thus, reach a worthy way of living.

The current Political Constitution establishes the transition from a Republican State towards a *Pluri-national State*, recognizing the pluri-ethnic and multi-cultural composition of the Bolivian society, assuming that the building of a new State shall result from a collective social process, having the civil society as the corner stone so that citizens enjoy and exercise their rights.

Another dimension present in this new Pluri-national State is related to the integration and articulation of values and ethic-moral principles, born in the cosmo-vision of native communities, with different premises, such as, ama qhilla, ama llulla, ama suwa (*do not be lazy, do not be a liar, do not be thief*), suma quamaña (*living well*), ñandereko (*peaceful life*), teko kavi (*good life*), ivi maraei (*land with no evil*) and qhapaj ñan (*noble path or life*).³

This new scenery in the country gives great possibilities and opportunities to contribute and promote the building of new communities, where *living* implies a transcendental human behaviour, coexisting in peace with the other beings – human and no human (nature, the world, and the universe); an ecologic consciousness of love and respect for life (*living well*). As a result, the new State has been working on the implementation of laws and regulations – cultural and self-regulation mechanisms to address the dynamic and complex processes and tensions that arise from community demands, promoting full participation of Bolivian communities.

Nowadays, the municipal governments' autonomic process gives the possibility of managing and solving local and regional problems at local level as well as choosing authorities in a democratic manner. This phenomenon – through the establishment of municipal autonomies with responsibilities and rights, aiming to the building of *autonomic statutes and organizational charters* – generates self-regulation, self-management and economic, political and socio-cultural development planning in communities, populations and nations of the Bolivian Pluri-national State. The coordination and management mechanisms in different government levels, the creation of new bodies to accompany the autonomic process and the economic and financial system are part of this democratic and participative scenery.

In this context, *the Norwegian Mission Alliance in Bolivia (MAN-B)* is committed to promote comprehensive development based on deaconship⁴, - "*Being sure that humans were created to*

³Constituent Assembly (2009). Political Constitution of the Pluri-national State. Sucre-Bolivia

⁴MAN-B. Strategic Plan (year). La Paz-Bolivia

the image and likeness of God with a unique and inviolable value and; that Christ's redemptive work affects all life areas, restoring the relationship with God, ourselves, fellows and His creation" —⁵, and has been working, through its programs, with different native communities (quechuas and aymaras) of La Paz department, promoting human and spiritual values from the Christian Faith.

This work, translates into the generation of change processes and actions lines, aiming to achieve spiritual harmonization processes in the cultural, political and social scopes, and behaviour change in those communities where actions are being implemented, promoting Christian values by following its Mission (living the gospel as a community) and the "living well" principles and values that emerge from it.

Following this line, **MANB** has been working – since 1979 – with poor rural and urban communities, strengthening and promoting their local and community capacities for the implementation of different projects, using the "trust in the community" strategy as a fundamental element for diaconia and empowerment, being the latter an important work line for its strategic plan as well.

MANB states that contributing to local development and community empowering ensures moral and ethical leadership, generating personal and community transformation processes. To date, the institution is implementing different programs, such as, *the Local Development Plan in Rural-Urban Areas of El Alto city; North tropical Development Plan and the Comprehensive Development Plan for the Inter-Andean Valleys*. These programs are based on *Human Development and Organizational Strengthening; Economic Development, Natural Resources-Environment and Diaconal Development*.

Sectoral projects are: *HIV/AIDS, Football Crosses Frontiers and the Institute for Development*. The Institute for Development (ID) – initially - was created as a *Diaconal Institute*, following MANB's Strategic Framework, as a space for promoting human talent to a basic technical level. Nowadays, the human talent formed by the DI is having impact on the local development of Municipal Governments, not only in rural areas, but also in the urban areas of La Paz and Oruro departments.

The ID was subject of two external evaluations, which among its principal findings and recommendations stated: re-establishing the objectives and target areas in the 2008-2012 period, aiming to have more connection with the communities' reality in the action area. As a result, after the aforementioned period, the ID decided to "*Evaluate the fulfilment of expected outcomes⁶ in the Project, evaluating and verifying the compliance of IDMAN goals for target groups – on its second working phase - to boost results and have future projections.*

Therefore, this evaluation carried out a comprehensive reading of all processes, considering the particular contexts, and reviewing all Project's activities from 2008 – 2012 period, to determine and measure the relevance, effectiveness, efficiency, impact and sustainability of the Project's actions in these four years of work.

⁵ MAN-B. Idem.

⁶Project expected outcomes and goals are related to: formation, training and contribution to local development.

Following these guidelines, the outcomes evaluation decided to use a quali-quantitative approach; this is to say, a pluri-methodological approach, integrating different quantitative techniques: surveys complemented with focus groups interviews (qualitative). For this process, analysis categories are the same for the qualitative and quantitative evaluations, both answer to specific indicators; thus, collected information complemented and enriched the analysis for future projection of the project.

Likewise, analysis categories presented in the Terms of Reference consider specific indicators that match the general and specific goals, comprised by the CAD classic criteria: pertinence, effectiveness, impact, efficiency and sustainability.

The set **sample** varied from the initial proposal, since variables were adjusted to the geographic dispersion and mobility of graduated students. A **Stratified Random Sampling** was put in place with maximum variance criterion. This involved 14 provinces of La Paz city and 2 provinces of Oruro city; 93 people - involved in the formation process - participated: graduated students or technicians, facilitators, community leaders, municipal authorities, strategic partners, key informers, funders and DI management team, providing information for the field work and for data gathering. Collected information was organized, selected and interpreted to reach to conclusion, thus, have the future projection of the DI Project.

Once field visits and interviews ended, the evaluating team started with the systematization of all information to draft a preliminary document for consideration, to later on elaborate the final report. The evaluation of this project was requested by the ID and contracted by MANB, following the regulations established by the institution.

The evaluation report has 11 sections: (A) Acknowledgements, (B) Affirmation; (C) Introduction; (D) Executive Summary; (E) Background; (F) Methodology; (G) Findings; (H) Conclusions and Recommendations; (I) Lessons Learnt and (J) Annexes.

1. EXECUTIVE SUMMARY

PROJECT GENERAL INFORMATION	
TITLE	IDMAN-B Project Final Evaluation
IMPLEMENTATION DATE	January – April, 2012
NGO	Norwegian Mission Alliance in Bolivia
EXECUTIVE SUMMARY	
PROJECT DESCRIPTION The Institute for Development – with Administrative Resolution 009/02 – is part of MANB’s Strategic Plan, which in the last 10 years has positioned itself as a training body of local human resources to contribute to our country’s sustainable development. It aims to strengthen the Bolivian society “towards a real democracy”, where the civil society and State work hand by hand to achieve a more just, fairer and equal society.	
EVALUATION GOAL The consulting team work focused on “evaluating and verifying the compliance of goals for target groups – on its second working phase – to boost results and have future projections”. The document at hand is structured into different stages in order to carry out a deep analysis of the project’s implementation, management, resources management and impact in the benefited population. A special emphasis was put for the following crosscutting themes: gender, institutional values, and stakeholders participation levels; this for all stages of the project.	
PERTINENCE - VALUATION The ID is answering to the demands and needs of the target population, contents were adjusted considering community needs and national policies of the Pluri-National State of Bolivia. To date, the ID has the challenge to start a deep transformation of the curriculum and materials, following the constitutional policies and 070 Law. Learning resulting from ID intervention promoted an empowering process in men and women (having an important increase of women’s participation), mainly adults, who are in leadership positions in their communities and carry out actions in the search of solutions for needs and problems. Although women participation levels increased, there is still a long path to go through since the Bolivian society still has a chauvinist structure. Entrepreneurial leadership is a technical formation module that mainstreams the different programs, where results are visible in the performance of people.	
EFFECTIVENESS - VALUATION ID structure is characterized by a friendly process with deep respect for communities. Each year, community relevant needs are identified to adjust the different programs; however, there is no participative community planning in this component.	

To date, it is possible to see a statistical increase of graduated students; however, there is no coherence between planned and achieved outcomes; a limitation in strategic planning is identified.

The educative offer is responsibility of the ID coordinator – responsible of the project’s logistics as well; what’s more, this person is responsible for the project’s management and administration; this aspect does not seem to be the most appropriate.

The logistic feature/characteristic of the ID is questioned by graduated students; ID challenge is to incorporate – within its promotion plan – communication strategies to reach municipalities, communities and society.

The diaconal approach is mainstreamed into the contents, being this visible in the leadership of graduated students in the different social spaces. **At internal level, IDMAN-B, shall foster processes to consolidate diaconal leadership.**

The teaching-learning processes are done in Aymara, with a participative and constructive methodology, **in many cases, only stays in theory and needs more practice.**

Materials used are of help for the facilitator and for graduated students since these can be used for future reference. **The challenge is to translate these materials into a pedagogic model, carrying out the transformation of the curriculum as well.**

Facilitators are temporal (external staff) and hired as consultants for fixed-terms; this does not allow them to really contribute to local development and management. It is necessary to incorporate them as part of the team to improve the quality of formation processes; thus, achieve more systematization and continuous accompaniment.

IDMAN has Diaconia FRIF and Municipalities as strategic allies. When searching for current and future sustainability and because of the generated demand, **it is necessary to have other allies and partners to guarantee long-term sustainability.**

On the other hand, IDMAN was not able to overcome the isolation problem in MANB’s structure; its structure is insufficient to answer to the different activities in the Project. **In this sense, facilitators shall be incorporated to give support to pending tasks and promote interaction policies with MANB, breaking former years organizational structures.**

IMPACT – VALUATION

The ID is complying with its objective: “Have municipalities with men and women capable of building and/or improving community/municipality productive local development, following the Municipal Strengthening Framework”. Graduated students (both men and women) stated to feel better and have a better position after having participated from the project.

This situation reflects ID intervention in the different municipalities and communities; having developed the capacities of the target population. These capacities are being used by participants in their daily activities, giving an answer to their real problems.

Currently, approximately 20% of graduated students have posts in their municipalities and communities – public officers, council men-women, members of the surveillance committee, native authorities, young leaders, etc. The ID had strengthened the capacities of some leaders and also contributed to the raise of new leaders who work to give an answer to their main needs.

Regardless ID impact in different municipalities and communities, municipalities are not given graduated students space to contribute to the change process.

Statistics show an increase of women participation, not only in the formation process, but also in decision making levels; despite the difficulties women face, they want to participate more and feel that their interests are being represented by them.

The challenge is to generate spaces and formation opportunities for women, prioritizing their participation, attendance and graduation through different strategies.

EFFICIENCY - VALUATION

Evaluating efficiency does not only mean determining whether the unit cost of goods and services are coherent, but it means to determine if costs of all the requested supplies – according to the applied implementation strategy – agree with achieved outcomes.

In this sense, we can state that budget execution is organized by expenditure categories that shall be analyzed based on benefits delivered to project's graduated students to get to know about the estimated cost-benefit of investment in their different components. **Due to lack of information we were not able to make this analysis; however, we were able to determine the cost and result.**

Activities were implemented according to the plan, benefiting to the target population. **However, we were able to see some limitations at strategic planning level.**

Finally, quantitative results show that **there is no much participation of graduated students on the management and administration of Project's economic resources; their participation has to do – mainly – with the signing of agreements and negotiations.**

SUSTAINABILITY - VALUATION

Overall, we can state that the project is sustainable in different dimensions: 1) Institutional sustainability (promoting local development in municipalities and participating communities); 2) social sustainability (graduated students in public posts in municipalities and communities), 3) learning sustainability (participants developed capacities that allow them read their reality and implement processes to meet their needs).

Given the social context, the Institute for Development has to change, incorporating policies from the Pluri-national State of Bolivia to favour excluded populations, applying an educative policy that would transform the historical and structural mechanisms, meeting municipalities and participating communities' needs; it also has to redirect its vision and Institutional mission.

The greatest risk for ID sustainability is related to strategic factors; since it does not have a legal and organizational structure, in the mid-run, it may not answer to the academic needs and expectations of the target population.

The biggest challenge is to have ID proposal influence in public policies, boosting a joint strategy with its allies to shape a nation-wide mobile formation system.

2. EVALUATION BACKGROUND

For more than two decades, the concept of “local sustainable development” has been present in Bolivia and around the world and contributed to the formulation and implementation of public policies; also in international organizations, businesses and civil society organizations as well as in the academic environment, giving place to different projects and researches. This diversity of interpretations and experiences makes us think that we are in front of a coherent and homogenous theoretical body to face the social, political and economic changes in this new century.

In this regard, the National Development Plan (PND) states that for many years different strategies were presented as technical tools, but they did not have ideology and were far-away from the political and historical conditions of the reality. The last 20 years development policies accumulated frustration, disparity, poverty and exclusion in most of the population.

Under this premise, “human development” was associated – exclusively – to economic growth, separated from the State and Political actions. Neoliberalism did not allow citizens to propose and debate their common future⁷.

In this line, society development was traditionally conceived as a group of acquired “top-down” attributes, such as growth of the per capita Gross Domestic Product (GDP), economic structure industrialization, society democratization and modernization; this through exogenous support for the national territory (via development aid from international agencies), or to the inner regions of a state (centralized planning or territorial reallocation of resources).

However, in recent years, this concept has been changing, posing a new challenge, where development concept goes from physical capital and knowledge acquired by a territory towards a type of development generated by the capacities of local players.

Although the concept of local development has broadly spread, many times it is used to describe different types of processes, going from social local policies, productive, social and/or labour provincial and national policies, born from the interaction of regional players.

In this context, the Pluri-national State of Bolivia builds its proposal on the Living Well⁸ concept; this concept demands the humanization of development, highlighting the importance of cultural diversity, ensuring that social responsibility and obligation be present in public management levels so that development becomes a decision and action collective process where the society becomes an active subject and not only a receptor of vertical guidelines.

In this sense, endogenous development aims to the strengthening of regional or local community internal capacities so that these be used to strengthen the society and its economy from inside-out, making it sustainable in time. Following this line, the endogenous development goal is to empower local communities so that they take control of their own development process. When revitalizing ancestral and local knowledge, endogenous development will help populations with

⁷ PND. Page 9

⁸ Living Well shows the encounter of people and communities, respecting diversity and cultural identity; this is to say “Living well between us”. Page 10

the selection of external resources that match their local conditions. Endogenous development leads us towards a broader biological and cultural diversity, reducing environmental degradation and promoting a self-sustainable⁹ local and regional exchange.

SOCIAL-CULTURAL CONTEXT

Given the current cultural context, Bolivia is going through a structural transformation as a result of social movements struggles and the establishment of the Pluri-national State, demanding the establishment of a new Pluri-National State Political Constitution, where new laws and regulations are needed as well as Pluri-National Development Plans to indicate the paths for social, political, economic and cultural transformation. This process generates deep changes and implies the challenging of world-wide structures, exercising sovereignty and demanding the right to have rights. All these require the building of a community consciousness that recognize the legitimacy of men and women under equal conditions towards a worthy life.

The Political Constitution establishes the transformation of the Republican State into a Pluri-national State, giving answer to the society plural composition, taking over the challenge to collectively build the new State with pluri-national and community rights, integrating and articulating the ethical-moral values of the plural society: *ama qhilla, ama llulla, ama suwa (do not be lazy, do not be a liar, do not be thief)*, *suma quamaña (living well)*, *ñandereko (peaceful life)*, *teko kavi (good life)*, *ivi maraei (land with no evil)* and *qhapaj ñan (noble path or life)*.¹⁰

This new scenery provides big possibilities to contribute and support the building of new communities where Living Well is an aspiration; for this, new laws and regulations have been implemented during these years to regulate this process. In this context, the 1551 Popular Participation Law (issued in 1994) divided the country into 327 municipalities, transferring them 20% of the National Treasury income, considering the number of inhabitants each municipality has. This is still an answer for the State to meet community demands and achieve social-community participation.

Nowadays, the municipal governments' autonomic process gives them the possibility of managing and solving their communities' local problems, choosing their authorities in a democratic manner. This process generates self-regulation, self-management and economic, political and socio-cultural development planning in populations, where their responsibilities and rights are defined through the establishment of autonomic charters and statutes, coordination and management mechanisms in different government levels, creation of new bodies to accompany the autonomic process and the economic and financial system.

EDUCATIVE CONTEXT

The State is facing a complex and dynamic world, where interactions, convergences, contradictions, and daily coexistence are challenges that question social actions. In this sense, education becomes a historical spaces to promote socio-cultural, political and economic

⁹ http://biblioteca.clacso.edu.ar/subida/Bolivia/agruco/20100310014003/desarrolloendogeno_13.pdf

¹⁰ Constituent Assembly (2009). Political Constitution of the Pluri-national State, Sucre-Bolivia

transformation for the building of new inter-personal relationships, where other ways of coexistence are fostered to strengthen equality, justice and dignity ethical principles.

And it is within this context that nowadays we need a type of education that breaks those traditional schemes that did not consider positivism and logic, placing the researcher outside the context, generating a division between scientific knowledge and social know-how¹¹. Social knowledge is built from the “inside”, recovering the know-how people put in place when carrying out actions in their specific contexts and daily life, where these individuals show their feelings and value social interaction¹².

In this regard, the Constitutional mandates and guidelines stated in the National Development Plan¹³ try to address two challenges: external, challenging the social, economic, political and cultural impact of neoliberal actions; internal, searching for new ways of coexistence, following a different paradigm, where Living Well is the premise and the Avelino Siñani and Elizardo Pérez Law becomes a tool to enable change policies.

In its different titles and chapters, the Law expands the legal rationale of its principles; it also questions the need to have an education that – in the short term – fosters the political, social, cultural and symbolic transformations that the Pluri-national State is going through, because – somehow – they are the bases to enhance and promote different educative and pedagogical actions and thoughts that will foster future empowerment.

All this process requires the rethinking and re-conceptualization of the theoretical assumptions present and used in the educative practice. Reflecting on –for example – the sense of education and its impact into the social transformation process, going towards a “critical, inter-cultural and de-colonizing pedagogical praxis, aiming not only to think “from” the struggles of the subordinated populations, but also “with” people’s knowledge, considering their different way of being and living; changing the single-nationality and mono-culture present in education and in the modern-capitalist way of thinking, giving place to life and continuing with the humanization and de-colonization work¹⁴.

In this context, the Norwegian Mission Alliance in Bolivia (MAN-B) is committed to promote comprehensive development based on deaconship¹⁵, - *“Being sure that humans were created to the image and likeness of God with a unique and inviolable value and; that Christ’s redemptive work affects all life areas, restoring the relationship with God, ourselves, fellows and His creation”* —¹⁶.

MANB has been working – since 1979 – with poor rural and urban communities, strengthening and promoting their local and community capacities, implementing different projects, using the

¹¹ Solongo C., P. Luis and Delgado D., C. Jesús. Modern revolution of knowledge and social complexity. Page 202

¹² Idem

¹³ PLANING MD. National Development Plan “Bolivia with Dignity, Sovereign, Productive and Democratic to Live Well”, 2006 –2011. In: Bolivia Gd, Editor. La Paz, Bolivia: Official Gazette of Bolivia; 2007. p. 211.

¹⁴ Walsh, Catherine. Critical Inter-culturality and inter-cultural education: Building critical inter-culturality. Page 93.

¹⁵ MAN-B Strategic Plan (year). La Paz-Bolivia

¹⁶ MAN-B. Idem.

“trust in the community” strategy as a fundamental element for diaconia and empowerment, being the latter an important work line for its strategic plan as well.

MANB states that contributing to local development and community empowering ensures moral and ethical leadership, generating personal and community transformation processes. To date, the institution is implementing different plans, such as, the Local Development Plan in Rural-Urban Areas of El Alto city; North tropical Development Plan and the Comprehensive Development Plan for the Inter-Andean Valleys. These plans implement the following programs: Human Development and Organizational Strengthening; Economic Development, Natural Resources-Environment and Diaconal Development. Implemented projects are: Institutional and Organizational Strengthening, education, health and basic sanitation project in the productive area.

Sectoral projects are: HIV/AIDS, Football Crosses Frontiers and the **Institute for Development**.

The Institute for Development (ID) – initially - was created as a Diaconal Institute, as part of MANB’s Strategic Plan; this project has become stronger with time, promoting human talent to a basic technical level and has had impact on the local development of Municipal Governments, not only in rural areas, but also in the urban areas of La Paz and Oruro departments.

The ID was subject of two external evaluations, which recommended re-establishing the project for the 2008-2012 period. As a result, the ID decided to “*Evaluate the fulfilment of expected outcomes¹⁷ in the Project, evaluating and verifying the compliance of the Institute for Development goals for target groups – on its second working phase - to boost results and have future projections.*”

Therefore, this evaluation reviews the project’s cycle to determine and measure – as objectively as possible - the Project’s relevance, effectiveness, efficiency, impact and sustainability.

3. METHODOLOGY

First, the methodology was planned when elaborating the proposal for the Final Evaluation (December 2012), coordinated at institutional level, and defining the evaluation guidelines. Second, (from February to March, 2013), field work information was collected; third (from March to April, 2013) the final report is socialized and elaborated.

This evaluation used a mixed¹⁸ methodological design which allows interpreting the reality from different perspectives. Different methodological strategies were used based on the defined objectives, access and availability of human and material resources. Procedures used to measure reality are: triangulation of perspectives and methods (attitudes scale, interviews and focus groups). In summary, the rationale for using this multi-method can be summarized into three integration strategies.

¹⁷Project expected outcomes and goals are related to: formation, training and contribution to local development.

¹⁸ After evaluating the different methodological possibilities, considering the criteria defined in the ToR, we decided to combine the qualitative and quantitative perspectives. With no doubt, the selection of the evaluation method is subject to the demands and context. It is enriching to have both paradigms when evaluating, thus, get the best out of them.

- **Complementarity:** justified by the fact that the methodology reveals areas or perspectives of one same reality, allowing having independent data.
- **Triangulation:** Allows collecting identical aspects of a same reality, making possible the convergence of results.
- **Combination:** Results obtained from Type A evaluation can improve a component or stage of the evaluation through the use of method B. This is to say, allows the crossing of data for better results.

For the evaluation, the following techniques were used: documents review, players analysis, semi-structure interviews for graduated students (both male and female), municipal authorities and officers, and IDMAN-B staff; surveys and information validation using the triangulation principle.

The criteria that guided the evaluation (both conceptually and operationally) are:

- **PERTINENCE:** Degree in which IDMAN-B objectives and activities are coherent with needs and interests of beneficiaries, municipalities-communities and with local development policies of the Pluri-national State.
- **EFFECTIVENESS:** Optimum transformation of available resources into goods and services.
- **EFFICIENCY:** Degree in which development objectives were achieved.
- **IMPACT:** Print left by the project in the action area.
- **SUSTAINABILITY:** Probability that intervention benefits last long.

All the evaluation process had permanent coordination of the Institute Responsible Persons, with whom, criteria agreements were reached to determine the territory sample and data sources, obtaining information through questions.

Under this scope, and considering the number and territory dispersion of participants – considering the non-possibility for reaching all of them, a representative random sample was chosen, this is to say: **Stratified Proportional Random Sampling** with a maximum variance criterion (theoretical distribution of “p” and “q”). The sample size is determined by the following formula:

Where:

$$n = \frac{N}{1 + \frac{Z^2 \cdot \alpha^2 \cdot 0.25}{E^2}}$$

N = Population size

Z /2 = Value of the average standard, leaving an area to the right and left of the curve, equals to /2

0.25 = Maximum variance criterion (theoretical distribution of “p” and “q”) since the possible success or failure is not known. Then we suppose that p = 0.5, then q = 0.5

E = Distance, precision or maximum sampling error, distance allowed between the key risk indicator and the parameter. Here we used 5%.

$$n = \frac{3308 * 1.96^2 * 0.25}{(3308 - 1) * 0.05^2 + 1.96^2 * 0.25} = 344$$

Once the methodological framework and sample size were defined, 14 provinces of La Paz Department and 2 provinces of Oruro Department were identified to carry out the respective field work and information gathering¹⁹. Although, at the beginning a probabilistic sampling was proposed with the respective sample size, when collecting information (field work), some non-expected variables arose in the analysis units: **geographical dispersion of the population, participants migration, address change, and lack of pre-disposition of some graduated students to participate from data gathering**. Despite of this, the evaluating team visited the two areas under study according to the planned mapping.

Considering these variables, the proposed probabilistic sampling became non-probabilistic, which is very common in exploratory qualitative studies; next are the consequences:

- It is not based on the probability theory; therefore, it is not possible to calculate the exactitude.
- It is possible to have a reliable calculation of estimations, product sample accuracy.
- Evaluation participants complied with the inclusion criteria defined by the analysis units; likewise, they were present in municipalities and communities defined for the sample, voluntarily participating in this research.
- It is possible to obtain good results if the researcher has clear and precise knowledge of the observed population.
- Inferences reach logic dimension and even opinion.
- These are the most appropriate for qualitative researches, since in this type of investigations we do not aim to results, but to points of view.

The non-probabilistic sampling in this research considers the Sampling of Volunteers (participants from the analysis units that want to be part of the research and key informers), being this a variable of the non-probabilistic sampling or casual/accidental sampling.

The Sampling of Volunteers is used when elements cannot be selected and results and conclusions shall be drawn using the available elements. It is worth noting that this is not caused by the used tool, as it offered results with the participating analysis units; this is evident in few cases where participants answered with NR/NS (does not know, does not answer).

¹⁹ Consultancy work proposal. Page 7-12

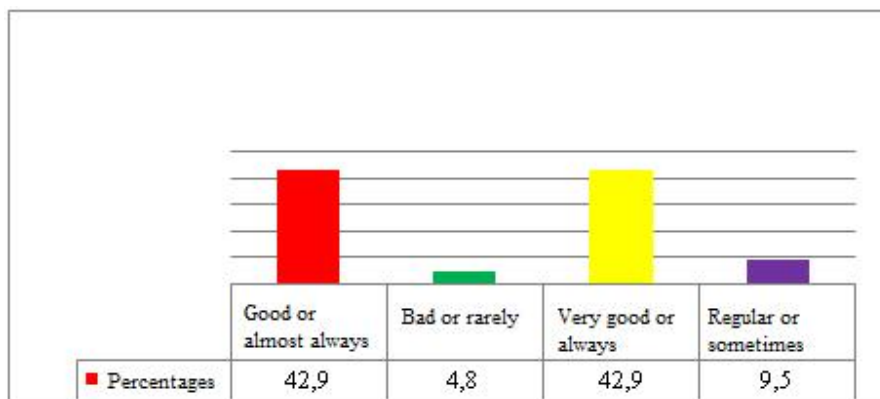
4. FINDINGS

A) PERTINENCE²⁰

- IDENTIFICATION OF NEEDS

Every year, the Institute for Development – in its different programs – starts with the **identification of community leaders needs**. Programs contents are adjusted considering community specific demands and needs as well as the national context.

Graphic N° 1. Needs and Expectations



Source: Survey – Own elaboration

The graphic shows the opinion of graduated students, where 42,9% consider that their needs are *always* taken into account; 42,9% mention that *almost always*, only 9,5% state sometimes and 4,8% *rarely*

Participants state that the Institute answers to expectations and needs: *“the Building of the Pluri-national State demands our formation in the different communities, we need to be empowered through our active participation, thus, transform our communities” ... (Cruz, 2013).*

“There is no formation in the countryside, we do not have access to any type of formation and just now we are getting to know about the different laws and how to make projects”. (Alejandro Pérez, 2013)

“Classes are given in our native language – Aymara, which help us to understand each other better and enhances our learning...” (Martina Cruz Osco 2013)

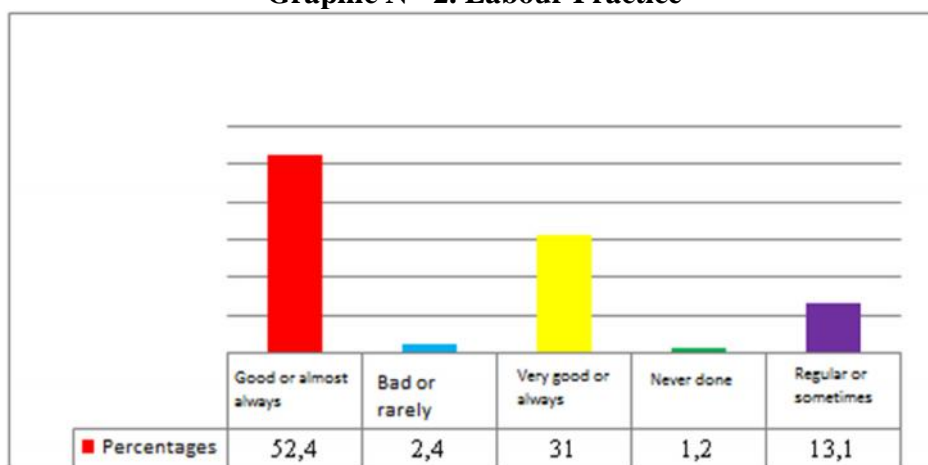
“With the training we are receiving, now the women are not afraid to talk to anymore, we can do it” (Graciela Chávez Quispe 2013).

²⁰ Pertinence is understood as the adaptation of the project to the context and community needs and interests. This evaluation considered the expectations and perception of players and beneficiaries regarding the usefulness of the project.

As seen, most of graduated technicians (86%) state that the Institute is answering to their needs, that programs go to those areas where not many opportunities are found. Also that the Institute takes into consideration the culture and native language; what's more, they state that training/formation needs are included in programs, thus, contribute to the local development process.

- **LABOUR PRACTICE**

Graphic N° 2. Labour Practice



Source: Survey – Own Elaboration

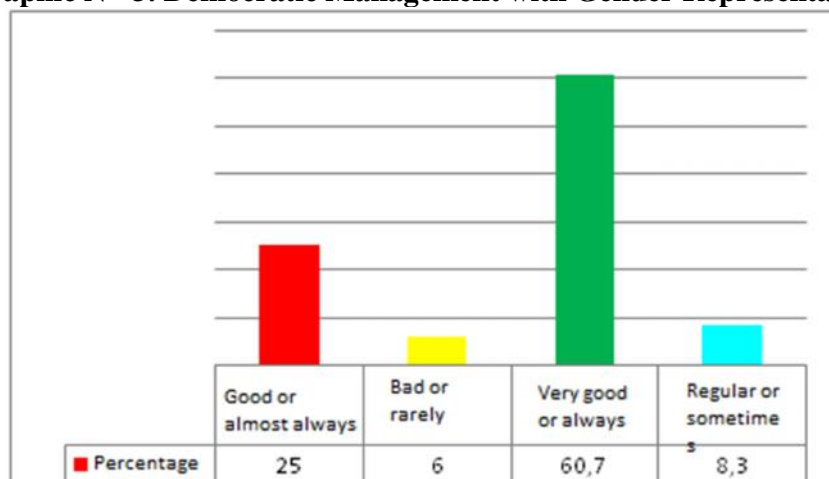
83% of graduated students state that the formation/training provided by the ID – as for national and local development policies – is put into practice and contributes to their labour or activity. Only 13,1% answered with *sometimes* and 2,4% *rarely*.

“...thanks to the training we elaborated a project for the dining room, we realize that people that participate in the council or in the community have their vision and ideas...”(Rubén Ismael Huanca. 2013).

A high percentage of interviewed people state that the educative processes are related to their context, cultural and personal and social needs.

- **DEMOCRATIC MANAGEMENT**

Graphic N° 3. Democratic Management with Gender Representation



Source: Survey- Own Elaboration

Emphasis is put on the exercise of democratic management with broad representation and gender equity. Participants stated that during the formation/training courses, gender is mainstreamed through different methodologies and specific contents. 60,7% consider that processes are *very good* and 25,0% state say that are *good*; 8,3% stated that *sometimes* and 6,0 graded as *rarely*.

- **PARTICIPANTS GENDER**

Although the graphic shows women participation, participants state that “*communities still need to know about women’s rights*” and that the chauvinist and patriarchal way of thinking shall be changed; work needs to be done with the children and youngsters at school.

In this regard, it is important to highlight that gender problem does not only imply the knowledge of laws, it has to do with life visions and concepts, where opportunities need to be given to men and women for their full development. This reality is shown in the following quote:

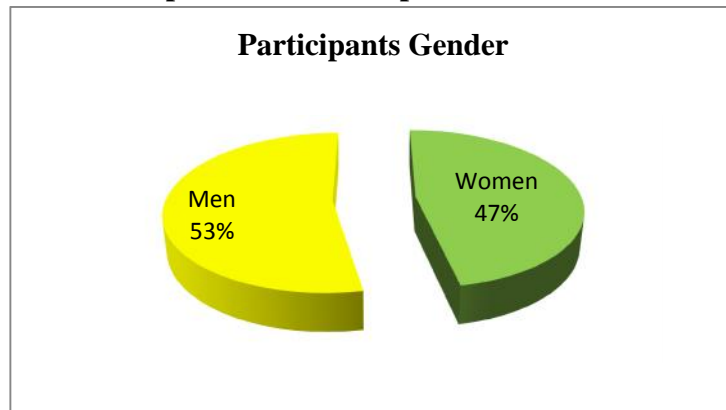
“*women are not valued; we have always been humiliated by men; now we can defend ourselves, we got to understand that we are equal; sometimes we are afraid, but even so, now we are demanding our participation*”. (Sonia Rodríguez Calle, 2013)

The above quote was complemented – with concern – by the Quiabaya Municipal Council President: “*...we participate, but we still need training, we can make decisions, but when we are in the municipality women are afraid. We need more support, for example, on budget follow-up and on projects’ design; it is important to continue strengthening gender equity.*” (Eulogía Villca, 2013)

“Women give ideas for projects that meet their needs, for example, if there is shortage of water, they are the ones identifying the problem, their daily experience makes them precautionary when interpreting the reality”(Villca, 2013).

Due to these reasons, the ID shall continue mainstreaming gender equality; although there has been advance, there is still lots to do about this theme.

Graphic N° 4. Participants Gender

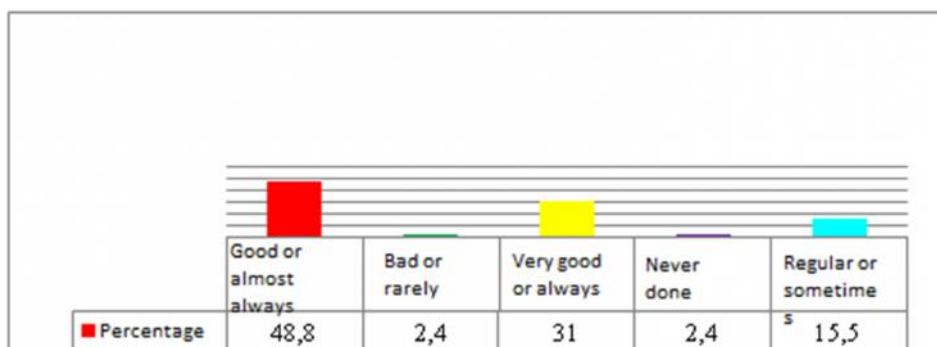


Source: Survey – Own Elaboration

The chart shows that there has been a progressive advance regarding women’s participation and in decision making posts. According to the design sample, participation in technical formation is of 47% (women) and 53% (men). This implies that formation/training offered by the ID are an opportunity for women participation and empowering, especially in rural areas.

- ENTREPRENEURIAL LEADERSHIP

Graphic N° 5. Leadership



Source: Survey – Own Elaboration

Entrepreneurial leadership formation is a technical program that mainstreams the different programs. 31,0% of interviewed individuals state the leadership formation is *very good and visible*; 48,8% grade as *good*, 15,5% as *regular* and 2,4% states that *it has little impact*. This data

leads us to the conclusion that 79% of the surveyed population has a pretty positive opinion about the technical formation, as stated in the following quotes:

“Formation I received in the ID helped me to respect the people in my community without excluding anyone, even if they do not have knowledge about a specific issue... To have a space and participate, we have to work, we have to listen to our community. We have to be model of values and be proud of our community” (Cruz Osco, 2013)

A community authority states: *“I was appointed community authority because I talk with both men and women; both listen to me...”* (Euloquia, 2013)

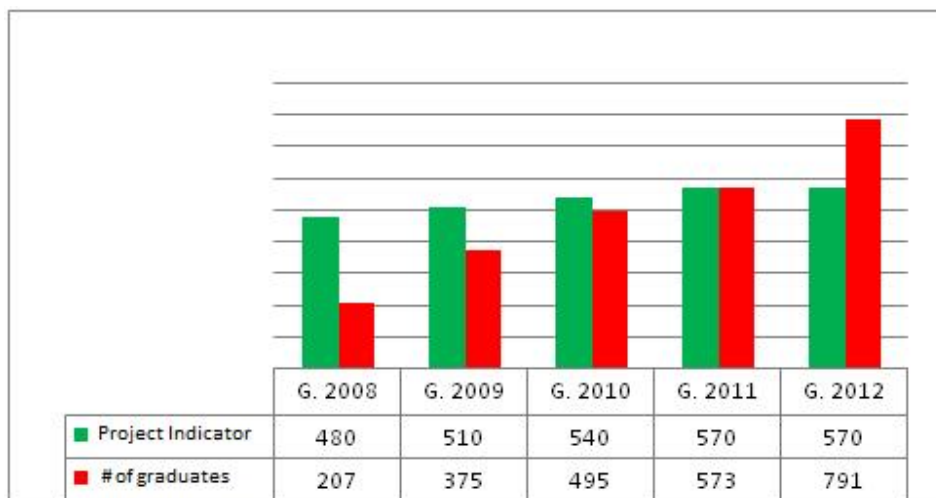
Another comment made stated: *“... the pluri-national state will be consolidated when men and women from native populations are formed/trained so that they contribute to the transformation of their communities; to do this, we have to be prepared”* (Euloquia, 2013).

B) EFFECTIVENESS²¹

Effectiveness measurement involves the achievement of indicators and planned objectives within the established deadlines.

- PLANNING AND IMPACT

Graphic N° 6. Relationship: Planned - Results: Graduated Students



Source: Data provided by the ID

The institute promotes the development of municipalities and communities, principally rural areas of La Paz and Oruro. Nowadays, the ID is working in 14 districts with different geographical, social, economic and productive characteristics; target populations are mainly quechuas and aymaras with similar linguistic and cultural characteristics.

²¹Capacity to achieve the expected impact

Courses are offered to the Municipal Governments in MANB's action area; however, these are also offered outside Mission Alliance intervention area.

Graphic N° 6 – Relationship between planned and achieved results (graduated students) – shows a progressive behaviour. It is possible to see a notorious distance between 2008 and 2009; in the year 2008 the plan was to have 480 graduated students, achieving 207; while in 2009 the plan was to have 510 and 375 were achieved. Despite of this, we can see that results are gradually levelling; thus, for 2010, 540 were planned and 495 were achieved and in 2011, 570 were planned, reaching 573 (three technicians more than expected).

As for 2012, we have a qualitative increase; 570 were planned and 791 graduated – inferring that this year, participants from former years participated. Despite of this, the project planned to form/train 2670 people, reaching 2441, the difference is of 229 people. Putting aside this qualitative difference, it is worth noting the demand generated for this educative office. It is necessary to mention that the drop-out rate was not established due to lack of institutional records about this matter.

Considering the presented results, it is possible to see that there are strategic planning limitations; the challenge is to achieve the planned short, mid and long-term results; then, strategic planning needs to be strengthened in its different levels. Likewise, to achieve the expected outcomes, it is necessary to make adjustments to the plan, tools used, but more than that, a Vision to achieve planned results needs to be established. What's more, it is necessary to monitor participants, who because of any reason had to leave the training courses.

- LOGISTICS

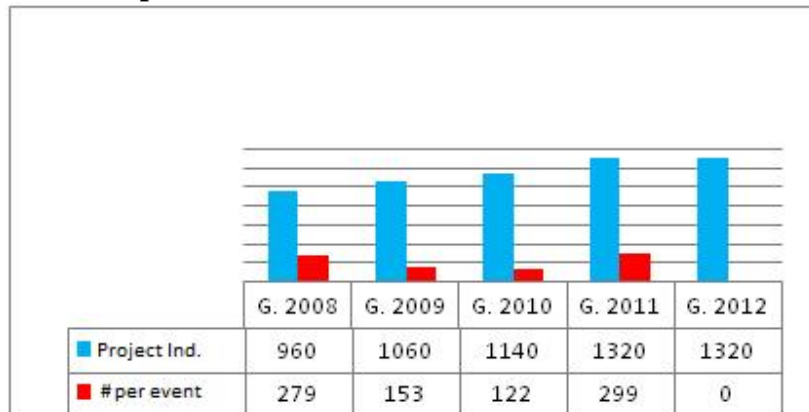
The education offer is responsibility of the ID coordinator, who has to move from one municipality to the other within the action area – making contact with municipal authorities, mayors, council men/women – to offer the different courses and formation process method.

In some cases, the information dissemination strategy is questioned by participants who stated the following: “... *ID formation/training offers are centralized in Municipalities and not all cantons are able to participate...*” (Pedro Flores Baltazar 2013), hindering access democratization. Before this reality, the **ID has to incorporate –within its promotion plan – communication, sensitization and information dissemination strategies so that municipalities, communities and society get to know about the courses, achievements and achieved results.**

To date, many municipalities are demanding training and have sent notes to the Institute so that it can visit them and introduce the respective programs. In both cases, the ID's responsible person has to make the offer and negotiate with them until reaching agreements with the municipal governments.

- **INFORMATION EVENTS**

Graphic N° 7. Attendance to Information Events



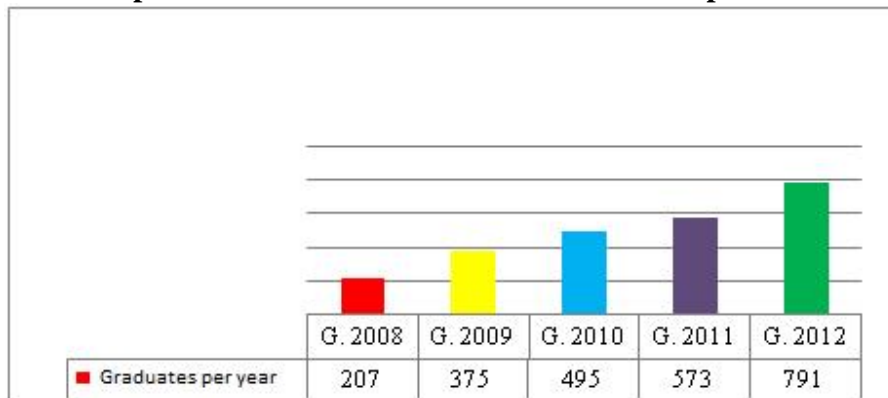
Source: Data provided by the ID

The ID carries out different information dissemination events to update communities on different themes, these activities also aim to data collecting to latter on act.

The ID, during 2008, 2009, 2010, 2011 and 2012, worked in 16 provinces, from which 14 belong to La Paz Department and 2 to Oruro Department, with a total of 47 participating communities. In these last five years, the ID has promoted the participation of 378 women and 489 men through information dissemination events.

- **GRADUATED STUDENTS**

Graphic N° 8. Number of Graduated Students per Year



Source: Data provided by ID

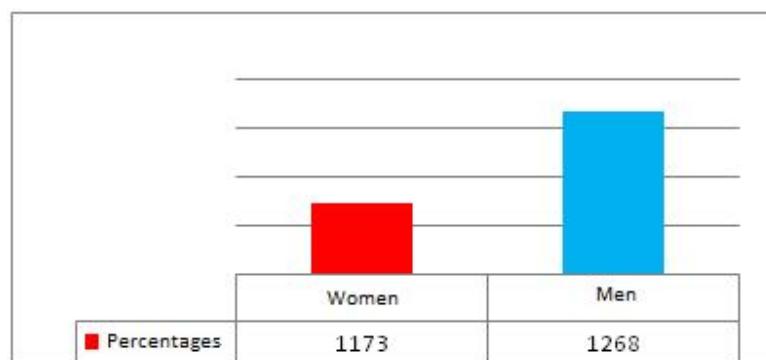
Data shows that the number of graduates has increased each year; however, when comparing ID's results and planning (project indicators), it is possible to see that there are differences between expected results and achieved outcomes as for number of graduates. According to data obtained, only in 2011 planned indicators are exceeded, showing positive results.

- **DROP-OUTS**

The Institute has drop-out problems when providing technical formation courses, which hinders the implementation of programs. This issue arose when participants were interviewed; in regard to this issue we found that:

- More women and adults (Graphic N° 9) are the ones not finishing the formation process, being this because of their gender or age, but especially because of the family and economic responsibility they have; this situation shows the presence of exclusion and gender discrimination.
- Lack of interest is another issue related to the formation process; the later because this type of training incorporates social commitment and not all participants are socially committed.
- Likewise, it is possible to see that students demand more practice: “...*training courses are too theoretical, they are not practical; it is important to build practical skills to solve our problems*” (Calleja, 2013). It is possible that this issue may influence on youngsters and adults motivation, who expect that whatever they learn be useful for life.
- In the same line, participants from many districts stated that most events are agreed upon at the beginning, but during the process, they become too concentrated: “... *three days in a row, people get tired, being this one of the reasons for drop-outs*” (Daza, 2013); participants feel that teaching is too theoretical, having difficulties to put into practice the acquired knowledge.

Graphic N° 9. Graduates distributed by Gender

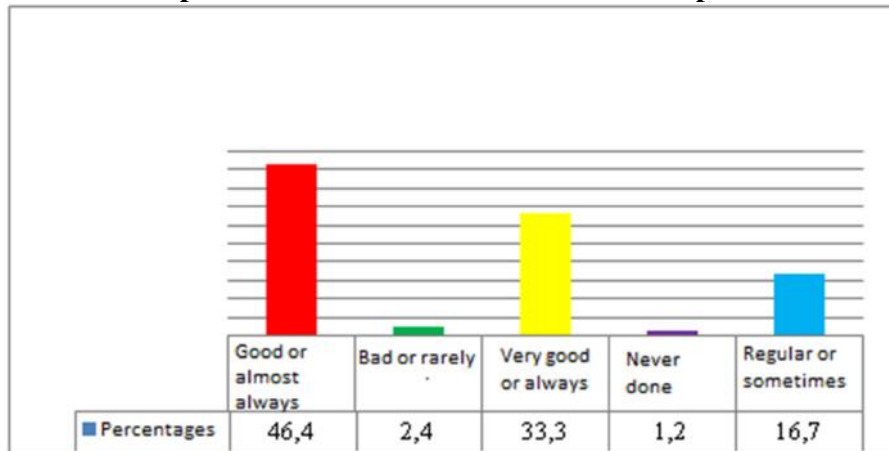


Source: Survey – Own Elaboration

- **LOCAL FORMATION AND DEVELOPMENT**

ID graduates – basic technicians – are contributing to local development. There are great differences in participants’ labour activities – comparing the before and after training variable, improving their personal, community and social situation.

Graphic N° 10. ID Promotes Local Development



Source: Survey – Own Elaboration

Most graduates contribute to the strengthening of their communities and municipalities; they have different posts, such as, authorities, officers, and leaders. Data shows that the Institute promotes local development, *46,4% from interviewed people mentioned that they almost always do it, while 33,3% answered with always, 16,7% answered with sometimes, 2,4% answered rarely and 1,2 said never.*

In districts as Puerto Pérez, Huarina and Quiabaya, the Institute met the training needs of female and male leaders, empowering communities through legitimate participation of men and women in Municipal Councils; thus, creating opportunities for decision making and influencing in the different target groups.

The ID’s added value comes from the answer given to community demands and needs, aiming to provide solutions to daily problems; being community men and women the ones that promote local development projects.

- DIACONAL APPROACH

Efforts were made to mainstream the diaconal approach into the technical formation programs; this through the promotion of values, such as, love, trust, dignity, equity, solidarity, justice and honesty. As for the curriculum, the diaconia is present in contents as well as in the different crosscutting themes: gender equity, environment, civil society strengthening and indigenous populations rights.

Some diaconal components are visible in participants: *“... the formation given by the Institute helped me to consolidate my values and serve my community”* (Ponce, 2013)

“we are taking over responsibilities to contribute to our communities’ improvement, it is not easy, but we are doing our best” (Larico Machaca, 2013).

Empowering is visible in the leadership exercised by graduates in public posts since they are starting to make decisions now. However, it is worth noting that in some cases this cannot be seen or it is not coherent with the diaconal approach, since for this, people need to show service will, community commitment and truly democratic management where participants make

decisions without gender, cultural, economic and social differences; some practices of people do not really show these important characteristics.

Despite the aforementioned, there are some testimonies that give proof of this: “...*the diaconal approach involves the building of trust relationships with participants and municipal partners, where activities are implemented in a horizontal manner, both for power and decision making*”. “*The mission recognizes and values the experience and knowledge of communities, providing training for local development*” (Mercado, 2013)

It was also mentioned that “... the Church cannot be closed and forget about the problems the society is facing [...] we need to get trained to make decisions to transform our reality.” (Quino, 2013)

The lack of internal leadership is evident, it is possible to perceive mistrust and confusion between the diaconal approach and “political party” bias. Interviewed people from El Alto Norte Church focus group stated that the diaconal approach is not compatible with communities’ leadership; these opinions show the need to analyze and build agreed-upon positions.

ID’s challenge is to implement a periodical evaluation process for attendees, to be sure that there are real changes in values, and all these are not just staying in theory, but contribute to leadership exercise. This can be an internal ID mechanisms to periodically collect information from trained individuals.

We recommend that the ID deconstructs the empowering value that arose from the current development trends, promoting a more coherent type of empowerment that matches MANB’s mission. The general concept for empowerment is not explicitly recognized by our communities – who because of their lack of opportunities wish to take the power for personal growth more than for social transformation. If we follow a biblical perspective, before granting power to a person, he/she has to be conscious from risks present in power taking, after having made his/her own reflection on the issue. Only committed people with consolidated values can have power positions, if not, technical capacities are provided to new “potential dictators” in communities. For this, the institute has to change its formation/training curriculum since the temptation of having power on participants’ lives is a reality that needs to be considered.

The Institute challenge is to strengthen the internal diaconal leadership, building a coherent discourse considering daily work experiences, to later influence on the transformational leadership of men and women and communities.

This proposal can be implemented by MANB in a practical manner, first work shall be done with the pastoral area to follow-up on the growth and maturity of ID current members and future facilitators. Developing a joint plan with the pastoral area is essential for the Institute’s goals, since ID members experiences will challenge trainees life experiences.

The biblical disciple model is closed, from person to person, where one facilitator shares with few participants as much as possible about their life experiences. To date it is a bit difficult to do this considering the economic reality of projects, but it is still an starting point, the goal is to go

deep first to later on expand. The building of a diaconal leadership implies a dedicated and close teaching, then, the recommendation is that ID's actions keep the way they are until having staff – with the necessary quality – to attend trainees. It is necessary to deepen on graduates formation, help them on their comprehensive growth, monitor the dissemination of values from facilitators to attendees. In brief, stop expanding, but go deeper! Doing this will give communities quality leaders/members, not many but with the potentiality to make deep changes.

- **CURRICULUM IMPLEMENTATION**

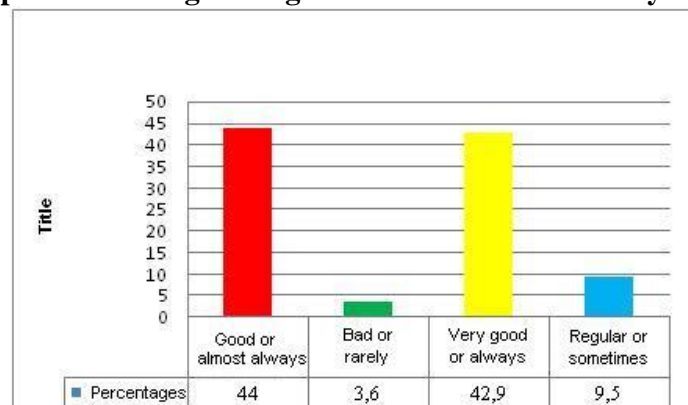
Female and male graduated technicians indicate that formation programs:

- Respond to the needs; they also affirm that the contents are pertinent to demands for local development; and particularly for the communities' sustainability. Contents are continuously updated based on generated demands. These are adjusted to each course in each management period.
- *“The training methodology tries to be both, participative and constructive, although many times, we only see the theory and it is difficult for us to put it in practice. For example; in projects' design”.* (Daza 2013).
- The evaluation system is adapted to the reality of participants (male/female): *“... facilitators are cooperative and help us learn....* (Gonzales 2013).
- Although schedules are agreed-upon with the participating groups: housewives, students, farmers, etc., courses planning does not respond to the rural every day needs. *“Sometimes we have problems because we live faraway and also because we have to carry out our farming activities; sometimes we are working in the fields, just in the days training is schedule. On the other hand, the workshops are concentrated and fast, and it is hard for us to learn”.* (Rodriguez Calle, 2013).

One aspect that is really valued is that the classes are given in Aymara. *“... sometimes with one little word in Aymara, we understand what is being explained, such as what the laws are for”* *“Teaching in our language help us to identify with our culture”*; *“we understand better amongst us; and we chat among us, the women”.* (Delgado, 2013).

- **DEVELOPMENT OF VALUES**

Graphic 11. Strengthening of Individual . Community Values



Source: Survey- Own Elaboration

Female and male participants indicated that the formation offered by the ID strengthens their principles and values. Regarding this; 42.9% respond that is very good, they affirm that in all encounters and workshops, attitudes are worked on; 44% chose the “always” answer. Only 9.5% answered “regular”; and 3.6% said bad or rarely. Although this percentage is low, it is necessary to take it into account to continue learning from practice, and improve the offer.

“Different values are evident in the mission’s personnel that work in the Institute, for example, solidarity, punctuality, honesty and understanding”(Delgado 2013).

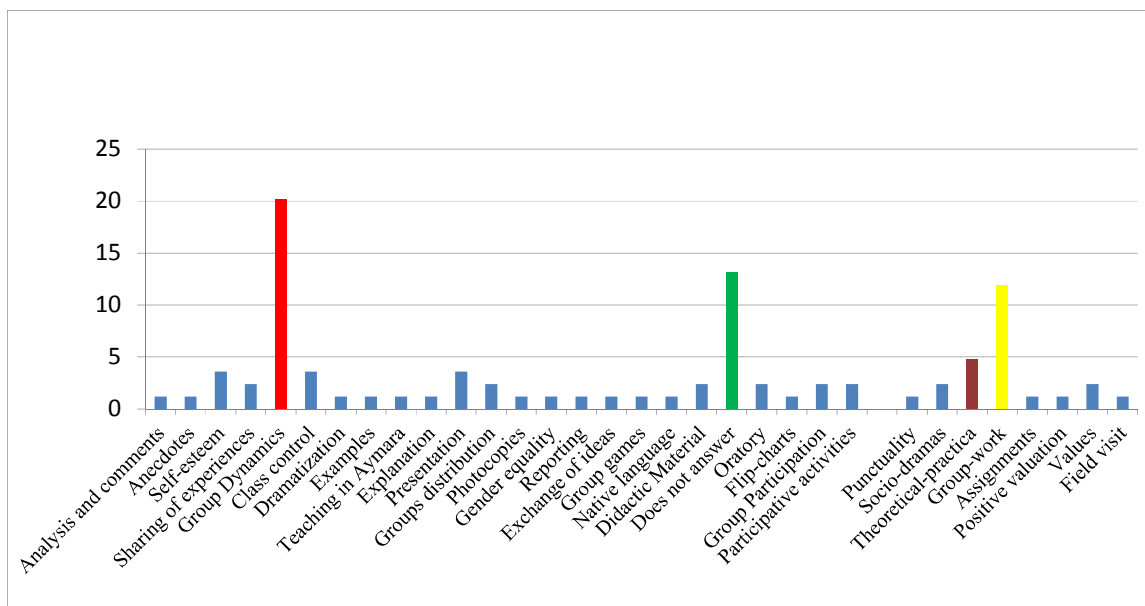
Interviewed people share the idea that developed values referred to: “... responsibility, honesty, punctuality, leadership roles; but there is lot to be strengthened and deepened. (Villca, 2013).

Another municipal technician comments saying “... that in the following programs care must be given to transparency, local development, above all des-colonization and identity strengthening; because many of the participants have gotten used to assistentialism. They do not want to attend if they do no to receive something in exchange, and this worries us”.

It is evident that female and male Institute graduates’ got involved and learnt about the following values: responsibility, honesty, gender equality, environment caring, and leadership. Trust, love, dignity, hope and institutional values are almost not mentioned. Nevertheless, persons stated that these values are worked on. However, when it is time to speak out, it is difficult for them to qualify and exemplify. So we see that the ID programs require adjustments, aiming to have a more effective model for values development, following the current pedagogic strategy framework AS-EP.

- **LEADERSHIP AND EMPOWERING**

Graphic 12. More utilized strategies to Promote Leadership



Source: Survey – Own elaboration

Strategies used by female and male facilitators to promote leadership show that participants like more group activities, because they enhance group or individual learning acquisition. This makes training processes become more entertaining and motivating; since interactive learning generates greater knowledge and also more possibilities for local-knowledge acquisition. From there, working in groups with solidarity and cooperation makes knowledge appropriation - socially valid – become an exciting adventure²².

It is possible to see that leadership relies in community women and men, for example, Puerto Perez councilmen, Quiabaya councilwomen, youth leaders in Caranavi, native authorities in Tihuanacu, educational authorities in Sica Sica; as seen, the impact is meaningful.

Leadership formation involves different programs, concentrating in the development of competence and socio-community values to empower the community - in a comprehensive manner - by developing local capacities that warrant sustainability. This creates spaces to identify their problems, search for answers, raise funds, implement and evaluate.

This educational process has **support materials**, such as complementary work-books and photocopies about topics worked in class. Printed materials are of great help during training activities: “... *I am using the material for other groups in my community [a technician comments] ... we are photocopying*”, “*The good thing is that they stay so we can read again*”. (Ramos 2013). Materials reflect the programs’ content; what’s more, they are contextualized.

Materials, in some cases, do not consider a pedagogic model for the education of young and adults; they are information texts accompanied by examples and illustrations that promote a reduced interaction between text and students. Together with the curriculum transformation, materials should be looked into, considering a pedagogic model to enhance capacities’ and values development; they should consider participants’ experience, culture and knowledge; what’s more, they should enhance the acquisition of new knowledge, where intentionally, values and attitudes development are included. Materials that meet the needs of the ID shall be produced.

- **EDUCATIONAL PROCESS MONITORING**

When training activities start, female/male facilitators and participants are involved in an induction process. This is part of coordination, aiming to support and provide feed-back to the educational process; what’s more, to establish regulations, procedures, and agreed-upon schedules.

There are sets of working instruments: planning forms for each course and level; reports and evaluation forms for male and female facilitators, also, forms filled out by male and female participants at the end of the course. It is important to highlight that there are no instruments for assessment or process evaluation. However, assessment meetings are held among all teachers (male/female) and the ID female Coordinator, before and after the course.

²² FALIERES, N.and ANTOLIN, Ma. How to improve learning in class and evaluation Page 123.

There is an appropriate accompaniment process of needs; however, a planned follow-up of work is not apparent. Generally this depends on the problems that are identified through “surprise visits” to workshops and when feed-back is given to facilitator and to the training process. Likewise, a questionnaire is applied, but feed-back is given to it.

Curriculum analysis comprises different activities, such as, meetings, accompaniments to male and female facilitators, and training. However; this set of activities does have a clear purpose since it does not involve project management and participants’ performance improvement.

The six facilitators are external, hired as consultants for the training period. They perform as “male/female facilitators”. Among the indispensable requirements for their hiring are: university degree in social areas, knowledge of municipal management, experience in training adults, Aymara language proficiency, and didactic and pedagogic skills.

The selection process is done through public summons; then, the selection of resume and in depth interview takes place, done by the Selection Committee (formed by the coordination and the Executive Secretary), and at the end a demonstration class is given by applicants.

Graduated male and female participants express that in general, they (the facilitators) are specialists in their areas and are committed with the local development process and community service. Note that facilitators (male/female) have to promote more the practice and development of values to achieve better results in the future.

Participants recognize and value the different strategies used by facilitators such as: dynamics, presentations, research, motivation, assessments, anecdotes, listening skills, examples of life, and others. According to the answers given by the interviewed persons, facilitator have contributed to a change in attitudes:

“... Now I can freely express myself” (Ana Maritza Aruquipa Gutierrez).

“Live in harmony with the environment” (Martina Martha Cruz Osco, 2013) “... strength to be good leaders and perform team work” (Mario Choque Chambi).

“... The courses in Aymara are more familiar and easy to listen; for example; our rights in our language seem to have more value” (Sonia Rodriguez C., 2013)

The previous opinions ratify the statistical data. 20,2% of the interviewed persons express that they use a set of significant strategies, such as group dynamics; 11.9% group work; 4.8% theory - practice work; and 3.6% presentations. There is a 13.1% that cannot specify.

The external status of facilitators does not allow having a complete implementation of the training curriculum because their working-times has impact on activities. It is recommended that the ID incorporates facilitators into the organizational structure to have a stable working team, which aside from strengthening their capacities, will enhance the training process quality.

- COUNTERPARTIES – PROJECT SUSTAINABILITY

Currently the IDMAN, as present and future sustainability strategy has gotten as allies to

Municipal Governments and Diaconia FRIF. Nonetheless, given the impact generated in participating communities, it needs more allies and/or partners that in the long time can warrant the Project's sustainability.

The work carried out in municipalities involves the following procedure:

- The ID offers training services in municipalities.
- It coordinates with municipal representatives, councilpersons, president, etc.
- Signs inter-institutional agreements.
- Agrees-upon the academic management with the counterparty.
- Municipalities contribute with infrastructure.
- Coordinates roles and responsibilities of the municipality's representative and Institute.
- Monitors activities during and at the end of the process.
- The Institute provides the respective evaluation report for accountability purposes.

Diaconia FRIF looks into the financial area; for this, the Institute elaborates its annual proposal for approval and funding; the amount varies according to the quantity of the annually accepted projects.

For the IDMAN, the achievement of expected outcomes (results) and fulfilment of the mission is a fundamental challenge that needs to be addresses; therefore, generating inter-relation process and permanent interaction with different social players that share the same vision is required (education as social, cultural and economic transformation axle). That is how, strategic alliances need to be built to warrant present and future sustainability.

The suggested strategic allies are: national bodies (legislative leaders), social movement leaders, NGOs, technical and professional organizations, private companies with pre-disposition to support the formation of technicians in communities. These actors must respond to a common denominator, which is the commitment to development and local empowering; and the search of the social transformation through education.

- EXTERNAL EVALUATIONS

The first external evaluation recommends that it is necessary for the IDMAN to re-plant the Institute's identity, reflect about the kind of institution it wants to be, must be or can be, considering Bolivia's socio-political demands; this whether decides to be part of the MANB's social work, or becomes a training institution based on diaconal principles, or at last if it decides to be an Institute that promotes basic technicians formation with diaconal approach.

The first external evaluation done in the 2003 management period, along with the institute's internal reflection, re-defined its identity with the name of Institute for Development (ID), with *the mission to form basic technicians for local Development with service vocation* in rural and urban municipalities.

The vision for the future is: *The Institute is unique and prestigious, trainer of local human resources for municipal development, with national level demand.* For this, training programs were designed trying to combine the different proposals, capacities development and values

through cross-cutting axes and values aligned to its mission. These adjustments are present and aim to municipal strengthening; however, the sustainability strategy for the Institute's consolidation is absent.

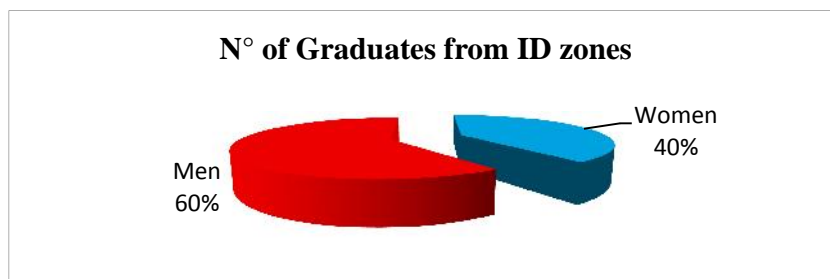
- **ID's ORGANIZATIONAL STRUCTURE**

Still, there is no response to the isolation problem the ID has; it is working alone in MAN-B. Its internal structure is reduced to the interaction between two persons: the Director and the Technical Assistant, qualified staff that manages and coordinates ID's activities. However, this team is not enough to respond to the diverse activities generated by the project. It is urgent that the ID incorporates facilitators into its structure, so they can contribute with answers to the challenges the Institute will have in the future in one hand; and in the other to propose interaction policies with MAN-B to break this seven-year organizational structure.

In reference to the technical formation programs, these are partially adjusted. There is no a permanent and integral evaluation process that would promote innovative strategies. The quality of offer requires better contents, methodology and evaluation models. The same organizational structure of seven years ago is being maintained without any modification.

- **MANB-ID WORKING AREAS**

Graphic N° 13
Number of Graduates from ID zones

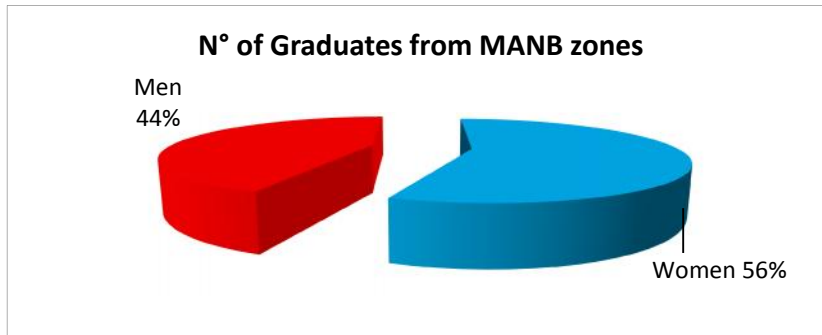


SOURCE: Survey – Own Elaboration

The Institute for Development was created to offer training and advisory services outside MANB; to date, it is providing this services in areas where the Mission is not present, although it also offers training to MANB's action areas.

It offer programs for basic technical formation: Training of entrepreneurial leaders for development, Gender and Community Development; Formulation of Project Profiles and Environment, preservation and conservation.

Graphic N° 14
Number of Graduates from MANB zones



Source: Survey – Own Elaboration

Comparing these two graphics (ID zones and MANB zones), it is possible to see that there are more students formed in MANB's area (1,236) than in the ID (1,205). ID's intervention areas are not clearly defined with selection criteria to answer the needs of poor populations, as described in the Institutional Strategic Plan. There is the will to expand the program to other areas in the country, but for the time being, the ID is not necessarily working in areas with poverty indicators.

To date, the ID does not coordinate with other MANB projects, nor it is perceived as part of its structure. The Institute's formation offer has scattered; however, the concern is the lack of clear criteria for municipalities' selection.

ID's challenge is to become integrated into the Mission, articulating training and formation support with the other projects, for this, it is necessary to have a deep reflection on possible adjustments, supporting the organizational strengthening and empowering all project's rural communities.

On the other hand, the ID shall follow its expansion projection, for which, it has to establish municipalities' selection criteria (considering poverty indicators); it has to promote training co-responsibility with social and indigenous leaders' organizations; thus, have the Municipality ratify its predisposition by signing an agreement.

In the short-term, the service provided by the ID in other areas can become a national policy for basic technical formation, where authorities and leaders at departmental, municipal and national level perform as key allies.

C) IMPACT

- IDMAN CONTRIBUTION FOR LEADERSHIP AND LOCAL DEVELOPMENT

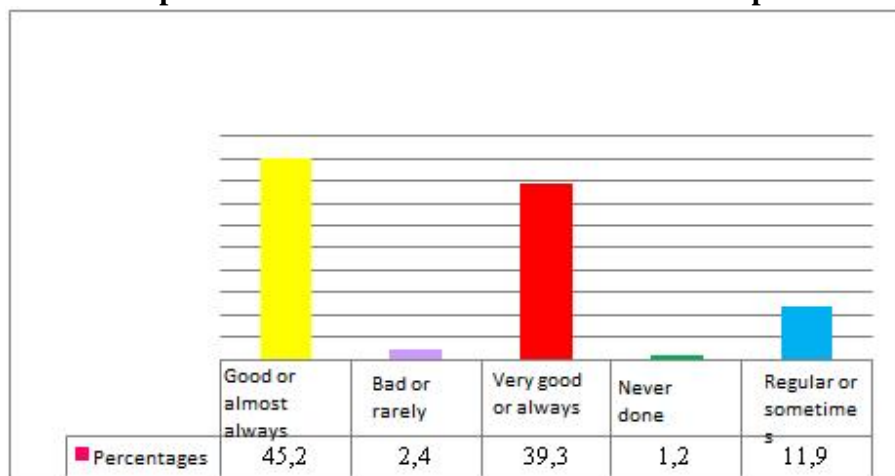
As for ID contribution, both men and women – after having been trained - feel to be in better shape for projects implementation, as stated:

“... I've learnt to make decisions, training was very useful since now, we as women, have the courage to be leaders of a community (Pastora Quispe A. 2013) “It helps us no to fear” (Gabriela Chávez Quispe, 2013).

“People are trained and empowered, which helps improving our organization” (Hilaria Mamani., Virginia Viracocha and Rebeca Ticona 2013)

Likewise, training participants recognize that the ID transformed their lives; thus, the reality of their municipalities and communities. For example, when the following question was made to beneficiaries “Has the training you received been used in your daily activities, work and community?”, 45,2% answered with almost always and 39,3% said always, while 11,9% answered with sometimes, and, only 2,4% stated sometimes and 1,2 never.

Graphic N° 15. Formation Processes – Social Impact



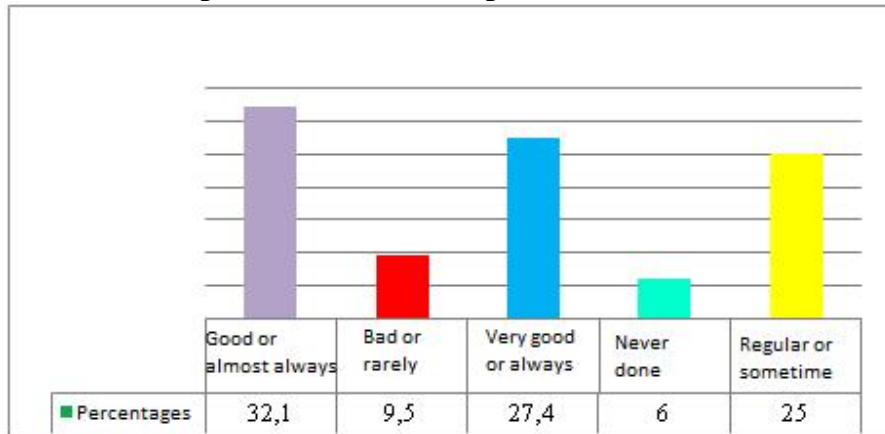
Source: Survey – Own Elaboration

To date, 20% of graduates are performing social roles in their communities and municipalities, for example, officers, council men/women, members of the surveillance committee, native authorities, young leaders, etc. The ID has strengthened the capacities of some municipal and community leaders, also, it contributed to the formation of new leaders who – now – are answering their communities’ needs. For example:

“My community is located in the low area, when flooding comes we lose our crops; to address this problem, I elaborated a project and it was approved.” (Daniel Gigesi 2013”)

IDMAN-B is having impact in some municipalities; however, we could notice that impact is not as expected by participating people, they consider that the municipality does not give them space to develop their capacities. 32,1% mentioned that almost always there is space for putting into practice their capacities, 27,4% answered always, 25% with sometimes, 9,5% rarely while 6% answered never. Looking into this reality, we cannot leave aside the impact made by the training/formation process.

Graphic N° 16. Labour Spaces for Graduates

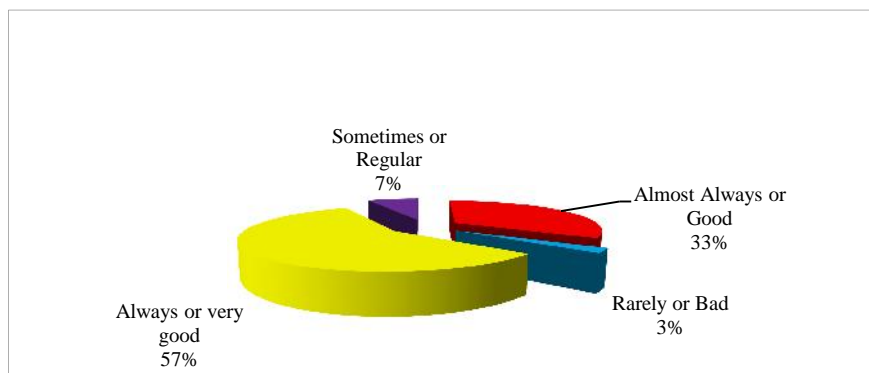


Source: Survey – Own Elaboration

- WOMEN PARTICIPATION

One characteristic of the ID has to do with the increase of women in training processes and in decision making posts in municipalities and communities. According to the survey, 57,1% of surveyed people answered that the ID *always* promotes women participation in the formation/training processes, 33% answered *almost always*, 7,1% *sometimes*, 2,4% *rarely*. The latter data shows lack of information or not knowing about this matter.

Graphic N° 17. Women Participation – Formation Processes



Source: Survey – Own Elaboration

Women participation is evident. Despite their difficulties, they want to participate more and feel that their interests are represented. Although participation levels are not as expected, it is possible to see that there is an important presence of women that produce a qualitative change, which, at the same time promotes and wants to increase women participation.

“Convocations shall generate commitment and agreements with women and men from both federations so that they be the ones enhancing participation and driving the process” (Reynaldo Callejas 2013)

“Before I didn’t have knowledge about laws; I put into practice my knowledge about autonomias and municipalities’ law when I became part of the board to elaborate our organizational charter,” (Martina Cruz Osco. 2013)

“We help each other with information and to put into practice our knowledge in our daily activities” (Juan José Huanca Contreras 2013).

The Institute still has the challenge to generate spaces and training opportunities, promoting women’s participation in local development spaces with gender approach and service character; for this, a effective participation strategy shall be developed, considering technical training programs drop-out and graduation rates.

- EXPERIENCES AND FUTURE PROJECTIONS

ID’s formation processes had impact in participating communities; graduates are putting into practice their learning, giving answer to their needs. However, the mobile characteristic of these training processes have generated new expectations: new training demands arose, deepening of contents, implementation of new methodologies, class schedule, space and materials contextualized to the context and needs.

“We need to expand the contents, we can work through practice and implement other contents, for example, environment, projects’ sustainability, etc..., we can visits communities and even go beyond”. (Eulogía Villca, 2013)

“... Topics need to be diversified..., we need updated themes, for example, risks management, municipal autonomias law, environmental law, land management, transparency, productive processes, business initiative, use of green technologies” (Gladys Tonconi Luna, 2013)

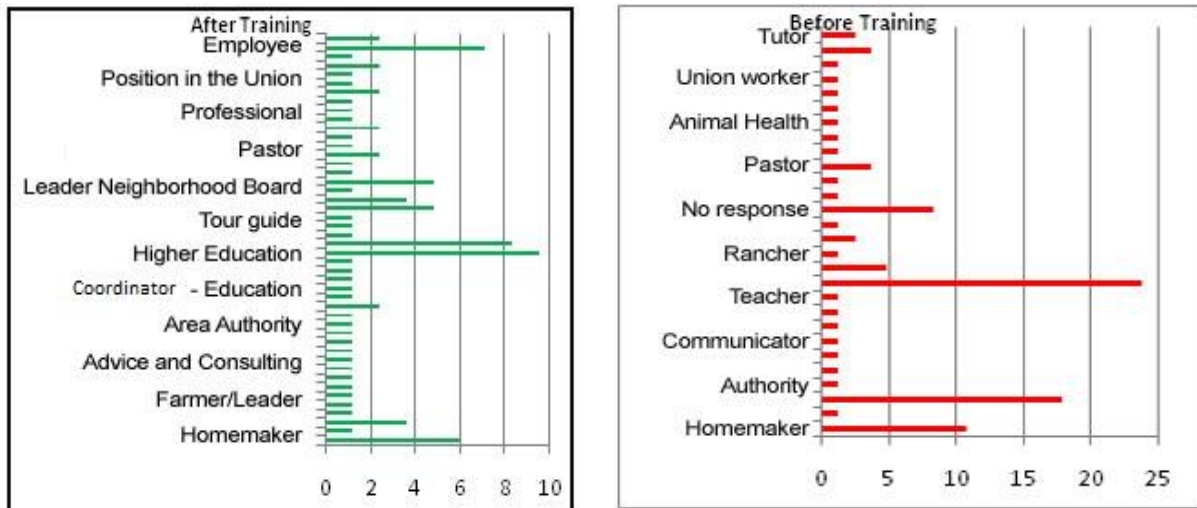
A good number of participants – interviewees – reflect on the need of having continuity of the ID’s training/formation processes in their communities and municipalities (without changing the current characteristics of the ID); this to deepen and update on topics, considering the context, this is to say, the program needs to strengthen the beneficiaries’ capacities.

“I have already learnt how to elaborate a project, now I would like to learn about its management and how to get funding” (Jonatan Morochi Q. 2013)

“There is still discrimination against women, we need to know our rights, we still need training” (Elogia Villca Carrasco 20013)

Finally, it is necessary to mention that when collecting information from the 22 visited communities, we found 1 to 2 leaders per community, who perform different social roles. Next chart shows this information:

Graphic N° 138. Surveyed Labour Activities: Before and After Training



Source: Survey - Own Elaboration

Interviewed people state that aside from their activities, now, they are also performing other roles, such as, municipal officers, community authorities, young-groups leaders, council men/women, education coordinators, human development assistants and others. This shows that after having participated from the training courses offered by the ID, graduates have more capacities; what's more, they have a social consciousness aimed to transform their personal and communities' situation. They mentioned that for having real change and make decisions, they need to get trained.

D) EFFICIENCY

- OFFERED COURSES AND EXPECTED OUTPUTS

Next graphic shows the answers given by graduates about modules/programs taken. Looking carefully, we can see that 20,2% of interviewees have taken module on *Projects Profiles*, 13,1% *Entrepreneurial Leadership* and 41,7% have taken the *four modules*.

Graphic N° 19. Programs taken by Participants



Source: Survey – Own Elaboration

Analyzing the answers, we can see that surveyed people value more the contents given in the modules for entrepreneurial leadership for development, which involves: formulation of project’s profiles, community development-gender. As they mentioned:

“... people need to learn about leadership and municipal management so that their communities grow”. (Addy Combeta García 2013).

“Training help us to know about our reality and what we should do for the different projects”. (Domitila Chuquimia 2013).

When comparing the data, it is evident that modules meet the needs and expectations of the target population, reaching the proposed development goal: “Contribute to the Bolivian society to reach a real democracy where the Civil Society and State work hand by hand to achieve a more just, caring and equal society”

- PROJECT COST – BENEFIT

According to the information provided by the ID about the programmed budget – implemented and number of trained people in the different management periods – we could only make a comparison of costs and outcomes:

CHART N° 1. Implemented budget in the 2008 – 2012 period US\$

YEAR	PROGRAMMED BUDGET	IMPLEMENTED BUDGET			TOTAL IMPLEMENTED
		Municipality	MAN-B	Others	
2008	34.207	14.989,69		1.202	16.191,69
2009	20.200	11.387	6.000	2.400 (D-FRIF)	19.787,00
2010	21.800	13.003	5.045	3.752 (D-FRIF)	21.800,00
2011	21.800	18.103,82	414,00	4.395,18 (D-FRIF)	22.913,00
2012	22.700	18.661,42		6.151.60 (D-FRIF)	24.813.02
Total		76.144.93	11.459	17.900,78	105.504,71

Source: Financial Data provided by the ID

Using the information from the budget chart, the relationship between cost-outcome is the following:

- Income from Municipalities 76.144.93
- Income from MAN-B 1.459
- Other Partners 17.900.78
- TOTAL INCOMES 105.504.71
- Total # of trained people 3.308 (graduated/training events)

- Total # of graduates 2.441 (Women: 1173 – Men: 1268)
- Relationship cost-outcome 43.22

According to the obtained data, it is possible to see that the financial implementation is divided by expenditure items that need to be compared with benefits given to the beneficiaries; this, to know about the estimated cost-benefit and its relationship with other projects or similar programs.

Likewise, it was seen that the ID shares different items with MANB, such as, infrastructure, legal advisory, communications, etc.

In general, having as a base the data provided by the ID, the cost-outcome per graduated person is of 43,22 \$us; however, it was not possible to differentiate the cost-outcome of training events because the total amount implemented does not provide detail data about budget allocation.

Cost-outcome

A graduated student costs 43,22 \$us, after updating costs, a graduate costs 50 \$us in close-by municipalities and 60 \$us in far municipalities.

It is evident that when considering the short and mid-term benefits, the training of basic technicians is not high, on the contrary, this cost can become lower if this type of training becomes a public policy since training will be general.

Taking into the consideration this analysis, we can state the following:

a) Development of foreseen and implemented activities

Foreseen activities have been implemented according to the plan, project benefits are verifiable; 3,308 people were trained and informed, from which, 1,551 are women and 1,757 are men.

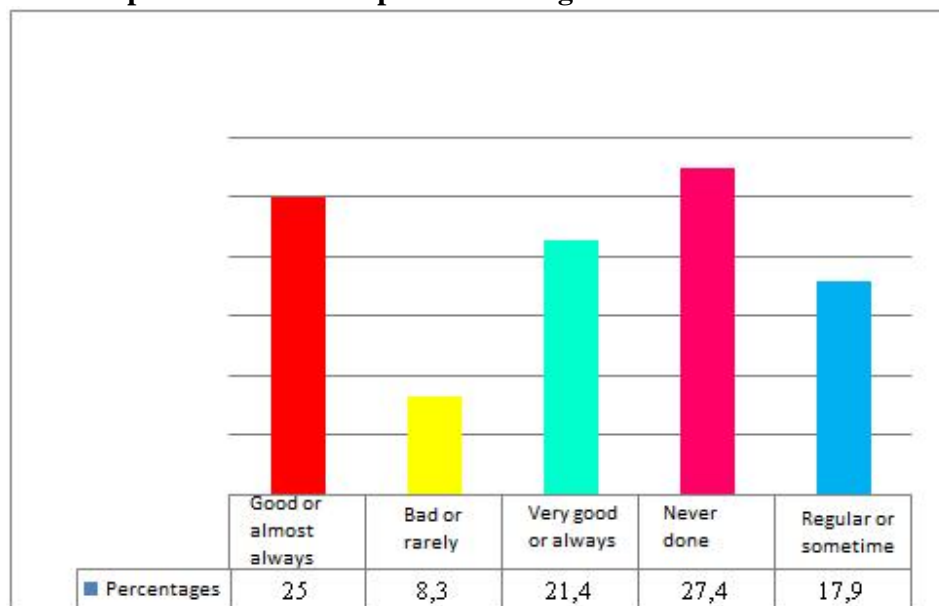
Despite of this, internally (Strategic plan vs. achieved outcomes) we can see that there is no much coherence between planned and implemented, projections are not realistic as for activities and budgets. The ID needs to review its indicators, establishing reachable and measurable indicators.

b) Investment of planned resources

As for the budget implementation in materials and talent, data provided by the ID does not specify investment made in these areas. It was not possible to access to this information.

About the same topic, when asking graduates about their participation in project's allocated resources management, they answered: 27,4% of participants said *never*, 25% almost *always*, 21,4% *always* and 17,9% *sometimes*.

Graphic N° 20. Participation: Management - Administration



Source: Survey – Own Elaboration

Survey and interview results show that funds and agreements are managed in a vertical manner between the Municipality/Community and the Institute for Development, which limits beneficiaries participation in negotiation processes and signing of agreements.

E) SUSTAINABILITY

The evaluation on *sustainability* shows that the project contributes to the **continuity of achievements and impact processes** within this changing context. The basic technical formation provided by the Institute is framed by some State Constitutional Factors and Public Policies; also by Municipal, political, institutional, economic, personal and gender equity factors. In this sense, some risk factors have been identified for technical training sustainability.

- CONSTITUTIONAL FRAMEWORK AND PUBLIC POLICIES

As for fundamental rights, the Constitution states in Art 17 “*all individuals have the right to education in all levels, in a productive, free, comprehensive and inter-cultural manner, without discrimination*”.

The Avelino Siñani – Elizardo Pérez Educative Law (AS-EP) promotes the technical formation of young and adult individuals, matching the Institutes approach since it promotes technical formation spaces for local development, putting emphasis on leadership, involving men, women, leaders, and native, civic, union and neighbourhood authorities. Another mandate stated in the

law is related to the use of the native language in the teaching process. As a result, the scenery that emerges by the application of this law is favourable for the continuity of processes promoted by the Institute.

- MUNICIPAL PERSPECTIVES FOR THE ID

The evaluating team considers that the ID's sustainability shall be framed as a public policy due to the following reasons:

The ID responds to the needs municipal governments have, then, good relationships have been built and demands for communities development have been addressed. All municipalities in Bolivia, especially those with poverty indicators, need leaders and technicians with comprehensive training/formation to implement the Annual Operations Plans and Human Development Projects. The training proposal offered by the Institute will always be needed since there is demand of local capacities in Municipalities.

Technical formation programs answer to community needs and demands, graduates design projects for their communities, perform as leaders of indigenous organizations, school councils, etc.

The challenge is to articulate the Institute training/formation offer to municipal goals so that it can continue contributing to the sustainable local development of Bolivian communities.

- INSTITUTIONAL SUSTAINABILITY FACTORS

The Institute is training/forming young and adult community people interested about the transformation process established in the Political Constitution of the Bolivian Pluri-national State. Sustainability is possible since training, action put into practice, and inclusion of young/indigenous organization and municipal councils foster communities' development goals.

When analyzing the sustainability strategies stated in ID's Strategic Plan for the 2008 – 2012 period, the promotion and information dissemination of workshops and formation events in ID and MANB areas are emphasized as well as signing of agreements and contracts with Municipal Governments, contextualization of modules, mainstreaming of gender and environment, promotion of institutional and cultural values, certification of Sustainable Development Auxiliary Technicians (TADS) and strategic alliances with local and international private bodies.

For the promotion and dissemination of training workshops and events, some broadcast media is used: radio, TV and some printed material. However, some participants stated that these mechanisms are not enough:

“not all of us get information about the course, all cantons need to be reached..., federations shall be called to promote the courses so that everyone participates”. (Gladys Tonconi Luna 2013).

“Something important is to generate the need in municipalities and communities, for which it is necessary to have face to face work, but IDMAN does not have the human talent or resources. IDMAN – as project

– should be mainstreamed into the other areas of MANB, which will allow having more internal and external influence” (Hugo Daza, 2013).

IDMAN has to implement a communications strategy to show the image of MANB’s programs, activities, achievement and results. This implies that MANB shall “*systematize results and achievements reached to date, elaborating consultation materials, generate research processes, look for inter-relation mechanisms between programs, considering its mission and vision, as well as the social, political, cultural and educative context of the Pluri National State of Bolivia*” (Villena, 2013).

- INSTITUTIONAL AGREEMENTS

Agreements signed in the last years and training provided in participating municipalities (ID-MANB’s areas) show that there is no a relationship between planned and implemented activities; generally, signed agreements are short and their processes do not involve much participation, as stated by participants:

“Processes have been appropriate..., but I would like to have more courses, those who had the course shall have the possibility of continuing – even as a group..., we asked for an expansion, but it was not possible..., there is no a person to do it” (Martina Cruz Osco, 2013).

“We would need to speak with the person in charge, then, we could promote the course through the media or asking our authorities to do so” (Tonconi Luna, 2013).

Following this line, participants are clear on how to promote ID’s sustainability and influence in their communities and municipalities; as a result of the prestige consolidated by the ID, beneficiaries feel co-responsible for negotiating and looking for sustainable mechanisms to support the project.

“Grassroots organizations are the appropriate bodies to demand the implementation of AOP budgets..., we need to raise commitment in canton leaders; thus, identify - through an assessment – their needs” (Reynaldo Callejas, 2013)

“Convocations shall go straight to our organizations, then, we could be in charge for negotiating the agreement with the Mayor, giving an answer to our needs” (Cruz Osco, 2013)

To date, the ID has developed different formation/training processes for TADS (on leadership, moral, elaboration of project profiles, gender and environment), getting the recognition from the different municipalities and communities it works at. However, the evaluating team found that participants do not really identify the project as the ID, they relate it more to MANB.

- BASIC TECHNICAL CERTIFICATION

Nowadays the ID is granting certifications through an Alternative Education Centre “Delia Gambarte de Quezada” – external Institution; therefore, this makes IDMANB image disappear. There is no a legal academic structure that will support the institute in the future.

3,308 people from different communities were formed/trained and the respective certification was granted; however, for this, different difficulties with the Ministry of Education (Alternative Education) had to be overcome since it was not possible to reach agreements to provide the respective certification.

Graduated students had to overcome – as well – different difficulties, for example, they had to build the respective skills, carry out community works, help each other and comply with the training demands.

- **ECONOMIC SUSTAINABILITY**

To date, the ID is about to achieve its economic sustainability by means of municipal matches. The challenge is to make municipalities be financially responsible for the training process, sharing the co-responsibility with Bolivian donors. To have future projections, having national alliances with different organizations that promote social responsibility may be the alternative.

- **SUSTAINABILITY RISKS**

The greatest sustainability risk – from our point of view – is related to the lack of a legal and organizational structure, in the mid-term the Institute may not continue forming basic level technicians with a certification granted by the Bolivian Educative System, certifying in an independent manner through MANB and this certification would not respond to beneficiaries' needs and expectations.

The greatest challenge is to have ID proposal influence public policies, for this, it is necessary to establish a joint strategy with allies from different communities to have the institute become a mobile training opportunity that reaches different communities in Bolivia.

5. CONCLUSIONS AND RECOMMENDATIONS

A) PERTINENCE

The ID is an educative organization created by MANB to form grass-root female and male leaders. The program got prestige due to the formation of basic technicians in different areas: entrepreneurial leadership for development, gender and community development, formulation of project profiles, environment, preservation and conservation.

- It **answers** to the needs and demands of the target population, adjusting its contents to their requirements and National Policies of the Pluri-national – State. The Basic Technical Level training programs match participants' needs and demands, considering the local and national context, so that grass-root, native, civic and union leaders get to know and apply current regulations and processes, where these players have consolidated values of service, responsibility, trust, and honesty, by participating in updated and contextualized programs; thus, contributing to the development of technical capacities for leadership exercise and sustainable local development.
- It **develops** a basic technical formation **curriculum**, coherent with the current guidelines stated in Political Constitution of the Pluri-national State and Education Law, AS-AP. What's more, it is contextualized to the current social context and considers local culture for development.
- **Its challenge is to start a deep evaluation and transformation process of the curriculum and materials so that these be appropriate for future demands and requirements of the Pluri-national State and 070 Law.**

- ID's intervention and training has contributed to the empowering of men and women, having an important increase of women's participation – mostly adults – who exercise leadership roles and look for solutions to their needs and problems.
- **There is still lots to do; although women's participation is growing, still the Bolivian society has a patriarchal system that promotes exclusion and hinders democratization.**

B) EFFECTIVENESS

- The ID has a strategic plan – following MANB's guidelines - with yearly goals. From this analysis, it is possible to see that the strategic plan has limitations, since there are substantial differences between planned and achieved, it can be deduced that these results are related to the organizational structure.
- One ID characteristic, is that it promotes a kind, deep and respectful dialog with communities, since each year it identifies participants' needs to make the respective adjustments to the programs; however, there is no a participative planning – hindering the possibility of knowing about ID's general activities – only for workshops. Participants do not know about the budgetary management, general costs of the training process, counterpart contributions, etc.
- The educative offer is under the responsibility of the ID coordinator, who looks into the project's logistics, administration and management, which does not seem the most appropriate and efficient way of working.
- It is important to consider the consolidation of a communications' team to support information dissemination, elaboration of support materials, and implementation of a strategy for influencing decision making levels.
- **ID' logistics – acquired as a result of this process – are questioned by participants and graduates; ID challenge is to form a Work Team formed by alternative education professionals for the achievement of yearly planned goals.**

MUNICIPAL STRENGTHENING

- Municipal management and development training programs strengthen the different participating municipalities, which might be the only training opportunity for rural-urban communities to get informed and involved in local development. This process makes trainees find their service vocation in municipal posts and other decision making levels; in this sense, some graduates – now – perform as council men/women, native authorities, young leaders, etc.
- Many times, municipal authorities have an active involvement in the training/formation process, signing an agreement with the ID. The Municipal Government appoints a responsible person to monitor the training processes, provides a match for costs and follow-up and evaluates outcomes. However, given the mobile characteristic of courses and the lack of stability in many municipalities, graduates or technicians do not find space to contribute to municipal management, having to look for other work areas.

DIACONAL APPROACH – REGULATIONS, METHODOLOGY AND CONTENTS

- The ID is coherent with MANB guidelines; it mainstreams the diaconal approach into its design's technical programming, merging values and other cross-cutting themes, for example, love, service, transparency, trust, reciprocity, commitment, responsibility, self-esteem, and team work. Outcomes for values development show that ethics and moral values

are the base for human and sustainable development. However, it is necessary to establish a didactic model that will allow putting it into practice and consolidating training into action.

- As for the technical formation curriculum, it collects the needs, articulates the contents, and promotes the application of a constructive-participative methodology. As a way for contextualization, workshops are developed in aymara, which is really valued by participants. Having a mobile training system is innovative and meets participants' needs; this is not only recognized by communities, but also by area specialists.

FACILITATORS - OUTCOMES

- Facilitators are social area professionals committed with the adult training process, they are temporal (external staff) and hired as consultants for fixed-terms (for the duration of the course), their methodologies and strategies produce the necessary impact.
- **Educative materials** are necessary for the development of capacities in each program; they are informative and provide examples about the different topics. However, educational modules do not present an interactive pedagogical and participative module for the training processes.
- IDMAN has Municipal Government and Diaconia FRIF as strategic allies; in order to achieve current and future sustainability, **it needs other allies, such as, social organizations, NGOs, state bodies – Ministry of Education and Ministry of Decolonization – Legislative Assembly Commissions for Inclusive Education, community leaders, private bodies (Universities) and others with social responsibility and commitment.**
- Still, IDMAN was not able to overcome its isolation problem within MAN-B; its organization is not enough to respond to the diverse activities generated by the project. **Then, it has to incorporate facilitators into its structure so that they can help with pending tasks, promote internal policies and contribute on the addressing of local and national challenges.**

C) IMPACT

- The ID has developed skills in participants which allows them read and understand their reality. For example, in Caranavi, participants stated that it is not necessary have labour spaces to answer to their needs; they said: *we are leaders, entrepreneurial and have to generate spaces to answer to our problems.*
- It is necessary to highlight that leaders formed by the ID are performing roles within the municipalities and communities, they have a clear idea of their needs and know how to meet them. They mention that this was possible thanks to the training courses, because they got some tools to speak-up. However, they also indicate that there are many pending things for which they suggest having deeper training and continuity of courses.

D) EFFECTIVENESS

Making an evaluation of effectiveness does not only mean determining whether unit costs of goods and services are coherent, it implies considering if the total cost of supplies needed – according to the utilized implementation strategy – match achieved outcomes.

- The **cost** of a graduated student is of 43,22 \$us, after costs updating, a graduate from a close-by municipality is of 50 \$us and from faraway municipalities is of 60 \$us. From this it can be inferred that the cost compared to achieved benefits is feasible; these amounts can be lower if a national policy is boosted for this end.

- Participants mention that the different technical training programs require updating, consolidating what has been learnt. The challenge is that technical formation programs contribute to the integration of knowledge, skills and attitudes for having a good performance of attendees in their communities; this implies the merging of those pillars defined for the XXI century education: knowing, know how, and knowing to be live with others²³ (UNESCO, 1996).
- **The biggest challenge has to do with the building of technical capacities aimed to communities local development through the application of sound programs and methodological strategies that will contribute to develop the being, doing, knowing and deciding, overcoming time and distance limitations. For this, modules shall not be too concentrated and should consider participants' level.**

NEW COURSES DEMAND

- New demands are related to deepen knowledge on national policies, such as, decolonization, generation of socio-productive and community projects, community management, Autonomies and Decentralization Framework Law, and elaboration of Charters. This demand shows the need of deepening into the current constitutional frameworks and policies, which is understandable, since it is related to the actual constituent political process of the Bolivian State.

BUDGET IMPLEMENTATION

- In general, budget implementation is divided by expenditure items that need to be compared with benefits given to project graduates; this, to know about the estimated cost-benefit in the different components. **This analysis was not done due to the lack of information; however, the cost-result was determined.**
- Foreseen activities have been implemented according to the plan, where benefits reached the target groups. In some cases, indicators established in the strategic planning were not achieved.
- Quantitative results show that **there is little participation of graduates on the project's economic resources management. Participation – in most cases – focuses on negotiation and signing of agreement processes.**

F) SUSTAINABILITY

- The current context and the new constitutional and public policies of the Bolivian State demand technical formation, fundamentally in municipalities to support the local development processes; this framework allows ID sustainability.
- Sustainability needs to be promoted as a public policy for local training because communities and municipal governments' training needs is visible now and will continue being in the future.
- It will be achieved through a deep transformation for promoting capacities development, both in teachers and students, establishing objectives, a productive and social-community pedagogical model and structure, following the Constitutional Policies of the Pluri-national State and Law 070 guidelines.

²³UNESCO, Report for UNESCO from the International Commissions for XXI century education, Jacques Delors (1996). *Educación holds a treasury*. Madrid: UNESCO Editions

- **The Institute training process has to match the Municipal goals; thus, contribute to the sustainable local development of Bolivia communities.**
- To achieve mid and long-term sustainability, the ID has to comply with the requirements established in the regulation for Alternative Education, generating administrative and academic autonomy and strengthening its training identity in the national context.
- The institute has a promotion and information dissemination strategy, implemented through workshops and training events, for which some media is used: radio, TV, and fliers. However, these mechanisms are not enough, there is the need to build a more concrete strategy for a future stage.
- IDMAN has the urgent task to implement a more aggressive communications strategy to show MANB's image, programs, activities, achievements and results. For which MANB has to *“systematize achievements and outcomes, elaborate consultation materials, generate research processes, look for inter-relationship mechanisms between the different programs, considering its vision, mission, and the current social, political, cultural, and educative context of the Pluri-national State of Bolivia”* (Villena, 2013).

RECOMMENDATIONS

Having as a base the human capital and broad knowledge consolidated to date, the ID needs to define and clarify its internal position through:

- The Integration and effective coordination with MANB, answering to the demand and initiatives of programs and projects, since the institute can contribute with its experience.
- The ID has to consolidate its identity as part of MANB, for which it is necessary to reflect on its future and national, departmental and institutional sustainability, implementing actions as part of MANB, going beyond the current intervention areas because requirements – many times – exceed the work of the Mission Alliance.
- Search for mechanisms to connect with the other programs, considering its mission and vision as well as the current social, political, cultural and educative context of the Pluri-national State of Bolivia.
- Evaluate the Technical formation programs to have a more effective values promotion model, considering the socio-cultural diversity and experience acquired, promoting theories and specific spaces for the development of “values, principles and attitudes”, keeping in mind different activities, procedures and established deadlines.
- Elaborate Technical formation support materials, settling down programs' capacities and generating interaction, following the socio-community and productive model (stated in the Constitution of the Pluri-National State of Bolivia and Law 070).
- Find key strategies to consolidate the technical capacities aiming to communities local development through the application of sound methodological strategies and programs, focused on practice and not on theory, articulating the being, doing, knowing and deciding dimensions; overcoming time, distance and information-transfer limitations.
- Continue prioritizing women through the use of different methodologies and strategies: articulating axes, programs' principles, and sensitizing communities, authorities, leaders and families about women's rights, promoting women participation as a key player for social processes.
- Strengthen the technical capacities of the team - responsible for the design, implementation, monitoring and strategic planning evaluation – to give an answer to lessons learnt and to ID's social demand.

- Readjust ID's organizational structure by building a Work Team that will consider the Institute's acquired experience, involving facilitators, redefining capacities and limiting responsibilities and roles for the addressing of pending tasks; thus, strengthen internal policies and give answers to local and national challenges.
- Design a strategy for making alliances and networks with other partners, such as, social organizations, NGOs, State Institutions, Ministry of Education, Ministry of Decolonization, Legislative Assembly Commissions for Inclusive Education, community leaders, native authorities, privates academic bodies (Universities), Educative Councils of Native Populations and others that promote social responsibility; this to address demands and to guarantee the project's long-term sustainability.
- More than carrying out a readjustment of contents, provide new courses to attend the national demand, for example, decolonization, social productive and community projects, community management, Decentralization and Autonomies Framework Law, Organizational Charters, etc.
- Include leaders from target populations into the planning, monitoring and funds management processes, strengthening the Institute's trust and democracy values.
- Establish permanent monitoring and evaluation processes as part of the Institute's management culture to reach expected results and to improve quality.
- Design a comprehensive nation-wide strategy so that the institute – in the midterm – becomes a public policy because communities and municipal governments' training needs is visible now and will continue being in the future. This process shall be promoted through alliances with those social-community leaders were formed by the Institute.
- **Following this line, the ID shall define its identity and way of working, becoming a technical formation centre with certification, having management and academic autonomy; thus, strengthen its formative/training image at national level.**
- Implement a more aggressive communications policy to show IDMAN's image, programs, activities, achievements and results to the Bolivian society; this can be done through the systematization of its technical training programs' results and processes; also, by making some events with national and international leaders. In brief, it has to design an aggressive communications strategy.
- Build a strategic vision for the institute, considering the acquired experience and achieved results to work at national level, keeping in mind that the selection of future target areas – municipalities, departments – has to consider poverty indicators and municipalities and communities' co-responsibility.
- Organize the institute training proposal considering the municipal goals to generate demand; thus, contribute to the sustainable local development of Bolivian communities, establishing a regional and local curriculum.

6. LESSONS LEARNT

This external evaluation process has left a group of learning experiences in the evaluating team; these lessons learnt shall not only be useful for this team, but also – fundamentally – it shall be useful for ID's future works. In this sense, next we share the most meaningful learning experiences hoping to have the respective feedback:

- Despite difficulties and challenges, although ambitious, it is possible to have good results. In this line, MANB and the ID had made a great work providing comprehensive training to grass-root female and male leaders and native authorities, which is an important contribution to fight against poverty, prioritizing women assistance and – in many cases – to populations groups that do not have training opportunities. This type of work is helping communities' and municipalities' transformation.
- It is worth mentioning again that providing comprehensive training to individuals with service vocation – committed with their communities – contributes to personal transformation and local development.
- Having a formation approach based on values and principles, in the mid or long term, is the best guarantee for human and sustainable development, since commitment, social responsibility and solidarity promote union and empowerment of people, helping them to discover their strengths and talents to transform their communities.
- This final external evaluation helped to ratify that the main goal was to improve the educative processes; then, it was important collect information considering the goals and indicators presented in the ToR, carrying out a permanent reflection on findings.
- Although the methodology used for this evaluation is qualitative and quantitative, when implementing it, more qualitative information was collected, which allowed exceeding the expected indicators and find important aspects about the formation/training offered by the ID.
- The empathetic and humble attitude of key informers was key for collecting information and speak with process participants.
- Those projects that use local experience and knowledge – respecting organizations and having alliances with municipalities and local authorities – have more success, sustainability and impact possibilities.
- If products are not communicated or socialized, they get lost; then, it is important to communicate, disseminate and provide information about outcomes and results to guarantee a project's institutional, municipal and possibly national sustainability.
- Evaluation results shall be analyzed with a critical and constructive vision to adjust and re-organize areas that may need so, providing innovating and creative solutions, and answering to the formation needs.
- It is important to return this work – through concrete information dissemination strategies – to the key players and to all those that participated from it – directly or indirectly, making them feel not only as informers, but also as individuals whose reflections and opinions are valid and contributed to the production of this report.

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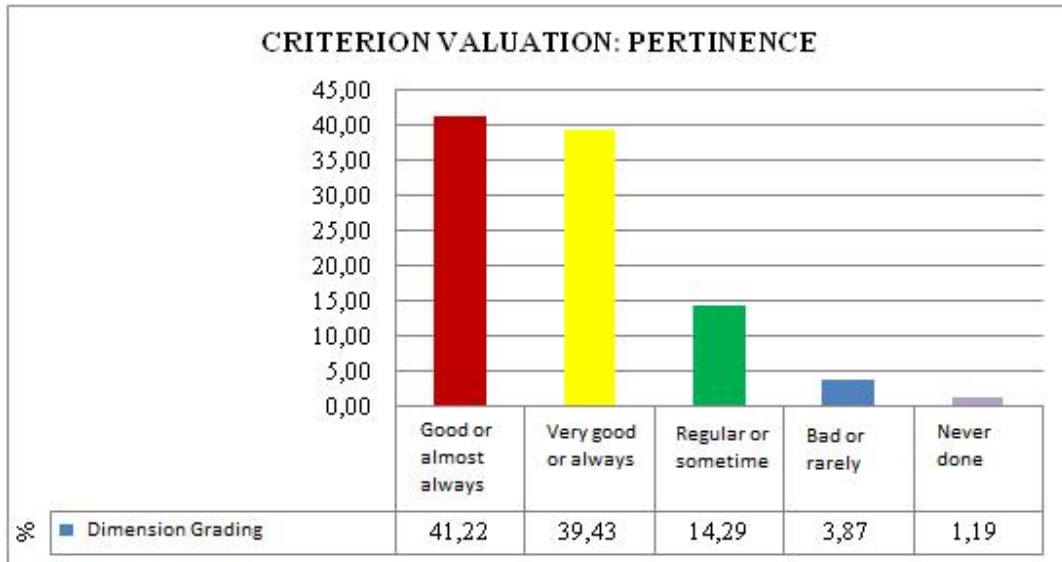
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ANNEXES

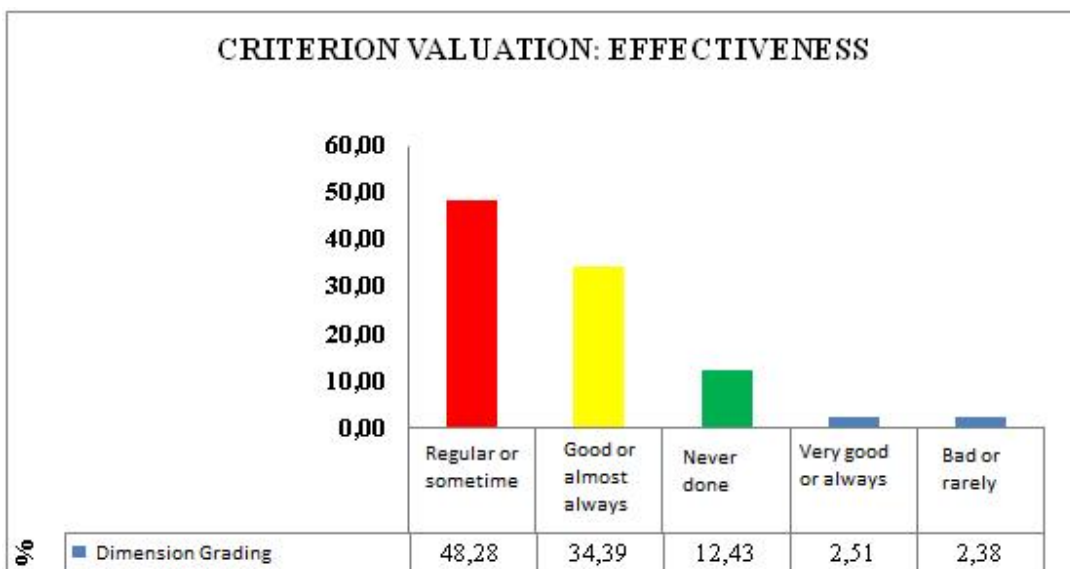
ANNEX N° 1: Criteria Valuation per component.

**Graphic N° 1
CRITERION VALUATION: PERTINENCE**



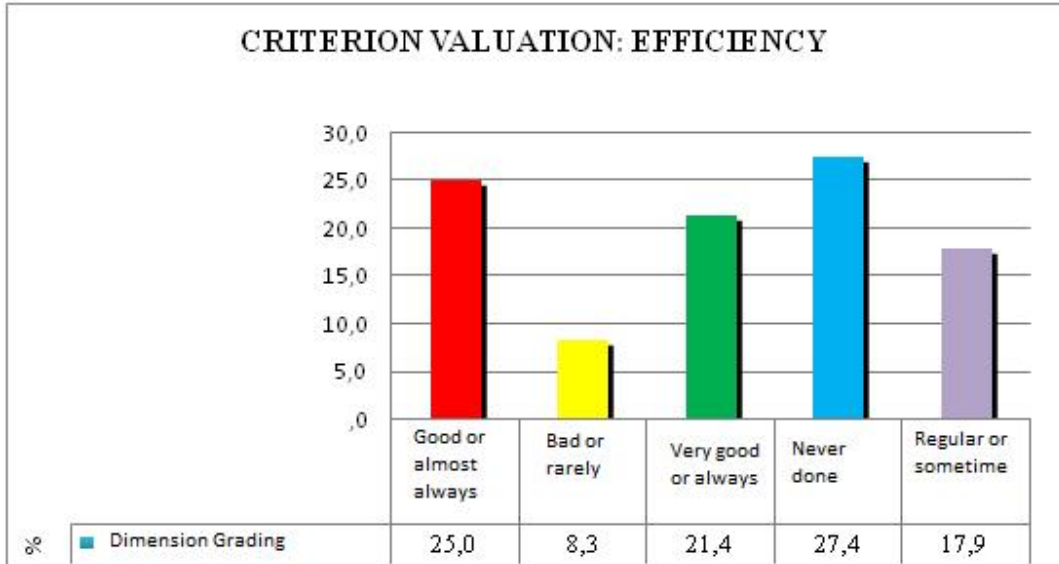
SOURCE: Survey – Own Elaboration.

**Graphic N° 2
CRITERION VALUATION: EFFECTIVENESS**



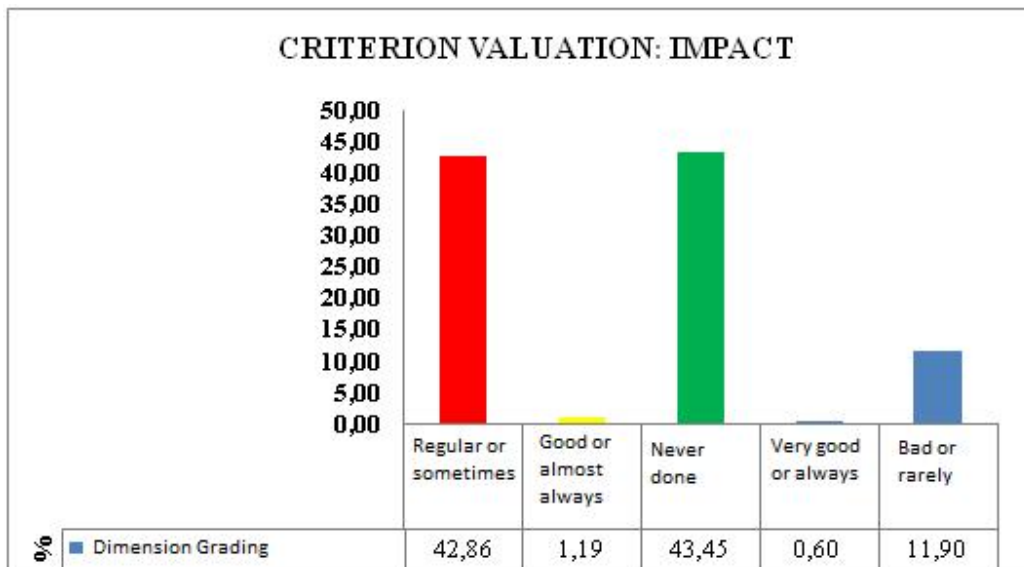
SOURCE: Survey – Own Elaboration

Graphic N° 3
CRITERION VALUATION: EFFICIENCY



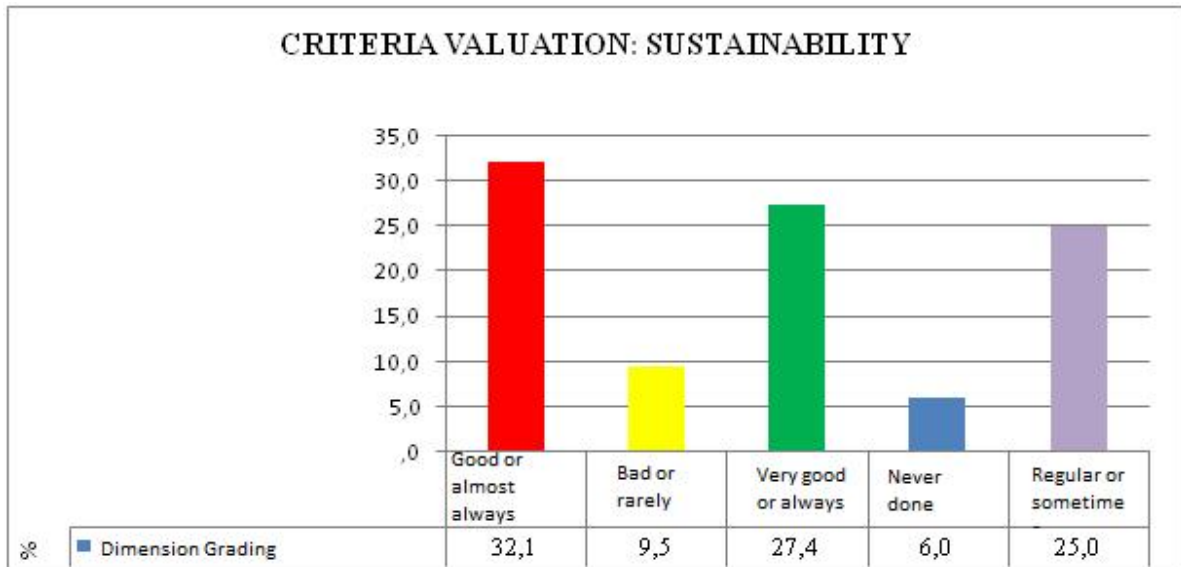
SOURCE: Survey – Own Elaboration

Graphic N° 4
CRITERION VALUATION: IMPACT



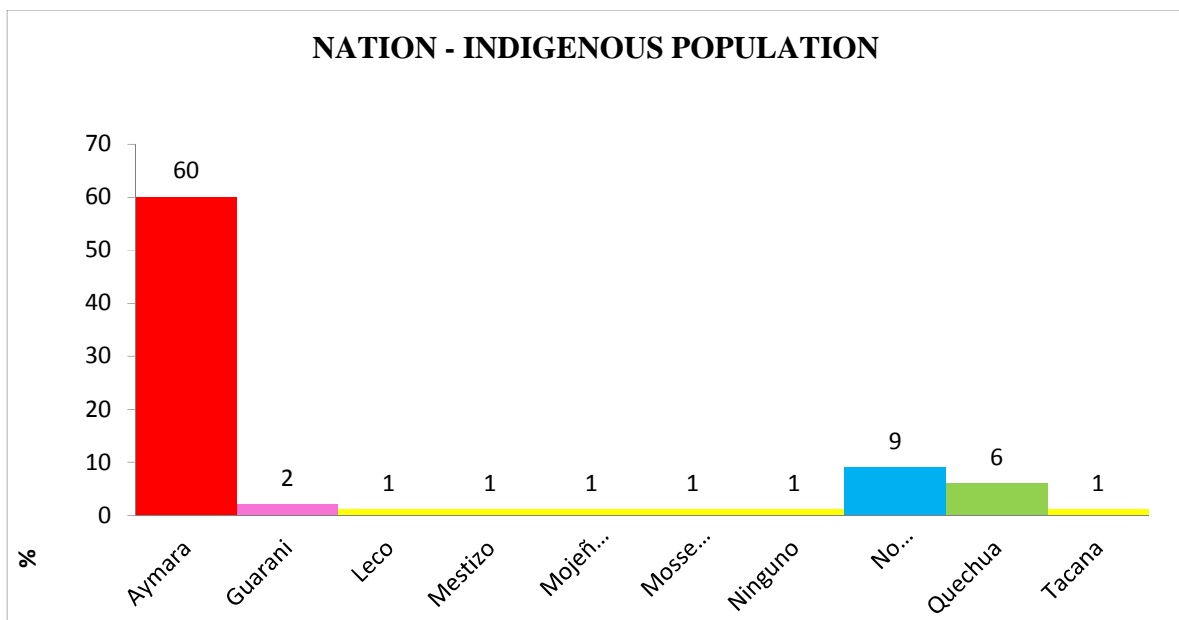
SOURCE: Survey – Own Elaboration

Graphic N° 5
CRITERIA VALUATION: SUSTAINABILITY



SOURCE: Survey – Own Elaboration

Graphic N° 6
BENEFICIARIES' NATION – INDIGENOUS POPULATION



SOURCE: Census Form – Own Elaboration

ANNEX 2: Analysis, Indicators, Questions, Subjects and Sources of Information Categories

Chart 2
Analysis, Indicators, Questions, Subjects and Sources of Information Categories

CRITERIA	ANALYSIS CATEGORIES	QUALITATIVE INDICATORS	QUANTITATIVE INDICATORS	POSSIBLE QUESTIONS	SUBJECTS	SOURCES OF INFORMATION
<i>PERTINENCE</i> <i>Obj.2.2.1</i>	Institutional Management	- Educational Policy linked to technical formation.	- % of alumni - % graduated - % technicians working in their communities. - % of technicians that manage their project profiles for project implementation	What are the national, municipal and educational policies that are strengthened through the project? Is the project valid considering the actual context at national, local and regional levels; as well as in sector's policies and priorities framework? How many project profiles have been implemented by GOs and NGOs?	Alumni Graduates Technicians working in their communities.	- DOCUMENT REVISION: - Institutional Strategic Plan for Development. - Institutional Assessment - Educational Law 070 Avelino Sinani - Elizardo Perez. - Political Constitution of the Pluri-national State. - National Development Plan. - Statistical data on the quantity of graduates (alumni).
		- Participants (students) selection criteria.	- Quantity of expected students in the project and programs, according the logical framework - Students expected and reached.	Does the beneficiary population respond to the selection criterion established by the project? Do you know the participants' selection criterion?	Project Direction levels. Participants formed by the project.	Project's Priority Subjects
		- Knowledge of the project by population or community.	-	Were concrete actions developed for project appropriation by the participants?	Project Management Levels.	- Project Reports
		- Needs and expectations of the population	-	Which needs and expectations of beneficiaries incorporated by the	Project Management Levels	- Project's document revision (Indicators,

		incorporated in the project.		project? Does the project respond to the participant's priority needs?	Local social organizations The socio-educational community.	- institutional actions) Project identification.
		- Strategies developed by the project to promote leadership.	-	Which strategies did the project incorporate in order to promote leadership in the Institute and the community?	Project Management. Local partner organizations. The socio-educational community.	- Project's document revision and semi-structured interview to players.
		- Project contextualization and adaptation to the community's needs.	-	Have adjustments been done to the project's design and development, considering previous suggestions and evaluations?	Project Management Levels	- Project's document revision (problem approach). - Project documentation interest: Assessments, local partner organizations, Base Line, Study. - Outcome (results) of external evaluations: 2003 and 2007.
		- Teacher Selection Criteria	-	Is the teacher (male and female) selection criteria appropriate?	Project management. Local partner organizations and the socio-educational community.	- Document revision of the education proposal and work with focus groups. Revision of educational materials.
		- Curriculum programs developed (contents plan).	-	Did the training programs contribute to leader formation and decision making? Were they relevant and opportune to the actual scenario?	Local partner organizations and the socio-educational community. Facilitators	- Document revision of technical design curriculum design. - Interviews with focus groups: facilitators and students.
		- Organizational structure with broad representation in equality and gender.	-	Was an organizational, democratic, and dynamic structure established with broad representation and gender equality for institutional management?	Management levels Operational levels Student's representatives.	- Semi-structured interview - Organizational chart revision. - Operations manual

						revision (or competence dictionaries).)
		- Community socialization.	-	Are reports provided to the community to strengthen both, democratic sense and leadership exercise?	Management levels Operational levels Student's representatives Local partner organizations representatives.	- Institutional management reports - Semi-structured interviews.

CRITERIA	ANALYSIS CATEGORIES	QUALITATIVE INDICATORS	QUANTITATIVE INDICATORS	POSSIBLE QUESTIONS	SUBJECTS	SOURCES OF INFORMATION
EFFECTIVENESS Obj.2.2.2.	Educational Processes	- Design and implementation adapted to target population expectations		Regarding coverage, sex and age; is the project covering the beneficiaries' needs and expectations? Are the design and implementation of the actions suiting the participant's expectations in reference to their priorities and the guarantee of their rights?	Local partner organizations and the socio-educational community.	- Planning documents revision, semi-structured interviews and focus group.
		- Suitable to the groups' reality (schedules, moves, etc.)		Are the project and its intervention suitable to the beneficiaries' every-day practices (schedules, moves, etc)?	Local partner organizations and the socio-educational community.	- Planning documents revision, management reports, semi-structured interviews and focus group.
		- Access to IDMAN activities.		Are the target populations encountering difficulties to access intervention activities?	The socio-educational community.	- Semi-structured interviews and focus group.
		- Access to formation processes and women's participation.		Does access to formation processes promote women's participation?	The socio-educational community.	- Management reports documentation revision, semi-structured interviews and focus group.
		- Trainers, administrators and directors formed to facilitate the Project's development.		Are trainers, administrative personnel and management staff promoting action development and municipal strengthening?	Municipal Authorities. Management levels. Operational levels. Project's beneficiaries.	- Document revision of formation and pedagogic accompaniment proposal. - Semi-structured interview (teachers).
		- Training related processes answer to socio-community needs.		Is the formation and pedagogic accompaniment - teachers (male and female) receive - enough to meet socio-community needs?	Local partner organizations and the socio-educational community.	- Document revision of management reports and

						focus group.
		- Diaconal approach and principles of the current education law.		Is the diaconal approach aligned to the current Education Law principles? How are these principles being incorporated in the curriculum development? Are they mainstreamed or they are specific for an area?	Management levels and operational levels. Target population.	- Document revision. - Focus groups.
		- Design and curriculum development with gender and rights intercultural approach.		Did the design and curriculum development achieve the expected outcome (result)? What adjustments were incorporated during the process? Do they respond to intercultural approaches for gender and rights, under a socio-community vision?	Operational levels. Target population.	- Document revision. - Focus groups.
		- Own and suitable methodology to reach foreseen outcomes (results) and objectives (itinerant).		Is the project's intervention methodology (with own characteristics for local-social-organization), the most suitable to reach foreseen outcomes (results) and objectives? Does the participation of different players (including main right-holders populations) favour and promote beneficiaries' appropriation? Which are the most successful aspects of the methodology? What synergies and complementarities should be promoted?	Local partner organizations and the socio-educational community.	- Work with focus groups. - Document analysis of "Inclusive Education in Latin America and the Caribbean: opening roads for one more just" - Follow-up report.
		- Educational approach of technical formation.		How are the gender, human rights, community leadership, and intra-intercultural approaches being incorporated in the (project) technical formation processes? Are they considered as an educational integrating proposal or are they compartmentalized?	Local partner organizations and the socio-educational community.	- Document revision and work with focus groups. - Revision of educational Plans and Programs.

		- Training methodology and contents.		Are the training contents and support materials appropriate (coherent with the male/female beneficiaries' reality, respectful of their cultural identity, and facilitator of educational processes)? Do they contemplate gender, human rights, and intra-intercultural approach?	Local partner organizations and the socio-educational community.	- Document revision of educational proposal and classroom observation
		- Training courses and expected outcome (result).		Do the training courses promote the project, and respond to the expected output (product)?	Local partner organizations and the socio-educational community.	- Document revision - Semi-structured interviews - Focus groups
		- Methodologies and strategies developed in the Monitoring.		What methodologies and strategies were used at activities and output (product) levels? Were timely adjustments made considering the previous evaluations? Which are the most significant adjustments? Do formed leaders analyze the information in order to make decisions and apply corrective measures at the right time? Do they have reflection spaces upon indicator's advance?	Executive levels, partner organizations.	- Document revision. - Reports.
		- Pedagogic and didactic accompaniment that teachers and students receive.		Are the pedagogic-didactic formation and accompaniment that male/female teachers receive, enough to facilitate the incorporation of the inclusive educational proposal in the classroom?	Local social organizations	- Document revision of the formation proposal and pedagogic accompaniment - Semi-structured interview (teachers)
		- Formative processes of internal and external facilitators.		Is the approach of internal and external facilitators appropriate to achieve formative processes that respond to social needs?	Local partner organizations and the socio-educational community.	- Document revision of management reports and focus group.

		<ul style="list-style-type: none"> - Synergies with counter-parts (municipal governments-communities) 	<ul style="list-style-type: none"> - % of local government contribution. - Quantity of agreements with partner organizations. 	<p>Was complementarity and synergy with the counter-parts (municipal governments-communities) promoted? What does the project participation mean to communities and municipalities? Is it having consequences in its educational quality? Is complementarity and synergy among players promoted?</p>	Local partner organizations, educational authorities, and civil society organizations.	<ul style="list-style-type: none"> - Document revision of management reports and semi-structured interviews.
		<ul style="list-style-type: none"> - Recommendations to the external evaluation project. 		<p>Have the project's external evaluations positively influenced toward the achievement of outcomes (results)? Have the recommendations for outcome (result) achievement been effective?</p>	Management levels	<ul style="list-style-type: none"> - Document revision of semi-structured interviews.
		<ul style="list-style-type: none"> - Main non-wished and intervention generated effects. 		<p>Do you have any knowledge of other non-wished main effects generated by the project intervention?</p>	Management levels	<ul style="list-style-type: none"> - Document revision of semi-structured interviews.
		<ul style="list-style-type: none"> - Strengthening of local capacity and partner organizations. 		<p>Are the local capacities, including local partner organizations, being strengthened?</p>	Local partner organizations, educational authorities, and civil society organizations.	<ul style="list-style-type: none"> - Semi-structured interview and focus group.
		<ul style="list-style-type: none"> - Most significant outcomes (results) of the IDMAN work. 		<p>What are the most relevant areas for IDMAN's work: curriculum design, management, intervention with municipalities, or other? Do the partner organizations have knowledge of the project's outcomes (results)? Has there been a non-expected outcome (result)?</p>	Project Management Local partner organizations.	<ul style="list-style-type: none"> - Document revision of management reports and focus group.
		<ul style="list-style-type: none"> - MAN-B's project municipal outcomes (results). 		<p>What outcomes are there in MANB's action area municipalities? Is the difference between IDMAN and MAN-B's working areas significant?</p>	Management levels. Operational Levels.	<ul style="list-style-type: none"> - Document revision of the intervened and non-intervened areas. - Evaluation reports revision. - Semi-structured

							interviews.
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CRITERIA	ANALYSIS CATEGORIES	QUALITATIVE INDICATORS	QUANTITATIVE INDICATORS	POSSIBLE QUESTIONS	SUBJECTS	SOURCES OF INFORMATION
IMPACT Obj.2.2.3	OUTCOMES (RESULTS)	- Contributions of the target group to communities and municipalities.		Regarding leadership, have target group contributions to communities and municipalities been evaluated? Have you used some criterion for this evaluation?	Management levels. Municipal authorities.	- Semi-structured interviews.
		- Concrete outcomes (results) of male/female leaders.		Is the quantity of community male/female leaders in municipal spaces quantified? Do the male/female leaders have influential capacity in Municipal government, community and other ONGs? Do they have planning capacity and feel appropriated of knowledge? Is there follow-up and support in their interventions? Which are male/female leaders' concrete outcomes (results)?	Management levels. Municipal authorities	- Semi-structured interviews. - Focus groups.
		- Women's participation in decision making processes.		Do project activities promote women's participation and local development?	Local partner organizations.	- Document revision of planning and semi-structures interviews. - Focus groups.
		- Coordination with other entities.		Is there coordination with other entities for achieving the general objective?	Local partner organizations, educational authorities and civil society organizations.	- Document revision of management reports and semi-structures interviews.

CRITERIA	ANALYSIS CATEGORIES	QUALITATIVE INDICATORS	QUANTITATIVE INDICATORS	POSSIBLE QUESTIONS	SUBJECTS	SOURCES OF INFORMATION
EFFICIENCY <i>Obj.2.2.4</i>	MANAGEMENT	- Use of human resources and materials for formation.		Were funds for training adequately applied? Was the quantity of facilitators appropriate for the training programs' needs? Were the pedagogic-didactic resources as well as the environment, available in time? Was the planned fulfilled, in regards to efficiency? Is it possible to replicate experience with the same characteristics in similar contexts?	Management and operational levels. Target group.	- Focus groups. - Semi-structured interviews. - Document revision of reports.
		- Budgetary and financial management - Personnel management. - Risk management. - Internal relationship and coordination. - Time management.		What does the regular project management prioritize: (a) budgetary and financial management; (b) personnel management, information and resources; (c) risk management; (d) relationship and coordination with local authorities and other partners; (e) time management?	Management levels. Operational levels. Students' representatives. Local partner organizations representatives.	- Document revision of budget implementation. - Semi-structured interview - Document analysis of follow-up reports.
		- Budgetary fulfilment. - Budgetary implementation responsible persons.	- Intervention's monetized value. - Cost – efficiency.	Was the budgeted appropriately implemented according to plan: activities, resources, etc.? Is the relationship between activities and budget real?	Management and operational levels.	- Semi-Structured interviews. - Document revision of reports.
		- Coordination between IDMAN and MANB program areas		Is the coordination between IDMAN and MANB's programmatic areas characterized by a horizontal relationship for decision making?	Management and operational levels.	- Semi-Structured interviews. - Document revision of reports.
		- Internal-external communication strategies		Do the information and communication strategy channels between IDMAN and MANB's areas promote coordination and integration? Are they appropriate to promote and disseminate information about inclusive	Management and operational levels.	- Semi-Structured interviews. - Document revision of reports.

			education, gender approach, human rights, community leadership, and intra-intercultural community development?		
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CRITERIA	ANALYSIS CATEGORIES	QUALITATIVE INDICATORS	QUANTITATIVE INDICATORS	POSSIBLE QUESTIONS	SUBJECTS	SOURCES OF INFORMATION
<i>SUSTAINABILITY</i> <i>Obj. 2.2.5</i>	PROCESSES	- Agreements with different players and project sustainability.		Are agreements with local authorities or other players being negotiated to warrant sustainability once the external support is withdrawn?	Local partner organizations and the socio-educational community.	- Agreements documentation review. - Semi-structured interviews and focus group.
		- Actions expressing acquired learning.		Do target groups have opportunities and possibilities to put into practice their acquired knowledge so it does not fall into oblivion and/or disuse?	Local partner organizations and the socio-educational community.	- Semi-structured interviews and focus group.
		- Comprehension and projections of the current project.		Do target groups feel they are co-responsible? Do they have understanding of the current project and its future influence in municipalities and communities?	Target group. Local partner organizations.	- Semi-structured interviews and focus group.
		- Appropriate methodology for cultural and social context.		Does the project's methodology consider the socio-cultural context to facilitate acceptance and appropriation by target populations, guaranteeing its continuity?	Local partner organizations and the socio-educational community.	- Document review of management reports, semi-structured interviews and focus group.
		- Establishment of a sustainability strategy for results projection.		Is there an exit strategy designed or anticipated (Transition) that would guarantee outcomes' (results) sustainability once the external support is withdrawn?	Local partner organizations, educational authorities and civil society organizations.	- Document review of planning and semi-structured interviews.

ANNEX N° 3: Tools used for information gathering

PROJECT FINAL EVALUATION “INSTITUTE FOR DEVELOPMENT – NORWEGIAN MISSION ALLIANCE IN BOLIVIA (ID)” SEMI-STRUCTURED INTERVIEW GUIDE FOR AUTHORITIES

Interviewer: _____

File Number: _____

I. PERSONAL DATA

Place or Area: _____ Date: _____

Sex: female ____ male _____

Formation program: _____

Position: _____

Purpose: To evaluate result of the Institute for Development formation process with key players involved in the formation process.

Interview guide: Each interviewer will have a dialog with the interviewee or interviewees taking into account the following orientation:

1. The Institute formation process objectives.
2. The formation process and the response to local development needs.
3. Formation programs
4. Programs' contribution to technical formation

1. General presentation

“We are conducting a series of interviews with the purpose to do a Final evaluation of the “INSTITUTE FOR DEVELOPMENT - NORWEGIAN MISSION ALLIANCE IN BOLIVIA (ID-MANB)”, which was implemented in the x district. The goal is to value the process, outcomes (results), and improve the next stage projection”.

“We would like to take some minutes of your time to talk (chat) about the service relations with the local population. Your opinions and answers will be treated confidentially”.

“Before we address the first issue, we would like to be sure that you understand, why and what we want to know with this interview”.

“Firstly, we are interested to know; what the relationship is between the people and the ID-MANB? Secondly we would like to know how this relationship is. Is our interest clear?...”

“On the other hand, we are interested to know the people’s opinion regarding the services they receive, so we can improve in the future”.

“Likewise, we need to identify the project’s validity in their personal, professional and community life”

2. Health service global evaluation

"Maybe we can start with this... and for this, we would like to make it clear that in our experience we have received diverse opinions about the service. Some say that it is unsurpassable and they are very happy; while others say the services should improve".

"Regardless, according to your opinion:

- What is your global appreciation regarding the services being developed by the ID?
- What do you think about the services it offers to the community?"

According to your opinion:

- What are the "good" things about the ID service?
- What are the deficiencies of the ID service?

INSTITUTIONAL MANAGEMENT (PERTINENCE)	
1.	According to your opinion; do you believe that the beneficiaries' needs and expectations have been incorporated into ID's programs?
2.	Did the national and local formation policies brought by the ID help you to put them into practice in your work or other labour activity?
3.	According to your opinion; how many project profiles were implemented by GOs and NGOs? Please list (enumerate) the implemented project: This item would not go to the authorities. 1..... 2..... 3..... 4.....
4.	Have recommendations from previous evaluations been considered during the project's design and implementation process? What aspects were taken into account? Can you list them?
5.	The ID uses some strategies for the technical formation development to promote leadership in the Institute and the community. According to your opinion; can you mention some and indicate why do you consider them important? 1..... 2..... 3..... 4.....
6.	Have training programs contributed to the formation of leaders on decision making for every-day activities?
7.	Regarding the curriculum organization (training programs); do you believe it is proper for the needs and requirements of the population?
8.	The ID management uses an organizational, democratic and dynamic structure with wide representation and gender equality. How is it managed? And how are the decisions made?
10.	The community participates in the Institute for Development formation activities. Please mention, in order of importance, how does the community participate? 1. Identification of technical formation needs. _____ 2. Organization of formation programs _____ 3. Budget management and implementation _____ Other:

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	FORMATIVE PROCESSES (EFFECTIVENESS)
11.	The ID suits the participant's needs regarding time schedules, moves, etc.
12.	Regarding coverage, sex and age; does the project cover the beneficiaries' expectations and needs
13.	Were themes and proposed activities of the formation process appropriate to achieve the project's objectives?
14.	According to your opinion, does the ID promote and prioritize women's access to the technical formation processes?
15.	Do the trainers, administrative and directors promote action development and municipal strengthening?
16.	Which of the following criteria do you consider is being taken into account during the selection of male and female teachers? 1. Academic degree (Bachelors degree) 2. Experience in the technical formation area 3. Diaconal formation 4. Management of a native language (Aymará or Quechua). 5. Other:.....
17.	Do the facilitators receive accompaniment? every how long? Which are the aspects they evaluate, and how do they contribute to improve the formation processes? Do they get the information about the evaluations?
18.	Which are the values that drive the "ID" (solidarity, community vision, group work, etc.)? How are these values promoted?
19.	According to your opinion; Are the number of the course's programmed modules completed?
20.	Were the schedules maintained, expanded or reduced? Briefly explain some of the reasons.
21.	Have the ID management favoured the complementarity with the counter-parts (municipal governments – communities)?
22.	Are the local capacities strengthened (including local organizations) with the application of the program?
23.	What results are presented by those municipalities that belong to MANB's action area?
24.	Is the difference between the IDMAN working areas and the MANB's areas significant?
	OUTCOMES (IMPACT)
25.	Do the participants use in their daily-life, their work and community what they learnt in the training workshops?
26.	What is the most useful formation item you received in your training? Can you give us some examples?
27.	According to your opinion; are the formative processes brought by the ID opening participation spaces for women in the decision making process?

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28.	Have you quantified the amount of male and female leaders in the different intervention municipal spaces? Would you mention some concrete outcomes from these male and female leaders?
MANAGEMENT (EFFICIENCY)	
29.	Is there participation in the resources' management and administration assigned to the project?
30.	According to your opinion; are human resources, materials and funds administered by the project appropriate for the programs training needs?
31.	Was the budget properly fulfilled according to planning (activities, resources, etc)? Is the relationship between activities and budget realistic and coherent?
PROCESSES (SUSTAINABILITY)	
32.	Are there spaces to put into practice the learning acquired during training?
33.	According to your opinion; should the project have continuity? YES NO Why?
34.	Have agreements with local authorities or other players been negotiated to warrant sustainability, once the external support exits?
35.	Do the participants and project beneficiaries know the project and its future influence in their municipalities and communities?
36.	According to your opinion; are there spaces in the intervened municipalities so the participants can put into practice the learning acquired during training?

Thank you for your cooperation!

**PROJECT FINAL EVALUATION
“INSTITUTE FOR DEVELOPMENT NORWEGIAN MISSION ALLIANCE IN
BOLIVIA (ID)”
FOCUS GROUP PROTOCOL**

Focus groups meetings will take place in quiet, neutral places having a proper ambiance for the interview and not associated to any political or economic link.

The interviews will be recorded in order to have an easy access to the most important contributions and comments made during the discussion.

Likewise the interviews will be conducted by a moderator and a reporter.

Objective:

“Evaluate and verify the compliance of IDMAN-B’s goals for target groups– on its second working phase - to boost results and have future projections.

Focus group participants

- In each community or district, from 6 to 12 participants will participate.
- According to the evaluation objective, 3 graduated, 3 non-graduates, X facilitators and IDMAB authorities will participate. The focus group is open to community authorities that show interest to participate.

There is a possibility that some of the invited participants will not participate in the interview. We recommend selecting a focus group greater to 10%. Once the participants are selected, they will be officially invited by the ID-MAN; the communication must be done in advance explaining the objective of the encounter, the date, the time and the place.

Thematic questions

INSTITUTIONAL MANAGEMENT (PERTINENCE)	
1.	According to your opinion; do you believe that the beneficiaries’ needs and expectations have been incorporated into ID’s programs?
2.	Did the national and local formation policies brought by the ID help you to put them into practice in your work or other labour activity?
3.	According to your opinion; how many project profiles were implemented by the GOs and NGOs? Please list (enumerate) and mention the implemented project/projects: 1..... 2..... 3..... 4.....
4.	Are you aware of previous evaluations outcomes?: yes___ no____ (if the answer is yes) Do you believe that the previous recommendations and evaluations help the project design and implementation?
5.	The ID uses some strategies for the technical formation development to promote leadership in the Institute and the community; according to your opinion; can you mention some and indicate why do you consider them important? 1..... 2..... 3.....

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	4.....		
6.	Have training programs contributed to the formation of leaders on decision making for every-day activities?		
7.	Regarding the curriculum organization (training programs); do you believe it is appropriate for the population needs and requirements?		
8.	The ID management uses an organizational, democratic and dynamic structure with wide representation and gender equality. How is it managed? And how are the decisions made?		
9.	The community participates in the Institute for Development formation activities. Please mention in order of importance how does the community participate? 1. Identification of technical formation needs. _____ 2. Organization of formation programs _____ 3. Budget management and implementation _____ Other:		
FORMATIVE PROCESSES (EFFECTIVENESS)			
10.	The ID suits the participant's needs regarding time schedules, moves, etc.		
11.	Regarding coverage, sex and age; does the project cover the beneficiaries' expectations and needs?		
12.	Were themes and proposed activities of the formation process appropriate to achieve the project's objectives?		
13.	According to your opinion. Does the ID promote and prioritize women's access to the technical formation processes?		
14.	Do the trainers, administrative and directors promote action development and municipal strengthening?		
15.	Which of the following criteria do you consider is being taken into account during the selection of male and female teachers? 1. Academic degree (Bachelors degree) 2. Experience in the technical formation area 3. Diaconate formation 4. Management of a native language (Aymará or Quechua). Other:.....		
16.	Do the facilitators receive accompaniment? every how long? Which are the aspects they evaluate, and how do they contribute to improve the formation processes? Do they get the information about the evaluations?		
17.	Which are the values that drive the "ID" (solidarity, community vision, group work, etc.)? How are these values promoted?		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">What aspects do you consider as strengths in the development of these values?</td> <td style="width: 50%;">What weaknesses have to be adjusted in the formation process?</td> </tr> </table>	What aspects do you consider as strengths in the development of these values?	What weaknesses have to be adjusted in the formation process?
What aspects do you consider as strengths in the development of these values?	What weaknesses have to be adjusted in the formation process?		
18.	According to your opinion; Are the number of the course's programmed modules completed?		
19.	Were the schedules maintained, expanded or reduced? Briefly explain some of the		

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	reasons.
20.	Have the ID management favoured the complementarity with the counter-parts (municipal governments – communities)?
21.	Are the local capacities strengthened (including local organizations) with the application of the program?
22.	What results are presented by those municipalities that belong to MANB's action area?
23.	Is the difference between the IDMAN working areas and the MANB's areas significant?
OUTCOMES (IMPACT)	
23.	Do the participants use in their daily-life, their work and community what they learnt in the training workshops?
24.	What is the most useful formation item you received in your training? Can you give us some examples?
25.	According to your opinion; are the formative processes brought by the ID opening participation spaces for women in the decision making process?
26.	Have you quantified the amount of male and female leaders in the different intervention municipal spaces? Would you mention some concrete outcomes from these male and female leaders?
MANAGEMENT (EFFICIENCY)	
27.	Is there participation in the resources' management and administration assigned to the project?
28.	According to your opinion; are human resources, materials and funds administered by the project appropriate for the programs training needs?
29.	Was the budget properly fulfilled according to planning (activities, resources, etc)? Is the relationship between activities and budget realistic and coherent?
PROCESSES (SUSTAINABILITY)	
30.	Are there spaces to put into practice the learning acquired during training?
31.	According to your opinion; should the project have continuity? YES NO Why?
32.	Have agreements with local authorities or other players been negotiated to warrant sustainability, once the external support exits?
33.	Do the participants and project beneficiaries know the project and its future influence in their municipalities and communities?
34.	According to your opinion; are there spaces in the intervened municipalities so the participants can put into practice the learning acquired during training?

Thank you for your cooperation!

Focus group check model

Proper place in size and acoustics.

Neutral place according to the Focus Group objectives. Sitting space for all attendees.

The moderator respects time and motivates the participants to have a dialogue about the different themes to be developed. The reporter takes notes of the aspects analyzed in the meeting.

Planned objectives for the meeting are fulfilled.

Objectives and methodology of the meeting are explained to the participants.

Allows everybody’s participation.

Meeting with planned participants.

Information registry (audio and video recorders)

Proper snack-brakes that do not interrupt the activity’s development.

Participants have the attendees’ identification.

**PROJECT FINAL EVALUATION
"INSTITUTE FOR DEVELOPMENT NORWEGIAN MISSION ALLIANCE IN
BOLIVIA (ID)"
QUESTIONER FOR GRADUATES**

File number _____

Area: ID _____ MAN-B _____

I. PERSONAL DATA

Municipality Community _____

Sex: female ____ male _____

Place of birth: _____

Formation: Primary: ____ Secondary _____ Technical ____ University _____ Other ____

Program taken: _____

Year taken: _____ Year completed: _____

Activity performed before raining: _____

Current activity after training: _____

i.- INSTRUCTIONS:

Following is an options scale, abbreviations and values; according to your opinion, for each question mark with a cross in the abbreviation of your choice.

OPTIONS	VALUES
Very good or always (MB)	7
Good or almost always (B)	6,5
Regular or sometimes (R)	4
Bad or rarely (M)	3,2
Never did it (NN)	1

2.- DATA REFERRED TO THE PROJECT

INSTITUTIONAL MANAGEMENT (PERTINENCE)						
1.	According to your opinion; do you believe that the beneficiaries' needs and expectations have been incorporated into ID's programs?	MB	B	R	M	NN
2.	Did the national and local formation policies brought by the ID help you to put them into practice in your work or other labour activity?	MB	B	R	M	NN
3.	According to your opinion; does the formation that the ID offer strengthens some individual and community values (ethical)?	MB	B	R	M	NN
4.	The ID uses some strategies for the technical formation development to promote leadership in the Institute and the community. Can you list them in order of importance? 1..... 2..... 3..... 4.....	MB	B	R	M	NN
5.	Have training programs contributed to the formation of leaders on decision making for every-day activities?	MB	B	R	M	NN
6.	Regarding the curriculum organization (training programs); do you believe it is appropriate for the population needs and requirements?	MB	B	R	M	NN

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7.	The ID management uses an organizational, democratic and dynamic structure with wide representation and gender equality.	MB	B	R	M	NN
8..	The community participates in the Institute for Development formation activities. Please mention in order of importance how does the community participate? 1. Identification of technical formation needs. _____ 2. Organization of formation programs _____ 3. Budget management and implementation _____ Other:	MB	B	R	M	NN
FORMATIVE PROCESSES (EFFECTIVENESS)						
9.	The ID suits the participant’s needs regarding time schedules, moves, etc.	MB	B	R	M	NN
10.	Regarding coverage, sex and age; does the project cover the beneficiaries’ expectations and needs?	MB	B	R	M	NN
11.	Were themes and proposed activities of the formation process appropriate to achieve the project’s objectives?	MB	B	R	M	NN
12.	According to your opinion. Does the ID promote and prioritize women’s access to the technical formation processes?	MB	B	R	M	NN
13.	Do the trainers, administrative and directors promote action development and municipal strengthening?	MB	B	R	M	NN
14.	Do you know; which are the values that drive the “ID” (solidarity, community vision, group work, etc.)? How are these values promoted?					
15.	According to your opinion; do you believe that there is coherence among the training contents and the support materials that you receive during the formation process?	MB	B	R	M	NN
16.	According to your opinion; are the number of the course’s programmed modules completed?	MB	B	R	M	NN
17.	Were the schedules maintained, expanded or reduced? Briefly explain some of the reasons.					
18.	Do the facilitators participate in the evaluations after the end of each module?	MB	B	R	M	NN
19.	Have the ID management favoured the complementarity with the counter-parts (municipal governments – communities)?	MB	B	R	M	NN
20.	Are you aware of previous evaluations outcomes? yes___ no_____ (if the answer is yes) Do you believe that the previous recommendations and evaluations contributed to the achievement of outcomes?	MB	B	R	M	NN
OUTCOMES (IMPACT)						
21.	Do you use what you learnt in training workshops in your every-day life, in your work and in your community?	MB	B	R	M	NN
22.	What is the most useful formation item you received in your training? Can you give us some examples?					
23.	According to your opinion; are the formative processes brought by the ID opening participation spaces for women in the decision making	MB	B	R	M	NN

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	process?					
	MANAGEMENT (EFFICIENCY)					
24.	Is there participation in the resources' management and administration assigned to the project?	MB	B	R	M	NN
	PROCESSES (SUSTAINABILITY)					
25.	Are there spaces to put into practice the learning acquired during training?	MB	B	R	M	NN
26.	According to your opinion; should the project have continuity? YES NO Why?					

Thank you for your cooperation!

**PROJECT FINAL EVALUATION
"INSTITUTE FOR DEVELOPMENT NORWEGIAN MISSION ALLIANCE IN
BOLIVIA (ID)"
CENSUS FORM**

Number _____

Province _____ Municipality _____

I. LOCATION DATA

1. Area: ID MANB
2. Sex: Female Male

II. HOUSING CHARACTERISTIC DATA

1. Housing occupied is:
Own Rented Loaner Other _____
2. Type of housing:
House / Hut / Pahuichi Single room/rooms
Improvised housing Other _____
3. What is your housing material:
Adobe Stone Bricks Wood Palm Other _____
4. How many rooms in your housing?
1 2 4 5 Other _____
5. Does your housing have basic services?
Water Sewage Electrical power Telephone Other _____
6. In your home-household; how is the garbage eliminated?
Throw to the river Burn Bury Recycle Other _____

III. PERSONAL CHARACTERISTICS

1. Name:
- | | | | |
|------------|-------------|--------------------|--------------------|
| First Name | Middle Name | Father's last name | Mother's last name |
|------------|-------------|--------------------|--------------------|
2. Date of birth:
- | | | |
|-----|-------|------|
| Day | Month | Year |
|-----|-------|------|
3. Where were you born?
- | | |
|------------|--------------|
| Department | Municipality |
|------------|--------------|
3. Age: _____
4. Marital status: Single Married Widower Other _____
5. Number of children: 1-3 4-5 6-7 More _____
6. What language do you speak?
Quechua Aymara Guarani Other _____
5. Do you belong to some nation or indigenous population?
Aymara Quechua Guarani White Mestizo Other _____
6. Your current address:
- | | |
|------------|--------------|
| Department | Municipality |
|------------|--------------|
7. Where did you live 5 years ago?

La Paz -Bolivia

Final External Evaluation "Institute for Development" Norwegian Mission Alliance

Department	Municipality
8. Education level: Primary <input type="radio"/> Secondary <input type="radio"/> High School graduate <input type="radio"/> Technician <input type="radio"/> Professional <input type="radio"/> Other ____	
9. What is your main occupation (where do you work)? _____	
10. At work you are: Worker <input type="radio"/> Self employed <input type="radio"/> Domestic worker <input type="radio"/> Other _____	

ANNEX N° 4: Systematization of interviews and focus groups.

INTERVIEW 1

Interviewer: M. Lourdes Cavero **Date:** February 5, 2013

Interviewee: Marcos Carrillo **Place:** Puerto Pérez

Lourdes Cavero (LC). There are 11,000 inhabitants in the Puerto Perez Municipality. This is the capital of the Municipality.

Because you have formed part of the institute, it is much easier to work with you since you, as players, were part of it. In reality what we want, after the questioner is filled out, is to complement it with qualitative information.

LC. When the institute entered to Puerto Perez, did you feel that it identified the participant's needs and expectations?

MC 1. Yes, because this is key. When the Municipal Government signed the inter-institutional agreement with the Norwegian Mission Alliance, the Municipal Government did not socialize it with the 4th section population, indicating that the Institute was offering these courses/modules so in the future they can become leaders, support and manage municipal work; information would have to be continuous and socialized for everybody.

LC. Which means that there is a neglected need, and when the mission comes, it tries to respond to that need.

MC. Yes.

LC. Do you put into practice what you learned in the Institute?

MC. That is right; the modules I completed in 2007 regarding: environmental management, AOP (Annual Operations Plan) elaboration and social control are of great help in my community. I have always talked about them in my community saying that what I learn was of great help; using these new skills, I am able to report to my grassroots to follow-up on municipal management.

LC. Do you think the C.2 was helpful?

MC. Quite a lot. Before we took the classes, we did not know about the law and the current regulations. Sometimes in a meeting one could say anything, but knowing the regulations, allowed us to operate within the frameworks and in this manner we guided our grassroots and authorities about the different regulations and their benefits. It was sort of awakening.

LC. Were you able to put into practice the project's profiles?

CM. I have tried, but we need to get deeper into the technical part; in reference to the data and the information gathering, we need some support. We did try; we have elaborated a portion of a profile.

LC. Do you have some knowledge of the evaluations done by the mission?

MC. No, I do not.

LC. What does the mission do to develop leadership?

MC. The Institute has professional staff as trainers, who imparted the modules, first at organization level, then to those interested in receiving the training; they did this by groups and setup the rules; consequently, the participation has been more dynamic. I did like it very much.

LC. What type of leadership is being transferred for your formation?

MC. It starts at community level, make our population know about our Municipality; likewise, be part of the summits during the evaluations, and also be part of the community for boosting decisions.

LC. With the training, have you been able to influence the decision making process?

C1. Yes, to prepare an AOP (Annual Operations Plan), we start with a community meeting, where we (who have been trained), present proposals to our grassroots so they can decide which of them are to be included. We provide guidance on how to present demands, prioritizing what is needed, so the projects can respond to that.

LC. From 1 to 10; how would you rate response to the needs?

MC. I give it a 6, improvement is needed. Firstly, the courses should be continuous; secondly, there should be gender equity.

LC. From 1 to 10; regarding C2, how would you rate response to the needs?

MC. I give it a 10, because there is no other Institute that offers training; also because we are in a public administration management and there are no universities or other institutes that would offer this type of training.

LC. What characteristics does the organizational structure have?

MC. It is participative. Firstly, the technicians ask the class, how many participants understand Spanish and how many do not. Based on this, the class language is developed. Keeping in mind that technical words cannot be translated into Aymara language

LC. In the project, what is the community and municipality participation?

MC. These 4 modules are the basis; they participate in these 4 modules.

LC. If these modules would not exist how would you organize? How would you participate? Do you have voice and vote?

MC. Yes.

LC. Do you know how the Mission's budget is managed?

MC. We only know that the Mission helps with a counterpart, and the balance is given by the Municipality. The teacher incentives us to take advantage of the course because a match is given

LC. In what other things have you participated with the mission and the institute?

MC. In classes; sometimes they are very attractive and we move away from the issue. It broadens and the chat becomes interesting, then we ask the teacher to explain things to us.

LC. Who participates?

MC. I would say; the ones that are interested in both, our community and the municipality development. Even though the participation is not massive, there is a good turnout, mostly men.

LC. Why are not more women participating?

MC. Maybe because this place was dominated by Spaniards, there is more discrimination; maybe that is the reason.

LC. The Institute takes into account not only the needs, but, for example, your schedule or move. Are there any problems?

MC. Regarding this, first we "establish parameters", the teacher offers a proposal; and then the majority decides.

LC. Does the higher participation of men over women have to do with culture or with the Institute?

MC. Yes, with the culture.

LC. What can be done so more women from this area are able to attend?

MC. Once the agreement is signed, Mission Alliance should publish an invitation to all interested persons in communities, and even specify how many persons should participate by community. When I participated, invitation or summons were not made available and the MG did not show much interest to let the persons know.

It is responsibility of the Mission.

LC. What could we do so the MG shows greater interest by taking into account the current outcomes?

MC. We would have to plan with the Executive body in order to inform the grassroots about the importance of training.

LC. Is there a problem with the lack of women's participation?

MC. Yes.

LC. It is important to highlight that in other areas there is more women's participation.

LC. How do you see the philosophy regarding the treatment of the mission?

MC. According to my opinion, the Mission has given us good treatment along with a brotherhood cooperation spirit.

MC. Mission Alliance shows, as Institute, that it has the most expert technicians with good knowledge of the modules; they are professional and good persons. It can be noticed.

LC. Has the local and municipal development been strengthened?

MC. Yes.

LC. Which are the values that are being worked the most?

MC. Honesty, transparency, and equality.

LC. And how are values worked?

MC. We show through practice and resources distribution. Before, the practice was "I have the power to favour my sector", now It changed; if there is only one piece of bread and two persons, we will split the bread. Here there are no small or big persons.

LC. Do you feel that distribution is equitable?

MC. Yes.

LC. Have you all finished the modules?

MC. Yes.

LC. Is there any person that did not finish?

MC. There were some mates, but I do not know the reason. There were very few.

LC. Whatever you learned, is it helping your practice? In what specific area?

MC. Social control. Regarding the law and the environment, and in the part of the project profile projection

MC. In the same manner, these are the changes that have to be done.

LC. Are you exerting an effective influence in decision making?

MC. Yes, it is constant. We always pose suggestions in the municipality and communities. We have been formed to be participative.

LC. The project should have continuity, what for?

MC. Yes it should, so: we can have new leaders, for the municipality to have development to live well, and for inhabitants to know everything to face macro projects.

LC. What aspect would you recommend for the next stage of the Institute?

MC. More advertising. Additionally, that the courses be in two stages, two times per year and by districts.

LC. Are materials available in the Institute helpful?

MC. Yes they are, but we need more materials.

LC. Currently what do you do?

MC. I have a position in the Puerto Perez Municipality. My name is Carlos Ponce.

MC. Currently I am a council-member, my name is Marcos Carrilo.

LC. You were already part of the municipality, does it mean that you trained and achieved leadership?

MC. Yes, that is how it was.

LC. Then it is a very important achievement within the community. We have to try to influence in order sensitize municipal governments to change the municipal management periods.

MC. That is right. My mate was just a part of the community, this course made an impact in his personality. The modules helped him in the same manner than to Juan Hector Arratia. Besides, many of my mates, from 2007, are now municipal authorities that show leadership. Before we did not have Mission Alliance training, thus old leaders drove our municipality to bankruptcy because they did not know about municipal management. Thank God for Mission Alliance, from 100%, it must have 3% of leaders.

LC. What would be the greatest strength within the municipality, at a personal level?

MC. I did not know about Laws, about the Environmental Law, what the AOPs and projects were. It helps me a lot.

LC. The truth is that you are a development technician.

MC. Yes

LC. And for you?

MC. The values are fundamental, because if one is not afraid of God and the population, even if one is a professional, one is going to be bad. The courses have enlightened us.

LC. Does it help you to be better persons?

MC. Yes it does.

LC. Not only values, but technical work must be there in the municipal management, supervision, control and creation of new ideas for projects

LC. Something else you want to add?

MC. To thank you, thank the Norwegian Mission Alliance Institute, its management and all the staff working in the institute; so they can continue with these courses not only in my municipality but they should be at a national level. Therefore, the Pluri-national state can be like other developed countries. Maybe the quantity of modules should be increased, maybe to 10. Continuity must exist to reach a superior level.

LC. And you, any recommendation?

MC. I would like to thank the Board. Thanks to these training we learnt to move forward, and we see that training is very important; it is the basis to continue contributing towards our community's development.

LC. Taking the idea to expand this at a national level. How do these resources may be obtained to expand it to a national level?

C.1 One suggestion; it is important to have it at a national level because there are faraway places such as the 36 ethnic groups that do not know the regulations, because there is no education that reaches them. Regarding funds, the municipal governments should contribute with up to 50%, because the technicians that have been trained will not migrate, they stay as technicians to strengthen the municipality. Investments should be done in talent and population.

INTERVIEW 2

Interviewer: Claudia Mendoza **Date:** February 18, 2013

Interviewee: FOCUS GROUP (9 Church members) **Place:** El Alto (District: 4th and 6th)

CM. How has the institute for development satisfied the needs? How has it satisfied your needs? Has it responded to your needs?

Has it met your needs?

FG. Above all, in the project's area I believe that it has been of much value for some churches. Such is the case of Pastor Eliseo, who presented a project that benefited his church with the training we received here and in other places.

CM It means that you could elaborate a project... and now, what kind of project was it?

A dining room

A dining room... then somehow thanks to training, does the xxx community have a dining room now?

In what additional manner is the institute helping and responding to your needs?

FG. Also with the organization of the church; not only few persons are taken into account, many persons have been trained and now are leaders.

In the past these persons were only church members or participants, nowadays they are leaders with future projections. They say that we can improve the church; they also pose new ideas and search for innovations that were not there in the past.

CM And to you brother, how did it help you?

FG. I only participated in one training event, because we are outside the Mission Alliance program for El Alto. That is the reason we could not continue, but we truly participated. It helped us to project ourselves.

CM And you sister, how did it help you?

FG. We received very special help, because the church now has two projects. One is a popular dining room and the other is the nursery, both are part of the church. Projects and community leaders are part of the community.

CM Regarding the materials for development used by the institute in the training; do they help you? Are they interesting? Or do you think something is missing?

FG. We received various materials, not only the prepared ones, but other materials that our facilitator gave us; besides the module notebook. Also I have been complementing and getting other materials. Having materials helped us a lot, now there is a place where we can consult to perform comprehensive leadership.

CM Then; does it mean that the contents are responding to your needs and expectations?

Yes.

CM Which is the content that called more you attention?

FG. Well, project elaboration, citizen participation, gender in participation, self esteem, oratory, in reality a lot of themes.

CM For example, when you work with the leadership theme or when you work with the leadership module; do you use enough strategies for leadership quality that you believe will create attitude change?

FG. Yes there is, for example we have seen how we can grow ourselves, how we can improve, how we can act; it helped us a lot.

CM And what values are promoted by development?

FG. Values of solidarity, commitment, community work ...

CM And what other values is the institute promoting?

FG. Responsibility and respect.

CM What other values are being promoted?

FG. Above all the church is involved in community needs and its participation within the community's development.

As a church we see that our church members (brothers and sisters) are not isolated, instead we want to go out in order to improve, project, and produce events to attract others.

CM Then, are you implying that community leaders participate from the training activities?

FG. Yes

CM How many are community leaders?

FG. Church leaders

CM Are you developing a specific activity?

FG. I am part of the society of ladies with that vision. I know I can improve along with my sisters.

CM And you sister?

FG. Hum; I am participating with the youngsters.

CM And you sister?

FG. I am the Pastor's wife and I also take care of the children in the nursery where I teach spiritual formation.

CM Anybody else that is a working leader?

FG. Everybody is a leader

CM Everybody is a leader. Is this development program strengthening women's participation?

FG. Yes.

CM Do women participate?

FG. Yes; we value more, we are not neglected, we are important within the church as well as in the community.

CM Do you believe that women's participation can be improved?

FG. I believe so, through training. It is not only to say I am going to get training in order to be trained.

CM. What would you suggest regarding women's participation?

CM. How could we achieve more women's participation?

FG. Integrating the group

CM Integrating the group? But we are already leaders. How could we invite other women to participate?

FG. Many times we can cause an impact and they can say "I can be like her" "I can do it too". By causing an impact on her, she can be better than us.

Also by giving them more participation spaces in the congregation.

Another way could be that we, the men, invite and give incentive to women so they participate more. For example; a great majority of congregation churches have 60% women and 40% men.

These percentages can also vary; in some places it is 70% women and 30% men. Currently in my church the female president of the western region is a member of the church and she is a leader at regional level (La Paz, Oruro and Potosi regions)

CM Then, is there quite enough leadership?

FG. We are continuously giving incentives and having meetings with the women. In the past there were only two persons, myself and another Pastor. Now we make plans and promote leadership in the church, which is very important.

CM Do you believe that this training program meets your time schedules? For example the place; do you have any inconvenience to arrive? Are the days when the training takes place the best?

FG. We make an agreement at the beginning; likewise, in a meeting we choose the times and days at the beginning, there and by majority we agree on the dates for training.

CM This seems proper so everybody participates in order to have greater coverage.

And also a place where everybody is able to arrive

CM Then, do you agree to do this process?

FG, Yes.

CM In order to have a suggestion, for example; do you coordinate the established time schedules and are the established times fulfilled?

CM Are they fulfilled yes or no?

FG. They are fulfilled, but sometimes we require more time due to group presentations, because there are groups that want to show more. I believe this is positive.

We have a three-hour class; sometimes we extend another half an hour or maybe an hour to fit the program presentations.

CM There is a little abandonment within your mates, what I mean is: Have there been persons that registered but never come?

FG. Just the minimal, 1 or 2%

CM Do you know why?

FG Mainly because of conflicting time schedules. This is the reason why one or two persons had to abandon.

CM When the institute for development was introduced, do you participate at a union neighbourhood level or do you participate in the administrative part?

FG. No.

CM Regarding the materials you are using, do you believe they are the most proper or do you think they have to be improved?

GF. As I mentioned in the 2012 modules, I told the professional in charge that the materials said: read or consult. I do not know if this material is available and can be provided to us, so we can have them all instead of only having a reference.

CM Do you believe that the community work done by the institute for development is important?

FG. Yes.

CM Why do you think it is important?

FG. Because many of us are at an age where new leadership is needed; we will not be able to have a 100% replica because we do not have IDMAN's capacity to train people, other people can also be trained for this management period and others.

CM And you sister, why do you think it should continue?

FG. Just as the Pastor says, with the training that you have given us, we can be more open and achieve leadership: When one gets trained, one learns many things.

CM And you brother, what do you say?

FG. About our question on materials, I believe they have to be more contextualized in order to satisfy our local needs. Another thing is that we are contradicting ourselves if we say that our needs are satisfied; we were not told what to do and have learnt. We have received a general vision of everything that happens, but when will this really happen? how do we see it? It would be good that IDMAN stays in the municipalities satisfying the region's needs. We would like to continue working with IDMAN, but two day ago we were told that they are leaving. There will be courses, but we have already take them; what really bothered me is what they said (you have already taken these courses); instead work should be done with the persons that want to learn and expand their knowledge. Maybe more contents should be added instead of closing. Particularly, I would like to have more contents.

CM It is very interesting what the brother said, and how about you, you are already leaders; what contents do you think would be important? For example, the brother said that you have already taken 4 modules and you should not take the same but; what suggestions would you have and what other contents?

FG. Inside the church there is a lot to do to form new leaders, but new leaders who are formed with the words of God. One of Mission Alliance Pastors used to tell us that youngsters; the same manner they come, the same manner they leave because there is no trained personnel to retain them; and that is true, inside the church we need leaders trained in theology. This is one need that affects churches, I would like to say more, but this is it for the moment.

CM. For instance, what the brother says is very interesting, because in reality theology training is very important. There are also other themes that have not been looked into yet. You have participated from 4 modules and maybe materials are not updated or contextualized because – obviously - times have changed, haven't they?

FG. Another aspect is the project administration. They have taught us to make projects, but not how to make the project sustainable. This problem is what our church is facing: Let's say a sustainable dining room in time and project administration. Let's say we have the money to pay, but a plate is broken and we do not have the money to replace it.

- Excuse me... to the best of my knowledge, IDMAN program is promoting this year two additional courses and courses for micro-business; maybe the selling of food is included; maybe we will learn how to do a marketing study, macro-economics, and micro-economics.

Another training aspect should be the updating, because the technical part given in the year 2008 was not updated since then. Maybe an update course is important so we can retake and again gain some impulse.

CM Maybe it would also be important taking municipal management; wouldn't it?

CM Do you believe that the institute for development has promoted counterparty participation? You know that leadership operates by means of matches. Inside the training project, a percentage is given by the municipality while the other percentage is given by the institution. Do you think municipality management was strengthened?

FG. I could not tell about the budget, but our budget and we as participants gave our match, but we do not know about the coordination between the mission and the municipality.

CM Then, was the relationship between us and the municipality strengthened? Is the municipality in agreement to put the match for training?

FG. The truth, I do not know; the Mission should answer that question.

CM One of the things you mentioned quite a lot is the continuity of training, but because we know that the institute for development works according to agreements; what can we do so the institute for development continues training and how can it improve?

FG. Improve by addressing the project sustainability issue and more training in the administration and accounting areas. In accounting there is an account called prevision. By including the prevision account to the project, it will be possible to save a little; so in the case of the brother, when a plate is broken it can be replaced by buying another one with the amount determined for previsions. We know that everything ages; then is time for renewal. I think a good administrator could avoid these situations and improve them.

I believe that one of the main factors is to make it more sustainable and more commercial, market things that are wanted and needed by the persons, so they will be able to attend these courses and get the needed training.

To what you were saying; how to be sustainable and continue training: we could contribute by paying, like in private schools (...). We contributed with the minimum, the rest was provided by the Mission.

For me, it is important that each person by logic always invests in his/her training. What we would like is that IDMAN expands its curriculum; and as my Pastor said, offering an interesting subject will call our attention. If something is interesting and helpful, we invest in it, and if it is not convincing, such as repeating last year's course (...) I assure you that the participation in the workshops will decline. Simply, if IDMAN's curriculum is expanded and interesting subjects are offered; a person will take it, no matter the cost.

CM Do you also think that IDMAN should negotiate with military institutions and other institutions to win? Or would you have to negotiate with the municipalities?

FG. I believe that IDMAN would have to search for funding with the municipalities, because we, no matter what, are part of the municipality, and part of the area and neighbourhood as well. If there is a change, and if we want to keep it, we will do it. This is going to benefit the area as well as the (...) municipality.

CM One last question; once we have been trained, have we found spaces?

FG. I do not have much to say regarding this.

I know last year's impact. I did not really know how the structure was. It was good for me; I liked very much the focus on municipality concessions. We also saw oratory themes as well as project elaboration. Last year these themes were like an advance, as suggestion I can ask for everything, but personally I think that the themes are alright, but they should be presented in more depth.

INTERVIEW 3

Interviewer: M. Lourdes Caverro **Date:** February 19, 2013

Interviewee: Eloy Vargas **Place:** La Paz

Lourdes Caverro (LC). Good morning, I would like to thank you for your time. This interview is complementary to the information. We have already visited 10 districts, we have two more to visit and they are the most faraway districts. What do you do in MAN?

Eloy (E). I look into to fulfilment of the plans (contracts), I verify and analyze the fulfilment of indicators in local and strategic plans.

Lourdes Caverro (LC). Your plans are the parameter of the fulfilment of obligations via facilitators. This interview has to complement the information. We have visited 10 districts, and we have two more to visit and they are the most faraway districts.

LC. How long have you been involved in the ID?

E. I am fairly new. I started last year in June and my contract is indefinite, I went over the first three months. The perspective is to improve the strategy of the new strategic plan, which starts this 2013. In order to implement new tools, we have aligned all local plans, because all projects were disordered.

Claudia Mendoza (CM). Based on those adjustments, which are the lines or strategies you have defined?

E. We have a five-year plan, but we do not have the critical analysis of the previous plan; during this management period, we have space to analyze it. On such a basis, we are structuring new variables. We are taking out medium and short term indicators; then we will expand them into a chart called indicator tracking table. Each objective will have its own indicator. At action level, we will have some indicators, which will be converted into outputs (products), and these outputs will have their own indicators which we will be delivering in time.

This work will be done this March with: all facilitators, area responsible persons, and coordinators; as I said, we will not be able to operate through a very general objective.

LC. I believe this will be of great help for the ID, we are at 50%. The information is qualitative; the quantitative phase will only comply with the ID's demands. The indicators are there, as for qualitative data, we are collecting it. We are using both, and I believe that for the job that you will do, this information is important. For example; the sustainability theme, counterpart management, materials, promotion, management and communication themes, and the organizational structure centred in one person. I consider that due to funding issues this is a bit weak.

CM. People sometimes want a different kind of promotion, they are organized communities, and it is difficult for them to arrive.

LC. This will be useful for something

E. It has to be a tool to do future projections towards 2017 to discuss: management themes and knowledge appropriation (especially persons that have appropriated knowledge and community leaders).

Intervention areas as such; most of these areas have dispersed into other areas where the comprehensive intervention has been weakening. Even though it is more communitarian, the health theme has been isolated.

Then, this is how we were able to link IDMAN with the human development program. To disperse a lot, means more funding and more personnel to cover more action areas.

CM. What is more interesting is that people are empowered.

E. This is what we want.

CM. Critical people. Do you see projection starting with that?

LC. Do you consider that the institute responds to the needs?

E. It is responding to the community's needs, we have to concentrate. This is more a MAN strategy issue. We want to reach other areas. Hold the experience of impoverished people in order to see if the plan has responded despite the difficulties faced by the Institute. A difficulty is the name issue; the Institute should have its own legal status, own funding, structure, authorization from the ministry, independence, etc. The institute charges in order to operate and this was observed; also if we are a service organization and if we are a non-for-profit organization. We are attending these issues, and trying to define our status.

LC. What is the objective?

E. To have empowered persons in management, policies, leadership themes; so communities become inter-dependent to decide the elaboration of projects that can be managed through municipal governments.

LC. What is your target population?

E. Youngsters as well as persons who have positions in other institutions.

LC. Is the Institutes work put into practice in the municipalities?

E. We hope that some persons that are appropriating knowledge would be able to put it into practice, exercising roles as mayors, council persons, etc.

LC. Up to what point is the ID developing values?

E. This a complex issue, surely there are some variables such trust, solidarity, love, and justice; so they feel capable to practice these values. We understand that we can empower, but how about values? We are influencing so values are mainstreamed.

LC. Do you believe this is being done?

E. Yes, but we want to see the reach of our influence to go deeper in diaconal work. A worry is that leaders might be disguised.

LC. Through what means are you working on leadership and values?

E. Complex. But I understand that there is responsibility from leader to leader to support each other. We want to see how responsible the leader that we are forming in the community and family is. But we have certain appreciation in this aspect; the leader committed to Christ does not happen a lot.

These are values that are not too aligned to the organization. We have seen a leader telling us that we put a lot of time working in it; many of our leaders without Christian values have distorted. Friends become enemies; we have also seen that those leaders started to rob.

It is a responsibility before God, not only before the community. How to be a committed leader? that is the area we are working on. Maybe Pastors are not inculcating so Christ can live in their hearts.

CM. When I interviewed people from El Alto, they asked for a different type of training, a more diaconal one.

LC. They want training more concentrated on diaconal and gospel work. It is different from the leaders in municipalities.

E. There are marked interests for ecclesiastic leaders who are devoted to the church in relation to community leaders. We wanted to turn this leadership to community leaders; work is more difficult with those persons.

LC. But the pre-concept is that the ecclesiastic formation is not synchronized with leadership.

E. It can match. They still have some fear.

LC. Besides with the laic conception, nothing can be imposed. There is the need to respect the religious option. In the field we discovered syncretism.

E. It is a miscellaneous. The ecclesiastic values have been abolished; we wanted to use the synthetic theme so the ecclesiastic leaders join the community leaders. The carnal temptation does not warrant the fall of ecclesiastic leaders. They had to help us; we are now working a strategy to know how much an ecclesiastic leader can affect other leader that does not know God.

It is different when leaders practice forming other leaders that have God's values. Congregants, one way or another, will influence in the formation of practice of values, but we just saw this.

LC. Up to what point, are programs influencing the participant's decision making?

E. Programs and projects concept was mismanaged a little. Programs were not understood in their true sense. Persons directing before - with blind eyes - have moved to Government programs; and projects also have been aligned to state programs. We are aligned but it does not mean that we have to do the same.

A program is a conglomerate of projects that should respond to the community's needs; it may be that in other areas, the aim is economy.

We have to see intervention projects considering the needs, we just realized that! The sectoral projects have been squeezed. All projects will contribute to the program and at the same time have to be aligned to the State's plan.

IDMAN started as a diaconal project.

It was managed a little like that, they were like islands. Norway was not so demanding then. They managed it as one more contract but they used to see it as a program, as a sectoral project.

LC. How do you see the organizational structure?

E. This structure must be inserted into the MAN's structure. And this, where does it report? Then I said, this cannot happen, you would have to be a human development coordinator. But it is not like that, it is like a non-well structured small annex within the organization. It is like a small MAN.

That is the reason I requested to grant independence for a "new child". However, sustainability is not really feasible.

LC. As MANB, what type of management shall be present in the ID?

E. That is a bit weak, I said, is this person from operations? or is it IDMAN's responsible? for the time being this person is with IDMAN. We tried to enhance our management through the certifications; then I proposed, why don't we coordinate funding with other organizations?, pointing one person for organizing and another for implementing and strengthen the different areas, positioning ourselves in front of other organizations.

LC. As part of the management, a sensitive theme is related to matches and budgets, can you make any comments about cost-benefit?

E. We really analyzed it very carefully because we were told that there is no budget, and that in the previous five-year period it had to become sustainable, but we found out that they did not want to give us funds anymore, not even a cent. We can coordinate formation themes, but without funding.

CM. I understand you have a budget; how much do you give to IDMAN and what expenses are incurred by IDMAN?

E. The year before last, they were told that they have to be sustainable. In this five-year, funding was accepted only for administrative expenses, just for that. And regarding investing, it was coordinated with Diaconia FRIF; and in this negotiation, it was said that the money was not enough. We were told that we had to charge the municipalities. Then we said; what do we do now? Is it the end of IDMAN or do we integrate it to a human development project? We were faced with that dilemma and I structured it with the two proposals. If until 2017 it is not sustainable, the IDMAN is going to disappear.

Does the IDMAN have enough capacity? 1) It should fully integrate into local development. 2) Make the IDMAN fully independent by capturing the municipal government resources. There is the game!

LC. Can you look for funding in both cases? We were told that in some cases the 5% is being reverted because it was not implemented. It is happening in many municipalities at national level.

E. Yes.

LC. When you are independent is always easier, worst case scenario is that you go to a common stock.

E. At any rate, in this management period we are elaborating a strategy so in the five-year period we can ensure financial sustainability with DIACONIA FRIF; this in order to cover the formation of some leaders, and also knock on municipalities' doors.

LC. It is another thing when it comes as policy rather than as donation. Attention should be given to this.

The other theme has relationship with sustainability; it has to do with the legal future, in regards to certification and accreditation.

E. Regarding this point, the Education vice-ministry has denied our request for certification. We cannot request an administrative resolution every time. They told us no, it cannot be done; they also added that in order to save this management period why don't you affiliate to CEA, the closest one is in El Alto. And where does our image go, in the certificate?

LC. Have you thought to ask for a resolution?

E. We have been analyzing if the IDMAN is going to have a resolution as an institute so we can grant certificates. A commission was formed; this will be fostered this year, but coordination with CEA will continue. This commission is working so the IDMAN can become independent and the authorization is obtained as such, as an Institute. If the IDMAN does not become independent, it would have to be integrated somewhere in programs and projects.

LC. Is the commission formed by MAN's executives?

E. Yes, I am also part of it; and the ones that make more decisions are the area coordinators from El Alto, Sorata, etc. Obviously all the IDMAN is there.

LC. I believe that it is important that during this process, leaders be involved and also to delegate only one person as responsible.

E. Right, you are right.

LC. I say this from experience, just when the Law 070 was being written, they wanted it to be influential. I had not done that before, and we organized it through the APG leaders. You have to appeal to the leaders.

E. Yes.

LC. In the agreement you can even get the structure as a match. Social organizations can obtain infrastructure.

By the time we finish the report, you can be working and demand this from the Ministry.

LC. Right now Esther does it all by herself. What do you think about that?

E. We also observed that, it is too isolated. Even though in the strategic plan, there is a responsibility to turn one specific indicator each year. I told Esther, we cannot continue doing that, the IDMAN separately from MAN; however, we continue saying they are integrated. Before there were no demands; that is the way it was managed. Nobody said this is not good. But when we arrived, we said, this is not good. How can I make promote efforts and empowerment?

And how am I going to make it visible? If we give an open option, we are going to get stressed out. If we have to integrate it as IDMAN, we will do it, but it has to be in the organizational infrastructure.

Consequently, in this management period we are going to meet with the direction and administration to deliver the new organizational structure by March, and define the commission's strategy to see if it will go as IDMAN or not.

Evidently, effects and benefits are interesting.

LC. Which are the ID's greatest weaknesses and potentialities?

E. One of the main weaknesses is to look for funding for investment. Operations are guaranteed until 2017; then one of the weaknesses is that right now, we do not have a clear strategy to see if we are going to coordinate with CEA, or if we are going to become independent. And the commission misses a lot.

We said, once for all, let's position it. Who knows, maybe the IDMAN does the job; we can contract it as institute for leader formation.

Choosing leaders seems to be interesting.

ANNEX N° 5: List of people that participated from the field work

N°	Name and Last Name	Position	Community
1.	Juan Quispe Bautista	Puerto Pérez Municipality Mayor	Puerto Pérez
2.	Reynaldo Callejas	Human Development Assistant – Caranavi Municipal Government	Caranavi
3.	Hugo Daza	Area IV MAN-B Coordinator	Caranavi
4.	Rina Yanapa	ID External Facilitators	La Paz
5.	Teresa Quispe	ID External Facilitators	La Paz
6.	Ma. Eugenia Gutierrez	ID External Facilitators	La Paz
7.	Hipólito Llanque	ID External Facilitators	La Paz
8.	German Gutiérrez	ID External Facilitators	La Paz
9.	Elizabeth Ubaldo	ID External Facilitators	La Paz
10.	Cristina Mercado Urquizo	MAN-B Executive Director	La Paz
11.	Esther Quino	ID Responsible	La Paz
12.	Eloy Vargas	MAN-B Operations Coordinator	La Paz
13.	Rolando Villena	Ombudsman	La Paz
14.	Ricardo Suxo	Diaconía FRIF	La Paz
15.	Gladys Joanna Tonconi Luna	Student Graduated from the Institute for Development	Tihawanacu
16.	Lidia Pora Cruz Osco	Student Graduated from the Institute for Development	Tihawanacu
17.	Martina Martha Cruz Osco	Student Graduated from the Institute for Development	Tihawanacu
18.	Severo Ignacio Juchani Patti	Student Graduated from the Institute for Development	Tihawanacu
19.	Evelin Condori Calle	Student Graduated from the Institute for Development	Tihawanacu
20.	Mery Shirley Osco Cornejo	Student Graduated from the Institute for Development	Tihawanacu
21.	Sonia Rodríguez Calle	Student Graduated from the Institute for Development	Tihawanacu
22.	Jorge Adalberto Quispe Flores	Student Graduated from the Institute for Development	Tihawanacu
23.	Pascual Mamani Yujra	Student Graduated from the Institute for Development	Tihawanacu
24.	Juan Héctor Arradia Corani	Student Graduated from the Institute for Development	Puerto Pérez
25.	Ricardo Ponce Quispe	Student Graduated from the Institute for Development	Puerto Pérez
26.	Marcos Carrillo Mendoza	Student Graduated from the Institute for Development	Puerto Pérez
27.	Rosalía Mamani Limachi	Student Graduated from the Institute for Development	Puerto Pérez

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28.	Alex Adali Ramos Mamani	Student Graduated from the Institute for Development	Huarina
29.	Francisca Delgado Velazco	Student Graduated from the Institute for Development	Huarina
30.	María Tallalahua Ceron	Student Graduated from the Institute for Development	Huarina
31.	Juan José Huanca Contreras	Student Graduated from the Institute for Development	Palos Blancos
32.	Jonathan Morochi Q.	Student Graduated from the Institute for Development	Palos Blancos
33.	Frida Parí Osco	Student Graduated from the Institute for Development	Palos Blancos
34.	Daniel Adalid Escobar Quispe	Student Graduated from the Institute for Development	Palos Blancos
35.	Américo Orlando Morochi Coajera	Student Graduated from the Institute for Development	Palos Blancos
36.	Sergio Mallqui Mamani	Student Graduated from the Institute for Development	Caranavi
37.	Silvestre Vargas Camiño	Student Graduated from the Institute for Development	Caranavi
38.	Ángel Bonilla Mamio	Student Graduated from the Institute for Development	Caranavi
39.	Beatriz Gonzales Maita	Student Graduated from the Institute for Development	Caranavi
40.	Úrsula Wendy Larico Machaca	Student Graduated from the Institute for Development	Caranavi
41.	Vadir Erick Gutiérrez Hurtado	Student Graduated from the Institute for Development	Caranavi
42.	José Luis Aruquipa Q.	Student Graduated from the Institute for Development	Caranavi
43.	Esteban Villegas Barradas	Student Graduated from the Institute for Development	Caranavi
44.	Marisol Mendoza Flores	Student Graduated from the Institute for Development	Caranavi
45.	Alicia Albarez Axaviri	Student Graduated from the Institute for Development	Sapecho
46.	Genaro Maza Semo	Student Graduated from the Institute for Development	Sapecho
47.	Pedro Florez Baltazar	Student Graduated from the Institute for Development	Sapecho
48.	Gustavo Nery Aduvin Cruz	Student Graduated from the Institute for Development	Sapecho
49.	Mario Choque Chambi	Student Graduated from the Institute for Development	Sapecho
50.	Cirilo Maza Servio	Student Graduated from the Institute for Development	Sapecho
51.	David Condo Vani	Student Graduated from the Institute for Development	Sapecho
52.	Addy Combeta Garcia	Student Graduated from the Institute for Development	Sapecho

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53.	Daniel Gigesí	Student Graduated from the Institute for Development	Sapecho
54.	Jhovith Alborta Aguilar	Student Graduated from the Institute for Development	Sapecho
55.	Ramiro Chura Paco	Student Graduated from the Institute for Development	Sapecho
56.	Rolando Mamani Aruquipa	Student Graduated from the Institute for Development	Sapecho
57.	Waldo Porco Pacara	Student Graduated from the Institute for Development	Sapecho
58.	Mercia Cruz Coria	Student Graduated from the Institute for Development	Sapecho
59.	Cristina Callisaya Sonico	Student Graduated from the Institute for Development	Sapecho
60.	Ruth Elizabeth Quiroz	Student Graduated from the Institute for Development	San Pedro de Tiquina
61.	Pastora Quispe A.	Student Graduated from the Institute for Development	San Pedro de Tiquina
62.	Brígida Uscamayta Argani	Student Graduated from the Institute for Development	San Pedro de Tiquina
63.	Rebeca Ticona Uscamayta	Student Graduated from the Institute for Development	San Pedro de Tiquina
64.	Ana Martiza Aruquipa Gutiérrez	Student Graduated from the Institute for Development	San Pedro de Tiquina
65.	Lorenzo Villca Salas	Student Graduated from the Institute for Development	Santiago de Huata
66.	Zacarías Laura Pari	Student Graduated from the Institute for Development	Santiago de Huata
67.	German Quispe Larico	Student Graduated from the Institute for Development	Santiago de Huata
68.	Antonia Quita Ticona	Student Graduated from the Institute for Development	Santiago de Huata
69.	Marlene Quispe Pari	Student Graduated from the Institute for Development	Santiago de Huata
70.	María Tintaya Mamani	Student Graduated from the Institute for Development	El Alto/Churches D. 6
71.	Rubén Ismael Huanca A.	Student Graduated from the Institute for Development	El Alto/Churches D. 6
72.	Enrique Facundo Sullcani Condori	Student Graduated from the Institute for Development	El Alto/Churches D. 6
73.	Domitila Chuquimia	Student Graduated from the Institute for Development	El Alto/Churches D. 6
74.	Franz Saravia Quispe	Student Graduated from the Institute for Development	El Alto/Churches D. 7
75.	Ana María Yujra Macochapi	Student Graduated from the Institute for Development	El Alto/Churches D. 6
76.	Ramiro Yusra Mamani	Student Graduated from the Institute for Development	El Alto/Churches D. 6
77.	Karina Leocadia Quispe	Student Graduated from the Institute for Development	El Alto/Churches D. 6

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78.	Rebeca Sullcani Chuquimia	Student Graduated from the Institute for Development	El Alto/Churches D. 4
79.	María Callata Ticona	Student Graduated from the Institute for Development	El Alto/District 14
80.	Jessica Pamela Torres Siñani	Student Graduated from the Institute for Development	El Alto/ District 14
81.	Graciela Chaves Quispe	Student Graduated from the Institute for Development	El Alto/District 14
82.	Sebastiana Avedaño Miranda	Student Graduated from the Institute for Development	El Alto/District 14
83.	María Elena Sirpa Quispe	Student Graduated from the Institute for Development	El Alto/District 14
84.	Elsa Rivera Paredes	Student Graduated from the Institute for Development	El Alto/District 7
85.	Juan Carlos Navarro Alvarez	Student Graduated from the Institute for Development	Suapi/Alto Beni
86.	Maribel Pamela López Pilco	Student Graduated from the Institute for Development	Suapi/Alto Beni
87.	German Ochoa Llanqui	Student Graduated from the Institute for Development	Suapi/Alto Beni
88.	José Luis Viracocha Choque	Student Graduated from the Institute for Development	Sica Sica
89.	Virginia Blanca Viracocha Callisaya	Student Graduated from the Institute for Development	Sica Sica
90.	Johnny Gonzalo Choque Sarzuri	Student Graduated from the Institute for Development	Umala
91.	Rubén Darío Pinto Baltazar	Student Graduated from the Institute for Development	Umala
92.	Eulogia Villca Carrasco	Student Graduated from the Institute for Development	Quiabaya
93.	Julio Araja Callisaya	Student Graduated from the Institute for Development	Quiabaya
94.	José Luis Tarqui Cocarapi	Student Graduated from the Institute for Development	El Alto/District 7
95.	Hilaria Mamani Benito	Student Graduated from the Institute for Development	Caquiaviri
96.	Valentín Huanca Camas	Student Graduated from the Institute for Development	Achocalla
97.	Vicenta Flores Mita	Student Graduated from the Institute for Development	Ilabaya
98.	Alejandro Pérez Mamani	Student Graduated from the Institute for Development	Sorata