

10774 Post Evaluation in Peru 2014

Report prepared for Pym

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SUMMARY

This report provides a post evaluation of two projects financed by Norad, implemented in the Perené valley in the 1980s through Pym and local partners. The projects looked upon are a Facility Service for Citrus Fruits and a Vocational Training Centre. The primary objective of the post evaluation is to assess the state of the previous projects, and the secondary objective is to provide comments regarding the future scenario for potential projects in the area. The evaluation uses qualitative method analysis based on interviews, participatory observation, and unstructured casual conversation done during fieldwork in August 2014. It complements the analysis with desk study of secondary data. The report focuses on the results and sustainability of the two projects, and shows that both of them have accomplished their objectives. Large local participation and cooperation with the Peruvian state have been two important factors contributing to the sustainability of the projects. It is recommended that future projects consider the historical and economical context, the environmental conditions (particularly the environmental fragility) of the area, active participation of all actors through all stages of the projects (including Indigenous peoples), culturally adequate indicators to monitor the projects, as well as improved transparency mechanisms for the projects' administration.

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ABBREVIATIONS

AFRUKI	Citrus producers association “Asociación Fruticultores de Kivinaki”
AIPA	Asociación de Iglesias Pentecostales Autonomas / Association of Pentecostal Autonomous Churches
CECONSET	Central de Comunidades Nativas de la Selva Central / Association of Indigenous Communities from the Central Amazon
DIP	Desarrollo Integral de Perené Foundation
FILA	Association of Filadelfia Churches
MCP	Máximo Camarena de Pérez Foundation
MoE	Ministry of Education
PAS	Progreso Amor Solidaridad / Progress Love Solidarity Foundation
PYM	Pinsebevegelsens Ytremisjon / Pentecostal Foreign Mission
Norad	Norwegian Agency for Development Cooperation
UNDRIP	UN Declaration on the Rights of Indigenous Peoples

1. PURPOSE OF THE EVALUATION

Pym has been involved supporting social work in the Perené valley, in the Chanchamayo province located in the central Amazon region of Peru since 1971. Their work has mainly been focused on improving farmers’ living- and working conditions based on the fact that 70 to 80% of the inhabitants in this area get their livelihoods from agriculture. In 1977 Norad financially supported the construction of a bridge in the area, followed by a health centre, educational institutions and integrated agricultural projects; all in cooperation with local organizations and with a large involvement of local people. The work has also given specific emphasis to support

Indigenous Peoples, which in the area involves specifically Ashaninca Indigenous communities.

More recently, Pym and the Peruvian partners have intended to renew project activities in the area.¹ In that context, Pym applied to Digni for a preplanning project. After some discussion, both Digni and Pym agreed upon the need to undergo a post evaluation first. The intention of the post evaluation is to provide information about previous Pym projects supported by Norad, which could make recommendations for possible future planning.

The projects chosen for the evaluation were the following:

- Service Facility for Citrus Fruits
- Investment support for a Vocational Training Centre

The primary objective of the document is to evaluate the state of these projects and focus on the lessons learned throughout their implementation. The secondary objective is to provide comments on future scenarios of similar projects in the area. The evaluation is expected to provide information about the context, results and sustainability of these two projects.

Fieldwork to evaluate the projects was conducted between 4th-15th of July 2014 in the Perené valley in Chanchamayo province of Peru.

2. METHODOLOGY OF THE EVALUATION

The evaluation was divided in three phases applying qualitative data analysis as main methodology. The first phase of the evaluation focused on desk study revision of previous applications and reports as well as the design of semi-structured interviews. The second phase involved fieldwork data collection through semi-structured interviews and direct measurement of the state of the projects' infrastructure. The last phase of the evaluation involved report writing (which included triangulation of data).

- Phase 1 - Desk study:
 - Revision of previous project reports, relevant documents and secondary literature
 - Design of semi-structured interviews
- Phase 2 - Fieldwork:
 - Semi structured interviews with key persons
 - Check of projects' infrastructure
- Phase 3 – Report writing
 - Final document in English and Spanish

¹ See appendices 6.1. for the complete Terms of Reference

² She introduced the evaluators to them and preferred not be present during the interviews.

For the interviews, key informants were identified through the revision of project reports as well as through snowball or chain sampling, starting with the Norwegian missionary, Liv Haug, as the main contact. Liv Haug has been the main contact in the cooperation between Pym and local partners in the Perené valley since 1972. The consultants have considered the bias involved in implementing snowball sampling technique, particularly because the relationships between the main contact and all other informants may have had effects on the type of information shared with the evaluators. The main contact however, was very respectful about providing private space between informants and the evaluators.² Key informants included representatives from current and previous local partners and organizations, staff and students at the Vocational Training Centre, the former administrator of the Service Facility for Citrus Fruits, local citrus producers, board members and church representatives that were involved (at least for some period) in the projects' development.

Together with semi-structured interviews, other methods implemented were participatory observation and unstructured casual conversation.

The sources of information used were mainly first hand data collected during fieldwork. It must be considered that there was limited written documentation and reports from the projects being evaluated, since they were implemented between 1984-1994, when the monitoring of development projects had other procedures compared to the ones today³. No baseline was done when the projects were implemented that could be used to evaluate specific indicators and undergo a specific quantitative analysis through time. Therefore the evaluation does not aim to do a systematic study of the impact on the target group, as data quality and availability is limited. Nonetheless, the evaluation complements what is available with information provided during fieldwork through the identification of aspects involved in the sustainability of the projects and the perceived impacts at the local level.

3. BACKGROUND INFORMATION

3.1. General information about the Perené valley

The Perené valley is located the Chanchamayo province in the department of Junin, in what is known as the central Amazon region or *Selva Central* of Peru. The province of Chanchamayo was founded in 1977 and is divided into 6 districts: Chanchamayo, Perené, Pichanaki, San Ramón, Vitoc, and San Luis de Shuaro; and is situated 300-350 kilometres northeast of the capital city of Lima with an altitude of 600-1200 metres above sea level. The Perené and the Pachitea are the main rivers crossing the province. The province is considered to have tropical climate with temperatures lying between 20-35 degrees Celsius and a rainy season that goes from January to April. The province registered in 2012 about 190 000 inhabitants (INEI 2012)⁴, representing about 13% of the total population of the department of Junin.

² She introduced the evaluators to them and preferred not be present during the interviews.

³ See section 1.4. for more about this

⁴ INEI (2012). "Provincia de Chanchamayo". URL: www.inei.gob.pe.

Province	Districts		
	1954	1978	1987
Chanchamayo	Chanchamayo San Ramón Vitoc	Chanchamayo San Ramón Vitoc S.L. de Shuaro Pichanaki	Chanchamayo San Ramón Vitoc S.L. de Shuaro Pichanaki Perené

Table 1. Evolution in the political-administrative demarcation of the Chanchamayo Province (1954-1987)

Source: INEI 1989a, 1989b (in Santos Granero and Barclay 1995).

The capital city of the province of Chanchamayo is called La Merced and is composed of approximately 24 000 inhabitants. The city of La Merced was founded 140 years ago, in 1871, by Italians, Germans and Chinese immigrants who were given land by the Peruvian government in order to settle down there. The second largest urban centre after La Merced is San Ramon, with more than 20 000 inhabitants. Both cities play an important role in the economic dynamics of the central Amazon region, concentrating important commercial, public, and productive activities (coffee and fruit production) (CVR 2003). About 50% of the province's surface is used as agricultural land (i.e. 251 551.9 hectares). However, according to soil studies, only 6% of the total is considered technically suitable for agriculture, whereas most of it is suitable for forest conservation. Moreover, the Perené valley is traditionally a part of the Indigenous territories of the Ashaninca and Yaneshas peoples who through different processes of colonization have been progressively dispossessed of their land and forced to move further into the Perené valley (as well as other valleys the area).

Like many areas of the Peruvian Amazon, the first expeditions consisted of missionaries. In the whole of Peru 81,3% of the population is Catholic and 12,5% are Evangelical,⁵ but in the valley of Perené has more evangelic than catholic churches.

In terms of Peruvian state presence in the area, like many areas in the Amazon, the Perené valley generally has not had a strong presence of the state, which has contributed to limited sense of trust between local population and the state.

⁵See: <https://www.cia.gov/library/publications/the-world-factbook/geos/pe.html> (Retrieved: 1st of August 2014)



Map of the Perené Valley, Chanchamayo district, department of Junín in the Central Peruvian Amazon

3.2. Historical Context

It is critical to reflect about the economic history that has determined the configuration of the Central Amazon regional space. We focus on three aspects that we consider the most important in order to analyse development projects in the area.

3.2.1. A history of occupation and colonization

The central Amazon has experienced a long process of occupation initiated irregularly in the 17th century, stabilized since 1709, interrupted in 1742, reinitiated in 1847, and massive since 1950, has made this part of Peru distinctively different with respect to other Amazonian and Andean spaces. A sense of economic “order” of the space started in 1970, i.e. forty years ago. This situation of “order” was interrupted by the growing presence and intervention of subversive groups (like Shining Path and the MRTA) since 1988 (Santos Granero and Barclay 1995). Other important events to consider that contributed to a particular image of the Amazon as a natural more than a social space to take effective possession of have been: the conflict between Peru and Ecuador, the adoption of the Rio de Janeiro Protocol, the interest of exporting raw materials particularly in second world war, and the construction of new highway axes that led to a massive migration of people from the Andeans to the Central Amazon

A combination of various factors (historic, economic, ecological, and economic) throughout the years have made the Chanchamayo province gain prominence, particularly in the production of coffee, fruits, and timber extraction. This productive profile in the region has led to groups with higher economic and commercial power in the area move from other places in Peru, more modern and technical developed

coffee and fruit producing *haciendas*, and the most importantly, better public services (Santos Granero and Barclay 1995).

3.2.2. Implementation of a particular productive model and the environmental limits of the land

It must be considered the impacts related to the implementation of the colonizers' economy during processes of massive occupation and with it, the development of certain productive models over the environment and the regional landscape. The strong demographic pressure over the land and the generalization of the "small-scale estate" also referred to as "minifundio" has contributed to environmental deterioration. Productive agents have become obliged to use the land massively even when the soil is not suitable for farming (agriculture and livestock), but is more suitable for protection and forest management. The rigorous study done by Santos Granero and Barclay (1995) for example, demonstrates how the productive pattern that prevails in the region (mainly among settlers), privileges crops that are permanent over transitory ones, and therefore promotes a more intensive use of the land. Moreover, that the forest and soil degradation in the region has reached such high levels that even fallow or crop-free land in the region has lost its farming capacity. Alternative systems of Indigenous agroforestry (rather than a simplified migratory agricultural system) should be considered (Barclay 1990)⁶.

3.2.3. The integration of Indigenous peoples into the regional and national economy and the transformation of their territories

The situation of dispossession and colonization of Indigenous territories led to the formation of what today are known as "Indigenous communities". The rapid economic change that Indigenous communities have gone through and the number of mechanisms to integrate them into the regional economy must be kept in mind for the implementation of any productive project in the area. In particular, because of existing evidence about the impacts and the little mitigation and supervision related to these rapid changes; new forms of social stratification and segmented identities as well as the fact that the Peruvian state has not always managed to settle and act in efficiently in these spaces of rapidly changing contexts.

3.3. Indigenous peoples and organizations in the area

The Ashaninca peoples are the largest and most extended Indigenous group in the Peruvian Amazon, is the second largest Indigenous group in Peru, and have historically inhabited what is today the Chanchamayo province (as well as other valleys in the Central Amazon). Due to their proximity to Lima, the Ashaninca peoples have been object to numerous conquest expeditions throughout the colonial period, which in most cases they rejected. However, at the beginning of the 17th century, Franciscan missionaries were able to tear apart the Ashaninca resistance and founded several mission towns in Chanchamayo and Perené, among other

⁶ Barclay, F. (1990) "Hacia una revisión de las imágenes de la realidad agraria de la selva" en *Perú: El problema agrario en debate - SEPIA III*. Chirif, A., Manrique, N. y Quijandría, B. (eds.) Lima: SEPIA

neighbouring areas. During a period of thirty-three years, the Ashaninca were evangelized and incorporated to the regional economy as workforce of missionary lands and estates for coca and sugar cane production used for hard liqueur making (*aguardiente*) (Santos 1980)⁷. The imposition of external cultural and labour patterns, together with the high mortality rates caused by successive epidemics that were brought by the Spanish conquerors, led to a series of riots that came to an end in 1742 with the anticolonial uprising led by Juan Santos Atahualpa (Santos 1988a)⁸. For over a hundred years, the Central Amazon was left without European presence and the Ashaninca peoples were able to continue living autonomously, carrying out the utopic project of Juan Santos Atahualpa, which included the adoption and adaptation to the western cultural elements considered most positive. Among these, were livestock rearing, farming of certain European species and manufacturing of native iron tools. The latter, revolutionized productive techniques, granting Ashaninca peoples (and the Amuesha peoples) a distinguished position the Central Amazon (Santos 1988b)⁹.

After 1847, the successive republican governments made efforts to reoccupy the area. The combination of militaries and missionaries led the Ashaninca resistance to an end after 40 years. In 1890, the State gave away a concession of more the 500,000 hectares of land along the Perené river, to the Peruvian Corporation as a way of repaying part of the foreign debt to the British government. A year later, Lima and the area became connected by waterway (*Vía Central del Pichins*). These two projects generated an important impact among the Ashaninca peoples and the regional economy. Together with the expropriation and occupation of their territories, they were object of raids by rubber tappers who took them as slaves. Even with the fall of the armed Ashaninca resistance, their peoples have been able to maintain their cohesion and identity as a differentiated group. The entitlement of native land since 1975, although insufficient in terms of the areas considered, also contributed to generate the conditions to maintain Ashaninca identity.

During the first decades of the 20th century, the Ashaninca of the Perené have been progressively integrated to the regional economy as workers of the coffee plantations of the Peruvian Corporation (Barclay 1983)¹⁰. The growing interest for timber also contributed to the progressive expansion of the timber extractive frontier in the area, including the most remote Ashaninca areas. In the 1990s, Santos (1990) argued that the Ashaninca (in the areas better connected to markets, like the case of the Perené) adopted a strategy of direct agricultural production and in that sense, a clear interest to integrate to the national economy.

⁷ Santos, F. (1980) *Vientos de un pueblo: síntesis histórica de la etnia Amuesha, ss. XVII-XIX*, Tesis de Licenciatura en Antropología, PUC, Lima

⁸ Santo, F. (1988a) "Anticolonialismo, mesianismo y utopía en la sublevación de Juan Santo Atahualpa", ponencia presentada al Encuentro de Historiadores y Etnohistoriadores del Area Andina sobre el tema *Rebeliones andinas anticoloniales del siglo XVIII*, Universidad de Tarapacá, Arica (en prensa)

⁹ Santos, F. (1988b) "Templos y herrerías: utopía y recreación cultural en la Amazonía peruana", *Boletín del Instituto Francés de Estudios Andinos*, T. XVII, No. 3-4, Lima.

¹⁰ Barclay, F. (1983) *La Colonia del Perené: sus efectos sobre la población nativa y su rol en la configuración de la región de ceja de selva central*, Informe de investigación, FOMCIENCIAS (mimeo)

In the Perené valley, commercial agriculture became a strategy the Ashaninca peoples adopted to survive in the face of the growing pressure over their lands and the increasing scarcity of animal and forest resources that would enable the development of their traditional activities. In 1986, 66% of the average Ashaninca farm (*chacra*) was intended for commercial crops, similar to a 75% of the farms owned by the foreign settlers (mainly the Andes areas) (Swenson 1986)¹¹.

Coffee, the main commercialized crop grown in the Perené, constitutes 40.5% of the average Ashaninca farm, and constitutes the strategy in order to secure a permanent source of income. In the 70s and in response to the problems related to the commercialization of their products (monopoly and low market prices), the Ashaninca producers of the Perené (together with the one in the Pichis) organized themselves politically in an Indigenous organization called *Central de Comunidades Nativas de la Selva Central* (CECONSET). The organization was originally created as a cooperative for the commercialization of coffee and a fruit called *achiote* produced in the Indigenous communities, but later it took over other struggles faced by the Ashaninca peoples (Santos 1990).

Even when the territory of the Ashaninca peoples of the Perené is heavily fragmented, the Ashaninca identity remains alive. However, there are sign of certain groups among the youth that are opting for a strategy of assimilation.

Analyses such as those of Santos (1990)¹² conclude that the economic integration of Indigenous peoples is not synonymous with the loss of identity, as long as such a process goes hand in hand with conditions that assure the access to land and resources as well as solid organizational forms that guarantee certain level of political autonomy of the peoples.

It must be considered that Peru has incorporated into its legislation the Indigenous and Tribal Peoples Convention from the International Labour Organization (ILO Convention 169) and has adopted the UN Declaration on the Rights of Indigenous Peoples (UNDRIP). Both legal instruments oblige states to respect the special relation between Indigenous peoples and their territories (in spiritual, social, economic, cultural, religious and even cosmic).

This section briefly contextualized a series of historical processes of the Perené valley. It has raised critical aspects to consider in the analysis of any development project in the area. First, the Amazon has historically been perceived as a space to take effective possession of. It is thought that problems can be solved through short-term proposals that have historically involved: the intensification of migratory influxes (settlers), the indiscriminate application of modern mechanized technology, monoculture, and forest activities. Second, the environmental fragility of the Central Amazon must be taken into account in any decision that involves the expansion of the farming frontier (agriculture and livestock). Before generalizing any expectations regarding the intensification of any crop, both prices and the environmental impact in

¹¹ Swenson, S. (1986) "Impacto de la agricultura comercial en las comunidades nativas del Perené", *Amazonía Indígenas*, Año 6, No. 12, COPAL, Lima.

¹² Santos, F. (1990) "Integración económica, identidad y estrategias indígenas en la Amazonía" en *Perú: El problema agrario en debate - SEPIA III*. Chirif, A., Manrique, N. y Quijandría, B. (eds.) Lima: SEPIA

the long term must be taken into account. Alternative systems of Indigenous agroforestry (rather than a simplified migratory agricultural system) should be considered. Third, the area has seen a long history of dispossession and colonization of Indigenous Ashaninka territories and the number of mechanisms and modalities to integrate them to the regional economy. At least, land and resource access as well as organizational capacities among Indigenous peoples must be considered for the implementation of any development project in the area.

3.4. Education and Indigenous peoples

The public budget for education in Peru has increased in the last years, as well as the expenses per student and related investment. In 2002, there was a National Agreement to redirect 6% of the GDP towards education as a medium term goal, in 2013 it has reached little over half of that goal, i.e. 3.3%. In that sense, the relatively limited financial budget continues being one of the main hurdles to progresses in terms of access to education in the country (ONU – Peru 2013).¹³

Those with fewer possibilities to finish primary education are students from rural areas, and particularly Indigenous students from the Amazon region. For them, Intercultural Bilingual Education (EIB), which is recognized in the Peruvian Constitution, is crucial¹⁴. However, EIB is still limited despite the efforts displayed by the current government. The last UN Report on the progress of Peru in terms of the Millennium Development Goals (ONU – Peru 2013) indicates the limited access to EIB as an urgent barrier to overcome. In 2013, the Peruvian Ombudsman indicated that the regional governments in Peru directed less than 1% of their budget to EIB and also, that the teachers being hired did not know the Indigenous language of their students (Defensoría del Pueblo 2013a).¹⁵ Hand in hand with this is the need to consider the access to education and EIB for Indigenous women specifically. In particular, considering that in Peru 40% of urban non-Indigenous men (between 37 and 65 years old) have the possibilities to access higher education, whilst only 1% of rural women of the same age have done it (ONU – Peru 2013).

In the Chanchamayo Province, where the Perené valley is located, the local educational unit (UGEL in Spanish) reports seven educational institutions where the Ashaninka Indigenous language is taught and one with Yanesha Indigenous language (DIGEIBIR - Gestión Descentralizada 2013)¹⁶. However, still the

¹³ ONU – Perú (2013) “Perú: Tercer Informe Nacional de Cumplimiento de los Objetivos de Desarrollo del Milenio” Lima: Oficina de la Coordinadora Residente

¹⁴ Intercultural Bilingual Education (EIB) is recognized in the Peruvian Constitution and has been implemented through the Law No. 27818. Moreover, Peru has a law of recognition, preservation, foment and diffusion of Indigenous languages. Nonetheless, no education policy exists in accordance to these legal recognitions yet. Moreover, the ILO Convention 169, ratified by Peru in 1993, recognizes the right of Indigenous boys and girls to learn to in their own language, preserve it and develop it (Art. 27)

¹⁵ Defensoría del Pueblo (2013a) Nota de Prensa N° 000/OCII/DP/2013. “Advierte la Defensoría del Pueblo: EL 46% DE NIÑOS INDÍGENAS EN EDAD ESCOLAR NO RECIBE EDUCACIÓN EN SU LENGUA ORIGINARIA”

¹⁶ Based on “Registro Nacional de IIEE EIB” and the Educational Census 2012.

Department of Junin does not offer EIB in any of its Upper Educational Centres (Defensoría del Pueblo 2013b)¹⁷.

3.5. Development cooperation involved

The practices in development cooperation have changed dramatically during the last 50 years. The projects evaluated in this report were implemented in the 1980s, in a time where the procedures for this kind of partnership was very different than it is today. Here we will highlight some of the differences to keep in mind:

The requirement for documentation in the form of applications and reports between local and Norwegian partner was not as strict as it is today. The revision of project applications and reports in this evaluation provides limited information. The applications do not necessarily describe an explicit objective for the projects, and do not have indicators in order to do a follow up and evaluate the sustainability through a longer period of time.¹⁸

Development projects were to a large extent managed by one single person. In contrast to the way development aid projects operate today, it was common that one person could have contact with donors, partners and play various roles in the same project. Today, this type of project management is not recommended by development agencies like Norad. In the case of the projects evaluated here, it must be taken into account that the Norwegian missionary played an important role and therefore influenced the way projects were initiated and implemented.

Development aid projects had, generally speaking, a stronger focus on infrastructure and technical investments than they have today¹⁹. It reflects the heritage from missionaries and other development workers across the globe that emphasized investment in schools and hospitals wherever they arrived. At that time, focus on capacity building, human rights, and participation was not common in development aid cooperation, as it is today. The consultants confirm this development aid vision in the way Norad supported infrastructure building in the Perené Valley during the 1980s.

At the time the projects evaluated were implemented, there was little emphasis on specific mechanisms to monitor and undergo proper follow up of development impacts. This is the case for the projects evaluated in this report. Investments were made, reports sent, but no follow up was undertaken. In general, the lack of documentation after the investment finalized (a period of nearly 30 years, from 1987 until 2014) has limited the possibility of a more critical evaluation task.

¹⁷ Defensoría del Pueblo (2013b) "Informe Defensorial N° 163: Avances y desafíos en la implementación de la Política de Educación Intercultural Bilingüe 2012-2013"

¹⁸ The applications and reports revised by the consultants is dated to the years 1984 to 1988 for both projects evaluated. Limited information is reflected, for instance, by the fact that reports covered three pages and contained the very basic information needed.

¹⁹ <http://www.norad.no/no/resultater/norads-resultatrapporter/resultatrapport-2012/historisk-utvikling/historisk-utvikling-fra-kerala-til-klima> (Retrieved 11.8.2014)

This being said, it is highly important to underline that this is not unique for the projects touched upon in this specific evaluation, but this is how it was done in those days for most Norad funded projects, as well as other development aid projects.

3.6. Historical partnerships and the role of Norwegian organizations

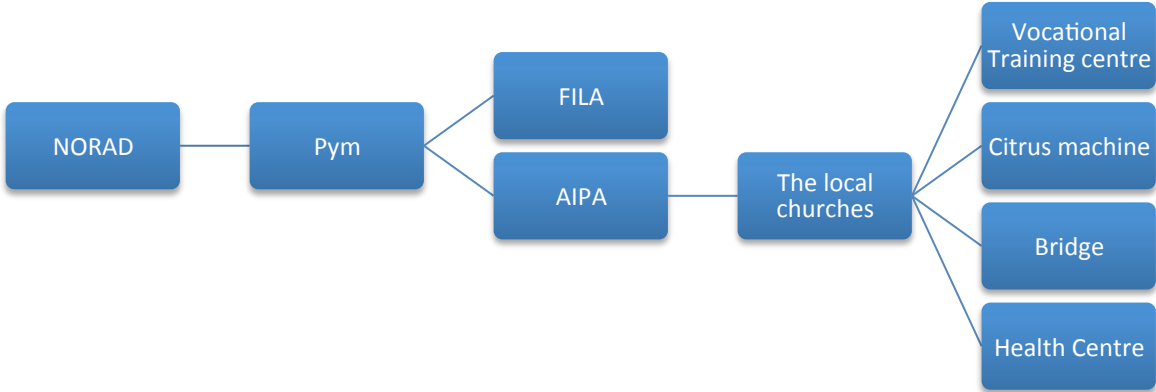


Chart 1. Structure of the financial administration of projects

The Norwegian mission has had an important presence in the province of Chanchamayo since the 1970s. In this section, we highlight some of the key partnerships maintained since then.

Initially, the type of financial support Norway has provided in the area has been focusing on infrastructure building. In 1972-73, the Norwegian NGO, Strømmestiftelsen supported the construction of the Pentecostal church in Perené.

Norad provided economical support for the first time in the area with the construction of a bridge in 1976 connecting two towns, Santa Ana and Pueblo Libre, as well as a number of villages along the Perené River. The bridge is called “Puente Noruega” (*Norway bridge*). The initiative to build the bridge came from the local community in order to connect both towns to an important highway that would facilitate the transportation of local products (fruits and other goods) to larger markets in Lima among other places. The bridge took five years to build; no machines were available at the time. The connection between the two towns joint by the bridge contributed positively to the formation of the district of Chanchamayo. It must be noted that the population of the district has also increased significantly since the bridge was built²⁰.

²⁰Before the building of the bridge it was only one of the towns, Pueblo Libre, which was accessible from Lima by the highway *La Marginal* that was built in 1975.

In the 1970s there were approximately 2000 inhabitants in the town of Perené. Today there are nearly five times as many²¹.



Bridge built between 1976 with large local participation in the Perené district.

Other projects implemented with support from Norad via Bistandsnemnda (now Digni) in the Perené valley have been the following:

- Health Centre, Villa Perené (1984-1990)
- Health Centre, Villa Perené, 2.construction phase (1988-1992)
- Investment support: Bridge across the river Huachirok (1984-1991)
- Service facility for citrus fruits, Perené (1984-1990)
- Investment support: Vocational training centre, Villa Perené (1984-1993)

The projects evaluated in this report were financed by Norad through Pym, and channelled through and in cooperation with AIPA (Asociación de Iglesias Pentecostales Autonomas). AIPA is an association established around 40 years ago in Peru by Swedish missionaries. It has received missionaries from Pentecostal churches in Sweden, Norway, Holland, and Denmark, as well as Peruvian pastors. AIPA was Norad and Pym's main local partner and is therefore a key actor in the

²¹ In 2014 there are 9000 inhabitants in Perené town.

projects evaluated in this report. AIPA was the legal entity in the Peruvian registry and became in charge of looking after the local infrastructure of the projects funded by Norad. AIPA is today composed mainly by Peruvian pastors and fewer European missionaries compared to previous years.

Since 2006 the Pentecostal churches in the Perené valley have no longer been registered in AIPA, but have formed its own legal entity, called the Association of Filadelfia Churches (FILA). FILA is responsible for the management of the Pentecostal churches in the valley, a nursery, a radio station, an income generating project for women and other social projects. In the board of FILA there is a president, four members from the affiliated churches (two men and two women), a deputy, a secretary, an accountant and a treasurer. The board members have been active church members for a long time, and have experience with cooperation with Pym and Norad.

Filadelfia Kristiansand has previously been one of the Norwegian partners of AIPA, and now FILA.²² Between 2007 and 2012, Filadelfia Kristiansand financially supported the building of a new church in La Merced, which has become the main Pentecostal church in the Perené valley. Filadelfia Kristiansand was more directly involved in the building of this project than in previous projects. Since the start of this project, the level of cooperation between Filadelfia Kristiansand and FILA has increased. Filadelfia Kristiansand has now taken the responsibility to build up a centre for homeless elders, women and children who have been victims of violence in San Ramon.²³ In the case of a future partnership between Pym/Norad and FILA would mean the first time Filadelfia Kristiansand in partnership with FILA (or AIPA) cooperate together in a Norad-supported project.

FILA became economically autonomous from Filadelfia Kristiansand in 2012. According to interviewees from FILA, their church-members have higher education and income than earlier and their contribution to the church has greatly enabled FILA to support itself economically.²⁴ One of the pastors, who is a board member of FILA, expressed that the financial situation of the churches is positive. He said that in fact they do not need and are not too interested in receiving external funds.²⁵

Finally, it must be mentioned that key to Norwegian presence in the area has been the Norwegian missionary, Liv Haug, who came to the town of Perené, in the Chanchamayo province in 1972. Since then, she became an important connection between the Norwegian Pentecostal church and local people and politics²⁶

In general, from the interviews made during fieldwork, the Norwegian missionary has left a very positive impression among local population. She is considered a “force in creating change” in the Perené valley, particularly for being part in a range of different projects (physically worked in the building of some projects herself), through her role as a major, as well through her involvement in church and other various

²² Filadelfia Kristiansand was the church Liv Haug was sent out from in 1972, and has therefore been a partner of AIPA and FILA ever since.

²³ Interview with Liv Haug on e-mail 18th of September, 2014

²⁴ Interview with Liv Haug, 9th of July 2014, San Fernando de Kivinaki

²⁵ Interview with Danis Cueto, 11th of July 2014, Perené town

organizations. According to the interviewees, one of her main strengths is planning and organizing. In the words of one of them; *“Her presence is important. When Liv is part of an organization, things get in order...”*²⁷

Some of the positive aspects that the consultants observed throughout the fieldwork related to the presence and work of the Norwegian missionary in the Perené valley are:

- The amount of trust and respect she has gained by local people
- A large social network and social capital connected to her
- A rich experience of more than 40 years of living in the area that has allowed her a wider temporal perspective of the development transformations and needs in the area
- A supportive and perseverant presence even through very dangerous political periods in the country, especially during the internal armed conflict in the 1980s and 1990s.²⁸
- Extensive knowledge of the local politics and management of the municipalities.

3.7. Organizational form of the foundations in charge of the management of the evaluated projects

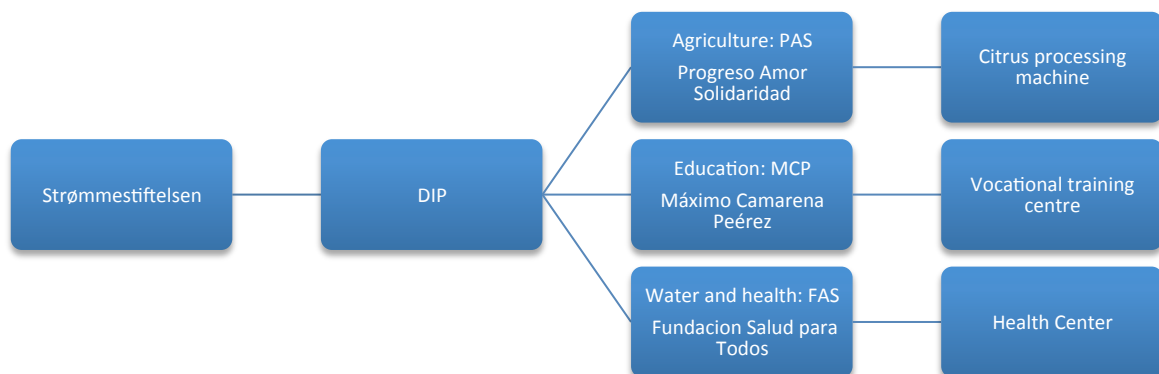


Chart 2. Structure of the foundations in charge of the management and supervision of Pym’s investments

²⁷ Interview with Edwin Sotelo, 9th of July 2014, Pichanaki

²⁸ This was mentioned in many of the interviews.

There were a series of foundations established to support the projects financed by Norwegian funds. The main one, DIP, *Desarollo Integral de Perené*, was created in 1985-86.²⁹ These projects included mainly the ones that were financially supported through Pym, however there were also others. Apparently, the supervisor observed on the one hand, little state presence at the time, but also broad support and trust from local people towards the missionary who contributed to implement these projects.

In that context, DIP was created with the objective of managing branch foundations in six different areas of development: agriculture, education, water and health, transportation, electricity and culture. DIP had two specific roles:

- To be in charge of the financial administration of all the branch foundations.
- To give support in terms of the supervision of the projects which were part of these foundations.

Strømmestiftelsen supported DIP financially until 1996, when they decided to end the financial support³⁰. In the board of DIP there were three representatives from Strømmestiftelsen, one representative from the local producers, one representative from the Indigenous communities, one representative from the local church, and one representative from the village of Perené. Strømmestiftelsen paid the staff in DIP, which consisted of an agronomist, an accountant, a secretary, and an engineer.

DIP's role is significant for this evaluation because it was in charge of managing and sustaining all the investments done by Pym in both of the projects evaluated. The two specific branch foundations relevant to this evaluation are the *Progreso Amor Solidaridad* (PAS) Foundation and the *Máximo Camarena de Pérez* (MCP) Foundation. The PAS Foundation was in charge of the agricultural branch in DIP. During the entire period that the Service Facility for Citrus Fruits was operative, PAS was responsible for looking after it. The board of PAS was composed of representatives from the local producers and a representative from the church, which was chosen by the town of Perené.³¹ The MCP Foundation was in charge of the educational branch of DIP and managed the infrastructure of the project associated to the Vocational Training Centre. The board of MCP had one representative from the students, one from the Indigenous communities, one from the teachers, and one from the local church.³²

²⁹ The consultants were told that the creation of DIP Foundation was done after a recommendation from a supervisor from Strømmestiftelsen, Mr.Ecker. Interview with Eduardo Reyes, 10th of July 2014, Perené town

³⁰ Application for preplanning project 2012.

³¹ Interview with Edwin Sotelo, 9th of July 2014, Pichanaki

³² Interview with Liv Haug, 8th of July 2014, La Merced

4. EVALUATION OF THE SERVICE FACILITY FOR CITRUS FRUITS

4.1. Context of the project

Among the most important fruits produced in the Chanchamayo province are citrus fruit, pineapple, banana, avocado, and star fruit. However, the uneven topography in most of the province makes production highly dependent on the use of manual rather than machine technologies (i.e. the use of trucks, tractors, etc. is difficult). As a result, production costs are higher and its economic competitiveness in the national market is lower. In particular, Chanchamayo producers struggle to compete with producers from the coast of Peru who generally have had lower production costs, greater access to larger markets (such as in the capital city of Lima), and more recently have also been able to take better advantage of existing international trade agreements to export their products. In the case of Chanchamayo producers, processes of classification, packaging, transportation, and selling to the main national market is taken up by mediators, preventing them from generating sufficient income.

4.2. Purpose of the project

In that context, the Norwegian missionary together with small-scale local producers identified two key aspects in the 1980's:

- The need to process and give added value to local produce, particularly citrus fruits.
- The need for economic capital in order to invest in the processing of local produce that could result in improving local people's income.

According to some interviewees who were part of the project, the conversations that led to the identification of such problems and needs (the need for added value and the need for investment for processing fruit) were mainly held in the Filadelfia church. Initially, the idea was to create a processing factory that could process citrus produce into fruit juice, fruit jam, among other products locally.³³ However, the processing factory did not materialize mainly due to lack of economic capital. Instead, in 1984, the town of Perené acquired a citrus processing machine through AIPA, which was placed in what is today the town of Pueblo Libre (right next to the Perené town).

The objective of the Service Facility for Citrus Fruits project was to provide a service to producers (particularly small-scale ones) to process their produce locally, classify it, and achieve better quality and presentation to access larger markets and increase their family income.

More specifically, the project was first in charge of selection, classification, and packaging (into boxes) of the citrus fruit, particularly oranges, through the use of a

³³ Other ideas besides the processing of citrus fruit that were also discussed during that period included avocado as well as the acquisition of a machine to process banana flower, but did not work because of the lack of contacts (specialists and investors).

processing machine. Once the oranges were processed, they were transported to larger markets in Lima. In many cases, citrus producers already knew a wholesaler in Lima who could receive the packaged oranges. In those cases, the project was in charge of delivering the boxes to them. In the case where producers did not have a wholesaler, the project would contact one they trusted and deliver the produce to them. According to project workers, producers had flexibility to change of wholesaler whenever they wanted.

When the citrus processing machine was acquired and the Service Facility established the foundation of PAS was created in order to be in charge of running of the project. During the interviews, those involved in PAS said it explicitly that the project did not have any interest in profit making, but rather to provide an opportunity to local producers (specially small-scale ones). They also explained that the reason to choose small-scale citrus producers as target group of the project was because they were considered to have less economic advantage (i.e. economically poorer) compared to other producers, such as coffee producers.³⁴ Also, the focus on citrus fruit rather than coffee production was because that particular area in the Chanchamayo province produces particularly high quality citrus fruits compared to others³⁵.

The total investment of the project accounted to 320 000 NOK, which included the following³⁶:

- Fruit Processing Machine: 230 000 NOK
- Equipment: 25 000 NOK
- Labour for its construction: 15 000 NOK
- Transportation costs: 20 000 NOK
- Running costs 30 000

In terms of organizational structure, the PAS Foundation was in charge of the project's management and owner of the infrastructure. The board of PAS (chosen every 2 years) consisted of a president, a vice-president, vocals, church representatives, town representatives, and producers' representative. Interviewees mentioned that PAS had good relationships with state institutions in general. There were between 5 to 6 people working at the Service Facility. This included a machine operator, 3 to 4 box packagers, and 1 in charge of finalizing the packaging (putting lids and tags). The administration of the project was centralized by the DIP Foundation.

4.3. Results and sustainability of the project

4.3.1. A general positive impact perceived.

The fruit-processing machine was intensely used by the province's orange producers between 1984 and 2005. Although no baseline was done during that period that would otherwise enable to evaluate benefits quantitatively before and after the

³⁴ Interview with Liv Haug, 8th of July 2014, La Merced

³⁵ Interview with Edwin Sotelo, 9th of July 2014, Pichanaki

³⁶ Source: Letter from 1984 confirming investment for the implementation of the Facility Service. Prices are indicated in NOK.

implementation of the Service Facility for Citrus Fruits, all interviewees agreed that the project was successful in general terms. Interviewees' idea of success is associated on the one hand, to the economic benefit generated by orange producers and, on the other hand, to the increased number of jobs that the processing machine generated. Also, it is important to mention that throughout the years, the service given was also improved (particularly since 1996). However, this depended on the person who became in charge as he was particularly open to adjustments and had a real will to serve local people and see them benefit.

4.3.2. Improved opportunities to small-scale producers.

According to those involved in the project, the objective of the project was accomplished. In the words of the administrator at the time "*producers wouldn't have otherwise kept coming and coming to use the service*". The project benefitted around 40 to 50 producers, mainly small-scale, around the Perené area³⁷. One of the interviewees mentioned that almost all of the producers were identified through church meetings (they attended the Filadelfia church). When questioned about the extent to which this could have excluded particular groups of local producers (not affiliated to the church for example), interviewees responded that the project did not discriminate anyone (neither church members nor non-members, nor large nor small-scale producers).

4.3.3. Increased income to small-scale producers.

During the period the project was implemented, producers were able to sell their oranges for about double the price as before. Where the amount of oranges equivalent to a box could be sold locally for 4.00 Peruvian soles (approx. US\$2), after the fruit was processed, producers were able to sell it for 8.00 to 10.00 Peruvian soles (approx. US\$4 to 5)

³⁷ According to secondary data, the project initial aim of the project was to help 100 farmers to improve their produce and increase their income (Source: Letter from 1984 confirming investment for the implementation of the Facility Service)



Small-scale producer's association selling citrus fruit in Pichanaki town's festival

4.3.4. Improved access to markets.

Besides the citrus processing machine, the project also owned an energy generator³⁸, a truck, and a small car. The vehicles were used to recollect the fruit locally from the farms to the Service Facility, which was particularly important for small-scale producers who did not own a vehicle. The recollection was done occasionally, where production was considerable enough to cover the costs of recollection. Most importantly however, one of the vehicles owned by the project was used to transport the citrus boxes to Lima markets. It must be clarified that the project (and PAS) obtained these vehicles through DIP³⁹. There were also some local producers who owned their own trucks and transported their citrus boxes on their own after using the Facility Service.

4.3.5. Financial sustainability: self-sustained financial model.

The financial management of the Facility Service, including costs for human resources, mechanical maintenance (of the machine, vehicles' wheels, etc.), and office furniture, was covered by the project itself. According to interviewees, most of it came from the extra cost of 1.00 Peruvian sol (approx. US\$0.40 cents) charged to producers for each processed box.⁴⁰

³⁸ The citrus processing machine was acquired during a period when no electricity was yet available in the area and thus, an energy generator was needed.

³⁹ When the vehicles became damaged they were sent to the Vocational Training Centre to be repaired as this was also (partly) a project managed by the DIP Foundation.

⁴⁰ Nonetheless, according to a letter from 1984 (confirming investment to implement the Facility Service) the profit generated from the Facility Service was intended for community

4.3.6. Institutional sustainability: failed attempts of institutional agreements.

Interviewees involved in the project mentioned attempts to subscribe agreements with other institutions such as the Peruvian Centre for Social Studies (CEPES, according to its initials in Spanish), which focus on agricultural research and project development. However, it appears that CEPES' support was not as useful since (at that time at least), they were mostly focused on coffee production rather than citrus. Other attempts to improve and assure access to markets for instance included agreements with supermarkets in the city of Lima. The project made contact with some supermarkets, but a particular form of contract was identified as necessary because usually supermarkets paid producers approximately 15 days after turning in their produce. Small-scale producers, like the ones that were part of the project, could not wait that long without any income. It appears that hiring a specialist in contract development was not possible and the agreements with supermarkets failed. In terms of other institutional agreements, it is known that at least between 1996 and 1998, no other organizations supported the project.⁴¹ Finally, the productive association AFRUKI (*Asociación Fruticultores de Kivinaki*) Further discussion on their possibilities is found in the "Recommendations for future scenario" section.

4.3.7. Technical sustainability: machines became out-dated.

Two aspects could be mentioned in terms of technical sustainability. When the project was initially implemented, the lack of electricity in the area until the 1990s made it highly inefficient to run the processing machine as it needed a generator based on gasoline. Secondly, today neither the Service Facility nor the fruit processing machine, nor the vehicles continue operating. This is mainly because the machine became out-dated ("*too small and too slow*"); it could not process as fast as newer technologies and producers preferred taking their produce to processing machines in Lima for instance.

4.3.8. Environmental sustainability: the need to account for the environmental fragility of the area while considering new threats over the environment.

On the one hand, having the Service Facility in the area, enabled producers to re-use (at least as fertilizer) the lower quality fruit remainders that wholesalers in Lima did not want to receive and were otherwise thrown away. On the other hand, some environmental limitations were identified after the Service Facility was implemented, including the lack of irrigation systems that would enable to produce all year round and the lack of treatment to certain plagues such as fruit fly.

Beyond the limitations identified by interviewees however, it is necessary to reflect in terms of the actual environmental conditions for the type of agriculture (permanent or commercial cropping system) that this project promoted in the area. It must be mentioned that the reports of the project described the Chanchamayo region as very suitable for coffee and fruit production. Nonetheless, a thorough analysis of the agricultural conditions of the Central Amazon region (reviewed in the Context

initiatives. The initiatives were supposed to be decided during weekly public meetings with the local community and their representatives.

⁴¹ Interview to Edwin Sotelo, August 2014.

section) indicates that in fact, the generalization of “small-scale estate” has contributed to environmental deterioration and that soils in the area are not suitable for farming. In fact, forest and soils in the region have already reached high levels of degradation and thus, have lost their farming capacity through the occupation and implementation of the settler’s economy. This was not taken into account when the project was defined.

Moreover, it must be considered that the Central Amazon region has high potential for hydrocarbon extraction and a large percentage of its area is currently covered by hydrocarbon concessions. Productive projects such as the one evaluated here may be some of the most important alternatives to promote environmental sustainability and livelihoods as well as to secure a source of income for local people in the future.

4.3.9. Social sustainability: the need to consider benefits to Indigenous communities.

Whereas there is no doubt that the Service Facility for Citrus Fruits project benefitted many Perené residents, those were mainly settlers (colonizers from the Andes). Many interviewees (including those who were part of the project) agree that economic benefits were not as noticeable in the case of Indigenous communities.

Benefits to Indigenous communities should be contextualized in an economical historical perspective. On the one hand, studies (at least in the 90s) show that about 40% of the average Ashaninka Indigenous farm was directed to commercial crops as a strategy to secure income (Santos 1990)⁴². In that sense, the Service Facility project could have benefitted them economically. On the other hand, the integration of Indigenous peoples to regional and national market economies have shown through history to be associated with drastic transformations (and even loss) of identity, particularly when such processes do not go hand in hand with conditions that assure Indigenous peoples’ access to land and resources as well as to a solid political autonomy of their organizations. Thus, even when the project would have targeted Indigenous communities as direct beneficiaries, there would have been a need to articulate the overall project’s objectives (i.e. to increase family incomes) with Indigenous political long-term objectives. At least with two aspects: (1) Land security (by generating enough safeguards that would enable them to protect their territories effectively as demographic pressure increases over their land), and (2) Identity, particularly the relations between them and their territories (spiritual, social, economic, cultural, religious, and cosmic relations).

Finally, it must be considered that project reports indicated that approximately 70-80% of the province’s inhabitants are “agriculturalists”, which could be implicitly associated with commercial producers. This fact was one of the main ways to justify the implementation of a Service for Citrus Fruits (as it would be benefiting a large percentage of the population). However, at the same time, the term “agriculturalist” did not differentiate the diverse forms of agriculture that co-exist in the area and instead, homogenized the agricultural systems, giving priority to one type:

⁴² Santos, F. (1990) “Integración económica, identidad y estrategias indígenas en la Amazonía” en *Perú: El problema agrario en debate - SEPIA III*. Chirif, A., Manrique, N. y Quijandría, B. (eds.) Lima: SEPIA

commercial crops (or permanent ones that require more intensive land use). This has served to disregard other forms of land use, particularly that of Indigenous peoples, who use and value land differently than settlers (i.e. not only in terms of commercial use, but also in terms of medicinal, recreational, cultural, and spiritual use). Other forms of land use should be considered in the definition of future Project objectives if benefits to Indigenous peoples are intended as well.

5. EVALUATION OF THE VOCATIONAL TRAINING CENTRE

5.1. Context of the project

In 1985 Norad started to finance the construction of a Vocational Training Centre in Perené⁴³. At that time, between 60 to 80% of peoples' livelihoods was linked to agriculture and there were very limited alternative income generating activities. A large proportion of the local youth left their towns in the Perené valley searching for jobs and opportunities to study in larger cities.

One of the only options for secondary education in the Perené valley before the Vocational training Centre existed was a public training centre called *Centro de Education y Occupation* where adults learned an income generating activity in the afternoons⁴⁴. The CEO was respected among community members, and according to testimonies, it was the community who saw the need to expand the CEO, because the buildings of the CEO could not meet the demand. The CEO received a plot of land from the local municipalities for this use⁴⁵. The CEO approached the missionary for financial support from Norad to construct these new buildings. The missionary responded positively with the condition that a Vocational Training Centre for youth would also be integrated in these buildings. The teachers of the CEO and the mayor of Perené were positive to this plan and they applied to Pym, who took it forward to Bistandsnemda⁴⁶. The application was approved and the investment support of 1 million NOK (approximately US\$200 000) was transferred to AIPA from Norad through Digni and Pym between 1985-1987. It was budgeted for building materials, not for the running of any of the institutions.⁴⁷

⁴³ This kind of school, an Instituto Technical Superior, is one of the alternatives of higher education in Peru. The requirement for entering is to have finished secondary school. One of the differences between a university and a Vocational Training Centre is that the degrees have less academic terms, are often less expensive provides technical skills relevant to the job market.

⁴⁴ The CEO is an alternative to secondary school in Peru, organized and sustained by the MoE. By being part of the secondary school they integrate standard curricula with skills training relevant for getting a job. They CEOs are aligned with the national policies for employment and development, and adapted to technical and scientific advancements and the current demand at the job marked. <http://www.oei.es/quipu/peru/per14.pdf>

⁴⁵ Interview with personnel at the Vocational Training Centre (Headmaster Elias Abel Hidalgo Arroyo, Administrator Carmen Rosa Garbajal, teacher Maria Isabel Breia) 10th of July, Perené town

⁴⁶ Bistandsnemda has now changed its name to Digni

⁴⁷ Annual report Vocational training centre 1988 and interview with Liv Haug, 12th of July 2014, La Merced

The building of the Vocational Training Centre was done between 1985 and 1991, in a time where there were no machines and no electricity, thus the building was done manually⁴⁸. The building was mostly done through collective work from people in the community. The main building had 400 m² in each floor, and most of that was built through voluntary work⁴⁹. 10% of the total project cost was covered through the plot that was given by the municipality to the CEO. In addition, Norad put a price per hour of the collective work, which counted as the local 10 % at their approval⁵⁰.

5.2. Purpose of the project

The objectives of the Vocational Training Centre were as follows:

- To provide permanent facilities for technical skill training in the Perené, and provide an opportunity for young people to obtain a job.⁵¹
- To provide possibilities of technical skill training to young Indigenous peoples in the Perené valley. The intention was to provide opportunities to the most marginalized group in the area.
- An implicit objective was to provide training, and expand future prospects to obtain an occupation, as an alternative to recruitment by insurgent groups such as Shining Path.⁵²

The target group was the young people in the Perené valley, and especially the youth of the Indigenous communities.⁵³

The project had a series of partners who shared responsibilities. In terms of administrative aspects, all Norwegian funds managed by Pym were directed to AIPA, their local partner. The Maximo Camarene de Peres (MCP), founded in 1988, composed by civil society representatives and part of DIP, was in charge of the administration of the school and for looking after the Vocational Training Centre's infrastructure.⁵⁴ The Peruvian state was involved in the project through the Ministry of Education (MoE) and was in charge of paying the staff. The local community was involved in the construction of the Vocational Training Centre.

⁴⁸ Annual report Vocational training centre 1987

⁴⁹ Ibid. and interview with personnel at the Vocational Training Centre 10th of July, Perené town, and interview with Eduardo Reyes, 10th of July 2014, Perené town

⁵⁰ Ibid. and interview with Liv Haug, 12th of July 2014, La Merced

⁵¹ Application for extension of the Vocational Training Centre 1993. One of the prerequisite for entering the school was to have 10 years of schooling, which limited the target group.

⁵² Annual report Vocational Training Centre 1988. Shining Path was an insurgent group established in Peru between 1985-1992. It was common for them to recruit youth, and was very active in the Perené valley during those years.

⁵³ Interview with Liv Haug, 12th of July 2014, La Merced, interview with personnel at the Vocational Training Centre 10th of July, Perené town, and interview with Eduardo Reyes, 10th of July 2014, Perené town

⁵⁴ Annual report Vocational training centre 1987. During a public meeting, local people asked DIP to create a foundation that could be responsible of the administration of the Vocational Training Centre and ensure that the buildings were only used for teaching. See: Annual report Vocational training centre 1987, archives of Digni

Some years later, the Vocational Training Centre obtained financial support from Operasjon Dagsverk (OD) and Strømmestiftelsen by paying for infrastructural needs, the secretary course and administrative aspects of the school through DIP.⁵⁵



Vocational Training Centre backyard with parked vehicle used for mechanical training.

5.3. Results and sustainability of the project

5.3.1. Relevance of the project

The project has been relevant to improve local peoples' access to technical skill training, job alternatives and better income. In that sense, the main objective of the project (Objective 1), which was to provide permanent facilities for vocational training in Perené, has been achieved. It has provided this training since it started to operate in 1991⁵⁶ and has historically received students from San Ramon, La Merced and the whole of Perené Valley.

The general motivation of the local population in the urban Perené Valley is oriented towards better access to higher education and relevant skill training. In that sense, the vocational training centre has adequately met local needs. When the Vocational Training Centre started running it was one of the first centres for higher education in

⁵⁵ Annual report Vocational training centre 1988 and interview with Liv Haug, 8th of July 2014, La Merced.

⁵⁶ Interview with Liv Haug 15th of September 2014, e-mail

the area.⁵⁷ In 1993, only 10 % of the local population in the area had formal vocational training or higher education⁵⁸.

The courses provided at the Vocational Training Centre are to a large extent in line with the possibilities of getting a job in the area: (1) Agriculture, (2) Secretary and Administration, and (3) Mechanics. Before the Vocational Training Centre started operating there was done research on what vocations were needed in the area, and the result were the three existing careers. The intention was to provide courses that would give job opportunities so that urban migration to larger cities was reduced⁵⁹.

- The Agriculture-course has a specific focus on livestock and the students learn how to do more integrated farming and become self-sufficient.⁶⁰ As agricultural activities are the main source of livelihood in the Perené valley, it is been relevant for the local population to have access to specialized agricultural courses.
- The Secretary-course aims to prepare students for work in offices in the local municipalities and businesses, as well as in the administrative part of agricultural production.⁶¹
- The Mechanics-course has been a very popular course at the Vocational Training Centre. The roads in the area have been quite bad developed, and there here is a continuing need for maintenance of cars and other transportation modes. There is also a need for repairing of equipment in the agricultural production, as well as transporting of fruits to the markets.

In a description for the rationale behind the choice of courses, it is written how the courses at the Vocational Training Centre provide vocational skills that are beneficial for filling in all the necessary roles in a family business based on agriculture⁶².

“The courses offered at the Vocational Training Centre give a family the possibility to work together in a family business. ... For example, in a family with 5 children it would be realistic to think that one or two of the children would do agriculture and breeding of animals. One child would need an education within mechanic to help with maintenance and repairing of engines, tractor and other equipment when needed. One child chooses the secretary course in order to help with the administrative part of the family business. ... In that way the family members can complement each other. As it is now, the farmer needs to buy all the required services and it is easy to get exploited by intermediaries (because of lack of knowledge). The farmer has to pay for filling out papers, accounting, small reports, selling of fruits, transportation and buyers etc. who take what they want for their services without guaranteeing to do a good job. The result is that it is not profitable to produce in spite of the fact that the consumers have to pay five times as much of what the farmer get for his/her products. This is something the Vocational Training Centre wants to change.”

⁵⁷ Annual report Vocational training centre 1987.

⁵⁸ Application for extension of the Vocational Training Centre 1993.

⁵⁹ Ibid. This application refers of a research done by a University in Lima.

⁶⁰ Ibid.

⁶¹ Interview with personnel at the Vocational Training Centre 10th of July 2014, Perené town

⁶² Application for extension of the Vocational Training Centre 1993

Another reason for this choice of courses was to provide possibilities for women to study. The application from 1993 tells that women could enter the secretary- and agriculture-courses without suffering from gender-based prejudices.⁶³ The same documents tell that the car mechanics-course was the only course offered that was for men-only from a Peruvian perspective⁶⁴.

The staff at the Vocational Training Centre meant that nowadays, more than 70 % of the graduates are able to get a job in the region and other places in the country. After receiving an education from the Vocational Training Centre, graduates are wanted by local companies and in the region in general. Some graduates have opened up their own businesses with stable income and become entrepreneurs⁶⁵. Almost all the former mayors in the Chanchamayo district have received their formal higher education at the Vocational Training Centre⁶⁶. Overall, staff members perceive that the Vocational Training Centre provides important and relevant technical skill training to the local community.⁶⁷

Today, the Vocational Training Centre has about 250 students, where 60% are female and 40% are male⁶⁸. It is now called *Instituto Superior Puerto Libre*. The Vocational Training Centre offers vocational training through a three-year program, and provides the same three courses as earlier. The school has historically received students from San Ramon, La Merced and the whole of Perené Valley.

A considerable number of students have successfully graduated from the Vocational Training Centre. Since its creation, about 250 to 300 students have graduated every year⁶⁹. There is a general perception that most graduates from the Vocational Training Centre get a job and that parents trust the Vocational Training Centre's teaching quality since they wish to send their children the study there.⁷⁰

The Vocational Training Centre has generated an overall positive impact as far as it has been possible to perceive among local population. Based on interviews done with the administration at the Vocational Training Centre, as well as other informants, the consultants perceived that the Vocational Training Centre has had an overall positive impact locally. As there was no baseline done before the project's implementation, it was not possible to prove any direct causality between the project's implementation and increase in living standards of the population. These improvements are based on the perceptions expressed by the informants, and are entirely subjective because of the criteria the informants use to describe "better living standards".

⁶³ The consultants do not have enough information about how many women have graduated in these courses, but this is something that should be followed up more closely and emphasized in an eventual future scenario.

⁶⁴ Application for extension of the Vocational Training Centre 1993

⁶⁵ Interview with personnel at the Vocational Training Centre 10th of July, Perené town

⁶⁶ Interview with Liv Haug, 8th of July 2014, La Merced

⁶⁷ Interview with personnel at the Vocational Training Centre 10th of July, Perené town

⁶⁸ Ibid.

⁶⁹ Application for Preplanning project 2012

⁷⁰ Interview with Edwin Sotelo, 9th of July 2014, Pichanaki

5.3.2. The Vocational Training Centre's infrastructure continues to be useful:

In general, the infrastructure of the Vocational Training Centre seems to be well maintained. The Vocational Training Centre operates in the same buildings that were constructed in the 80s; the original houses, ceilings and walls. A lot of the equipment that was bought in the early days of the Vocational Training Centre is still used, but it was expressed among students and teachers that the equipment is of lower quality now, which is natural 23 years after the activities on the Vocational Training Centre started⁷¹. All of the initial Norwegian investment (1 mill NOK) was used adequately. It was used for materials as well as for services to build the Vocational Training Centre (electrician, bricklayer and plumber).

5.3.3. Large local involvement that has led to a strong ownership:

During the building of the Vocational Training Centre there was a large involvement from the local community, which was highlighted during many of the interviews. Reports from 1987 tell of a remarkable local participation in building the school and to get it ready. On one of the working-sessions described, 170 volunteers worked together. The building of the school took longer time than planned because of inflation and a difficult political situation⁷². Because of the prioritized cooperation with the local municipalities, this had influence on the building process⁷³. But still it was prioritized to not rush the time it took to finish the building as long as the local people could contribute in the building instead of hiring workers to do it. It was a strategic choice to let the local people do the construction in order to let them experience it was theirs.

It seems like the involvement of the local community in building the Vocational Training Centre has led a strong sense of ownership to it, which was evident from many of the interviews. Like a mother said *'I want at least one of my children to go to the Vocational Training Centre, because I was a part of building it!'*⁷⁴ This has had a positive influence on the maintenance and sustainability of the Vocational Training Centre, the local community feel they own it, since they were the one who built it.

During the time of terrorism (1988-1995) many buildings in Perené town were attacked and destroyed by the Shining Path. But the buildings of the Vocational Training Centre were left in peace during this period. This indicates that the local population wanted to protect the school, because it was "theirs", no matter if they were part of the insurgent groups or not. *"It was initiated by the local community; it was started after question from them. Therefore they also protected it!"*⁷⁵

⁷¹ Interview with Edwin Sotelo, 9th of July 2014, Pichanaki and interview with Ashaninka students, 11th of July 2014, Marankiari Indigenous community

⁷² It was built between 1985 and 1991. The hard political situation involved by others a mayor who was not elected by the people and did not have their support (Application 1993).

⁷³ Annual report Vocational Training centre 1988.

⁷⁴ Interview with personnel at the Vocational Training Centre 11th of July 2014, Perené town

⁷⁵ Interview with Liv Haug, 12th of July 2014, La Merced

5.3.4. Indigenous peoples involvement and lack of benefit by Indigenous community

From the informants around the Perené town, there is a general perspective that the Vocational Training Centre has contributed to improve the quality of life for people in the region. When asked about their perception of “how” it had improved quality of life, many of the answers were associated to the way the vocational centre has attracted students and this has generated better opportunities to establish pension homes, improve transportation infrastructure, food quality, housing, and investment in stores such as libraries and Internet cafes.

While benefits might appear noticeable for urban students, benefits for the Indigenous population must be evaluated as well, particularly considering on the one hand, the amount of Indigenous population and communities in the area, and on the other hand, the fact that one of the objectives of the project was precisely to provide technical skill training to young Indigenous peoples. Indeed, access to formal education and training has long been part of Indigenous peoples’ demands in Peru.

The consultants found out however that only about 15% of the total amount of students registered in the Vocational Training Centre came from Indigenous communities⁷⁶. According to the Vocational Centre staff, the main barrier limiting Indigenous students’ access was financial support. Indeed, interviewees mentioned that during the period when Indigenous students were financially supported to study at the Centre, they had a higher attendance.

However, the consultants consider that besides the financial limitations, there is a need to further evaluate the extent to which the lack of an intercultural approach in the educational curricula of the Vocational Training Centre has had an impact in the attendance of Indigenous students through time as well as in terms of their permanence throughout the programme (until they graduated).⁷⁷

Furthermore, a critical evaluation needs to be made in terms of the relevance and indirect socio-cultural impacts that the courses provided at the Vocational Training Centre have for Indigenous peoples. Studies have shown that the implementation of standard educational centres in a culturally diverse context such as the one in Peru, has led to a number of cultural transformations among Indigenous peoples. One example is that these social transformations are associated to changes in migration patterns (Barclay 2011)⁷⁸ and forms of settlement (around educational centres) that are in turn, linked to the reduction of traditional activities such as hunting. Other impacts observed are the re-structuring of power within communities (reinforcement of power asymmetries) hand in hand with further deterioration of social values. Also, the political and economical consideration of teachers over other traditional authorities; changes in the objectives of education that disregard other knowledge (traditionally imparted in other spaces and through other forms than in the school); ruptures in the connection between parents and their children; rupture of sexual and affective taboos traditionally existing between Indigenous girls and boys (now

⁷⁶ Interview with Edwin Sotelo, 9th of July 2014, Pichanaki

⁷⁷ There are other cases in the Peruvian Amazon where the lack of an intercultural approach to education has been one of the striving factors leading to low attendance and permanence.

⁷⁸ Barclay, F. (2011) “Linea Base del Departamento de Loreto” Consultoría para RFN.

studying together in the school); uniformity in the process of formation between genders; confusion in gender roles (including the family context); early marriages; de-structuring of necessary knowledge for life in the context where they live; substantial loss of the relation between Indigenous peoples and their territory (e.g. so-called environmental knowledge) particularly among youngsters; cultural detachment and migratory wishes; among others (UNICEF 2012)⁷⁹.

In that sense, even when Indigenous students are granted facilities to access and graduate from Vocational Training Centres, the lack of an intercultural approach in their educational formation could deteriorate and even threaten their peoples' cultural survival in the area. This reflection is crucial in order to enable students (both Indigenous and non-Indigenous) to have a critical approach regarding the acquisition of technical knowledge hand in hand with the appreciation of other knowledge associated to their own culture and identity; as well as ways in which to contribute back to their peoples and society. In the words of an Indigenous leader from a community close to Perené town that the consultants interviewed "*The young people leave and are not coming back anymore*"⁸⁰. This attitude can be attributed to many factors, but it is partly associated to a lack of an intercultural curricula.

Therefore, there is a need for an intercultural approach to the curricula (including a reflection of education from a decolonized cultural and ideological perspective) as well as a specific follow up of Indigenous students academic development if future projects regarding education in regions like the Central Amazon are aimed at.

5.3.5. The economic management of the foundations in charge

One of the difficulties the informants pointed out from the history of the Vocational Training Centre was the management of economic resources inside of DIP. The informants said there was adequate economic transparency in the school administration⁸¹, the personnel at the Vocational Training Centre were frequently informed about the economic situation and they expressed there was a general openness about it from the leaders.

But there were comments from several of the informants that reflected mistrust towards the financial management of DIP, which was explained by a suspicion of mismanagement of funds. This is something that needs to be further investigated, since it goes beyond the scope of the evaluation⁸². The suspicion is traced to the ownership of three houses that were built as housing for teachers and Indigenous youth who came from their communities to study at Vocational Training Centre. Those houses were given as private donations given to DIP and came under the

⁷⁹ UNICEF (2012) "Suicidio adolescente en Pueblos Indígenas: Tres estudios de Caso. IWGIA: Lima.

⁸⁰ Interview with Eduardo Reyes, 10th of July 2014, Perené town

⁸¹ Interview with personnel at the Vocational Training Centre 10th of July 2014, Perené town

⁸² This suspicion is directed towards the management of funds within the DIP Foundation, thus it goes beyond the scope of this evaluation where only the financial investment of Pym is being evaluated. However, since DIP was in charge of administering Pym's investment, the consultants consider it relevant to mention it here.

responsibility of MCP. The houses were used for their intended purposes for a while. Informants said that in 1997, the new administrative leader of DIP took private ownership over one of these houses. Today, there is no certainty whether the houses are under the former administrative leader's name or if he has sold them. None of the informants could confirm this, but there was a suspicion towards it.

Because of the mistrust of the economic management inside of DIP, members of the board of MCP wanted to accelerate the planned transition process to the MoE. They wanted the MoE to have full ownership over the buildings, and avoid the administrative leader of DIP to have any influence over the use of resources.

5.3.6. Partnership with state entities (MoE)

The role of MoE is a factor that has been vital for the sustainability of the Vocational Training Centre. They have been involved from the start in 1985, and are now the owners of Vocational Training Centre.

Coordination and co-management of the Vocational Training Centre has been adequate. Throughout many years, financial responsibilities were shared between Norwegian funds and the Peruvian state. Staff members, for instance were paid by the MoE, and Strømmestiftelsen were responsible for running the school through DIP and MCP. The Vocational Training Centre was handed over completely to the MoE in 2013 after a long process⁸³. The only financial possessions MCP is in charge of now are the fields where the agricultural students do their practical training.

Before the construction of the Vocational Training Centre, the MoE was told that there was a condition; The MoE had to ensure that they would be responsible for the payment of the teachers. It was reported that the missionary sat outside the offices of MoE every day for a month in order to push this agreement. She told them that the funds would not be transferred, and the building of the school would not be started until they agreed to this. In the end the MoE agreed to pay for the teachers of the Vocational Training Centre, and has done it ever since. The missionary wanted to ensure that the local municipalities were formally involved from the beginning, and that this payment was covered so that students could afford the enrolment at school.⁸⁴ This has ensured continuity in the cooperation between MCP and the MoE.

The quality of teachers has been prioritized by MCP from the beginning of the Vocational Training Centres existence, and is something they worked hard to obtain⁸⁵. There were not many educated teachers in the Perené valley, so they had to look elsewhere in Peru for possible employees. The MoE paid the hired teachers what they could offer, but in addition, MCP with the support of Strømmestiftelsen could offer some extra wages so that they could choose highly qualified staff. The high academic quality at the Vocational Training Centre was something that was emphasized by the informants, and seems to influence the positive reputation the Vocational Training Centre has had.

⁸³ Interview with personnel at the Vocational Training Centre, 11th of July 2014, Perené town

⁸⁴ Interview with Liv Haug 8th of July 2014, La Merced.

⁸⁵ Ibid.

But according to current students and several other informants, the school has decreased its quality lately⁸⁶. This was described as a lower academic quality and lack of equipment. Now that the MoE has taken over full ownership of Vocational Training Centre, the extra wage to the teachers can no longer be offered, and might be a factor for an eventual lower academic quality. But it must be noted that this is not something the consultants have enough information to say anything certain about.

6. RECOMMENDATIONS FOR FUTURE SCENARIOS

- **Continue with large local involvement, as this has been one of the main positive factors enabling sustainability in the evaluated projects.**

The large local involvement in the projects evaluated has been one of the main factors for the sustainability, and is something that should continue. There is evidence from the evaluation that there has been a remarkable effort of collective work to get the projects started and operating. This collective work has led to strong ownership and protection of the investments.

The consultants see it as likely that the involvement of local people from the beginning of each project has been one of the main reasons for the positive results they have given, for the way the projects have been sustained and the fact that one of them are now run by the Peruvian state. In both of the projects evaluated it is the local people who have proposed the ideas to the church, and decisions to initiate projects have come from public meeting in the villages. The idea was that at least 10% of the project cost should be covered by local people, usually in the form of collective work. The initiative and construction of the projects were participatory and the level of ownership, according to interviewees, was high and lasts today.⁸⁷

- **Need for active participation of Indigenous peoples and incorporate Indigenous peoples rights and identity.**

The intention to involve Indigenous peoples as beneficiaries of the projects was present to different extents in both of the evaluated projects. Nonetheless, benefits and their active participation seemed limited due to a series of social, cultural and

⁸⁶ Interview with Ashaninka students, 11th of July 2014, Marankiari Indigenous community, interview with Eduardo Reyes, 10th of July 2014, Perené town, and interview with Danis Cueto, 11th of July 2014, Perené town

⁸⁷ Interview with Liv Haug, 8th of July 2014, La Merced. The consultants noted a high level of ownership to the bridges that was built by the collective work of local people. The bridge in Perené (*Puente Noruega*) that was built in between 1977 – 1982 with support from Norad, included 13 000 hours of voluntary work from the local community. This sense of ownership was reflected in a story told about a man who was involved in the construction of the bridge and who shouted enthusiastically, while he was crossing the bridge for the first time: *“This is my bridge, and I am not paying for passing it!”* It must be highlighted that the sense of ownership to this and other projects, is related to the fact that local people were directly involved in the construction of the infrastructure itself. Norwegian funds were mainly directed to obtaining materials.

economic factors in the design and implementation of the projects. First, for any future project in the area, Indigenous peoples' adequate participation should be included throughout all stages of the project, from the design to its implementation and follow-up. The participation of Indigenous communities should involve their respective Indigenous organizations. Second, an intercultural approach is needed throughout all stages of the project instead of off-to-hand prioritization of a modernization perspective over Indigenous priorities and territorial relationships and rights. Third, institutional capacity building through intercultural and participatory methodologies are necessary among Indigenous counterparts. Fourth, specific socio-cultural indicators should be designed together with Indigenous peoples and their organizations in order to undergo an adequate follow up of the project and possible socio-cultural transformations in their communities. Indicators should also include institutional capacity building.

- **Continue to strengthen coordination and cooperation with civil society organizations, Peruvian state entities and academic institutions**

The sustainability of projects are largely linked to the involvement of established institutional structures such as public entities and civil society organizations. In the evaluated projects, state entities have participated to different extents. This is reflected for example in the way projects shared responsibility in capacity building (DIP provided financial and logistical support for capacity building workshops in different communities, the state provided specialists to present). Furthermore, the formal involvement of academic institutions and specific research projects should be greatly considered in order for them to provide technical support and feedback for the follow up process. It must also be considered that the involvement of academic institutions may not involve an extra cost to the projects, as this might be a part of their plans and budgets. In that sense, an agreement between project beneficiaries and academic institutions could generate mechanisms of obtaining formal technical feedback on exchange for the institutions' merely academic research objectives.

- **Future local partners need to be further evaluated**

If there will be established a new cooperation between FILA and Pym, the organizational capacity of FILA should be further evaluated. The board members in FILA are currently doing administrative tasks and several of the board members have experience with cooperation with Pym, but before an eventual new partnership the administrative capacity of the organization is one of the things that should be looked further into and be strengthened. A project financed through Norad would require another capacity of economic management and monitoring of projects than it did in the 80s.

FILA has contributed very positively in initiating and taking part in social work in the Perené valley, and is motivated to engage broader in order to improve the living conditions of the people in the area.⁸⁸ If Pym and FILA will partner in a new project it is critical that the planned project is in line with FILA's motivation, concerns and engagement.

⁸⁸ Interview with Danis Cueto, 11th of July 2014, Perené town.

The Norwegian missionary Liv Haug has had a significant role in the evaluated project. She has been coordinator, board member and played a key role in the contact with local municipalities, the Peruvian state and Norwegian partners. In a future scenario the consultants would recommend that these tasks and responsibilities are shared in a team.

In terms of the future scenario of fruit processing (or other agriculture-related) projects, the producers associations need to be considered. As mentioned before, one of the producers associations in the area, which shows motivation to re-take the original idea of the project and build up a processing factory is AFRUKI.

- **Implement participatory methods for problem identification and analysis, project design, culturally and environmentally appropriate indicators for adequate monitoring and evaluation, and transparency mechanisms for the administration of funds.**

The consultants recommend an expanded network of people as well as different people for each of the Foundation's boards in order to secure independent powers. The statutes of the boards of MCP, PAS and DIP said that the boards should have representatives from different groups of the local community (church, Indigenous peoples, the Vocational Training Centre, farmers etc.). But still, the evaluation has revealed that some individuals have been very active in several of the relevant boards and organizations. This might have influenced the perspectives that were represented in the boards, and who benefited from the projects implemented.

Partner organization in Norway should prioritize to do better follow-up in a future partnership. The lack of follow up mechanisms from partner in Norway was mentioned by several of the informants throughout this evaluation, except a few interviewees who reported on sporadic visits of supervisors, but whose reports were not accessible to the consultants.

Even though there has been local people's participation in approving the projects that were implemented (and hereby evaluated), the type of participation needed must consider going beyond the voluntary contribution of people in the projects. Project sustainability would be better assured through a form of participation where people are actively involved throughout all the project cycle: preparation, design, implementation, monitoring, and evaluation. Moreover, the project should consider a level of flexibility that enables beneficiaries' to reformulate certain project activities after going through their autonomous forms of decision-making processes (for example, community assemblies, etc). In other words, the project should generate an adequate space where beneficiaries take real part in the decision-making and are able to influence the project at different stages.

It must also be considered that the evaluated projects did not have proper mechanisms to monitor its impacts (a weakness that was mentioned in several interviews). Future projects should participatory design a series of context-adapted indicators (both social and environmental ones) that would enable an appropriate monitoring both by the financial institution and the actual beneficiaries. Mechanisms of transparency for appropriate financial management should be designed participatory as well. These mechanisms should include strategies for transparent

socialization of management activities and decisions to all actors involved, particularly to community members.

- **Strengthening of gender-perspective**

The gender perspective in any future project needs to be further looked into and be strengthened. There has not been a specific focus on the gender perspective in any of the projects evaluated. We recommend particular attention on culturally gendered adapted involvements within Indigenous communities.

7. Conclusions

Both of the projects evaluated accomplished their objectives. The Vocational Training Centre has managed to provide vocational skills to young people in the Perené valley in matters considered relevant to their society. The Vocational Training Centre is operating today and is run by the Peruvian State. Positive factors contributing to the sustainability of the Centre have been the participation of the local community in its construction as well as the consistent cooperation with the Peruvian state. The Service Facility for Citrus Fruits served local orange producers for several years. It was particularly important for small-scale producers to improve their opportunities to access broader markets and increase their family income. In general, the implementation of foundations to manage the various projects in the area enabled a certain degree of order in financial matters. However, transparency mechanisms could have been improved.

Future projects should consider active participation of all actors through all stages of the projects, including Indigenous peoples, as well as culturally adequate indicators to monitor the projects. Furthermore, the actual formulation of the projects' objectives should include a critical reflection on:

- The historical economical context: particularly in relation to Indigenous peoples' integration to the market economy and associated cultural transformations in Indigenous communities as well as in relation to gender perspectives.
- The environmental conditions of the area: especially because particular productive (agricultural) patterns were indirectly promoted over more environmentally and culturally friendly patterns. This was done both through the Vocational Training Centre (agricultural courses with no intercultural approaches) as well through the Facility Service for Citrus Fruits. A focus on alternatives to the social and environmental threats posed by large-scale scale projects should be considered.

Potential future partners have been identified among civil society (organized local producers, organized indigenous peoples). However, cooperation with state institutions and church organizations has proved to be important for projects' sustainability in the area.

6. Appendices

6.3. Terms of Reference

10774 Post evaluation in Peru 2014

Background

Pym has been involved in social work in Peru since 1971, mainly in the Chanchamayo province central in Peru jungle. 70-80 % of the people in this area get their income from agriculture (directly or indirectly), and improvement of the farmer's living and working conditions have been the main focus of Pym's work here. In 1977, Norad contributed financially to build a bridge for transport of farming goods. Due to strong local contributions, the work expanded and the cooperation with Norad continued up to 1982. Pym has also been involved with setting up a health centre and a training school in the same district, these two with funds from Norad, which have both been up and running by Peruvian Governments for several years. Other infrastructure projects have been realized as well, and in addition, Pym has cooperated with several Norwegian partners on projects the area, such as schools and integrated projects with specific emphasis on the Indigenous people.

Projects with support from Norad via Bistandsnemnda (now Digni) have been the following:

1. Health centre, Perené Peru (1984-1990)
2. Health centre, Villa Perené, Peru, 2.contruction phase (1988-1992)
3. Investment support: Bridge across the river Huachiroki, Peru (1984-1991)
4. Service Facility for Citrus Fruits, Perené, Peru (1984-1990)
5. Investment support: Vocational Training Centre, Perené, Peru (1984-1993)

Pym planned when preparing for a new long term period from 2013 -2017, to apply for support to new project activity as this had been discussed several times over the years. This is because of the need to and the possibilities that lie in assisting the local people to ensure a better and more sustainable livelihood through making better use of their assets.

Initially Pym approached Digni to ask for support to have a preplanning project in Peru in 2014, since we would like to start a project there in this 5-year period and need to find out more about how to go about it. After discussions between Digni and the Pym office, it was recommended and we agreed that Pym applies for a post evaluation project. This is necessary to establish some important facts about the previous projects and possible future planning.

Digni and Pym representatives met and discussed the proposal. The approval for support for a post evaluation was given, but Digni underlined that they see evaluations like this as important to learn from what has been done earlier and what is functioning or not several years after project support. They felt that the main focus of the evaluation should be upon this more than planning for future project initiatives.

In connection with the evaluation, meetings within Norway and Peru will take place. These will have different purposes, but one main objective will be to inform and create a common understanding of what type of development work can get support and in what scale economically.

Objective

The main focus is to evaluate the state of the previous projects

The secondary focus is to look ahead and provide comments for the similar projects in the area

Scope

The following two projects are objects for being evaluated:

- Service facility for citrus fruits, Perené, Peru (1984-1990)
- Investment support: Vocational Training Centre, Perene, Peru (1984-1993)

Criteria for selection:

- Project has received funding from PYM and the Norwegian Government through Digni
- Project is in the geographic area of the Perene Valley

The evaluation seek answers to the following questions:

- Context of the projects
- What was the objective of the project?
- Who were the targets groups?
- The gender perspective included - who benefits from the measures today?
- Who where the local partners of PYM and their partners in Norway?
- Was it done a baseline, and eventually what information did it provide?
- Ownership of what still works, both formally and informally

The sustainability of the project:

- The extent to which the objectives of the projects were achieved
- Activities implemented from the project that still exist in the area
- State of infrastructures implemented by the projects
- What are the perceived effects of it locally?
- What are the perceived effects regionally?
- What are the most important factors for what is still working?
- What were the things that did not work / become a success and why?

Unintended consequences or results of the projects positive and negative

Future scenario:

- Effectiveness of the strategies used to achieve the objective of the project
- Assess local partners and their capacities as potential recipients of development aid in the future.
- Strengths, weaknesses, opportunities and threats of previous and current potential partners.
- The extent to which earlier strategies used in Pym's work in Peru are relevant today.

Methods

The evaluation of the projects will be divided in three phases:

Phase 1 - Desk study:

- Revision of previous project reports, relevant documents, and secondary literature
- Design of interviews and questionnaires

Phase 2 - Fieldwork:

- Structured and semi structured interviews with key persons
- Questionnaire
- Check list of project infrastructure in the area

Phase 3 – Report writing

- Final document in English and Spanish

Tentative timetable

12 th - 16 th of June	Desk study	Oslo / Lima
6 th – 13 th of July	Field work	Chanchamayo province
14 th – 16 th of July	Preparation of report	Lima
1 st of August	Submitting of draft report	Oslo / Lima
15 th of August	Submitting of final	Oslo / Lima

	report	
September	Follow up meeting	Oslo

Budget

Item	Cost (NOK)
Travel, visas and transportation	18 000
Accommodation etc.	10 000
Consultancy fees 2 persons 11 days a 3000 NOK	66 000
Any extra exp.	5 000
Total	99 000

6.4. Working schedule

DATE	CONSULTANT'S ACTIVITIES
July 3 - 7	Systematization of secondary sources
July 8	Interview with Liv Haug, missionary. Visit around
	Systematisation of interview
July 9	Visit to Pichanaki
	Interview with Edwin Sotelo, responsible for citrus machine service facility and former teacher at Vocational Training Centre
	Visit to San Fernando de Kivinaki
	Interview with AFRUKI Association vice-president and Gladys Cárdenas Interview with Liv Haug, missionary.
July 10	Interview with Eduardo Reyes, former administrator of DIP
	Interview with Vocational Training Centre's personnel: Headmaster Elias Abel Hidalgo Arroyo, Administrator Carmen Rosa Garbajal, teacher Maria Isabel Breia.
July 11	Systematisation of interviews
	Interview with Danis Cueto, pastor, Villa Perené
	Interview with Vocational Training Centre's personnel
	Interview with Ashaninca leader and Ashaninca students (Marankiari Indigenous community)
July 12	Second interview of Liv Haug, missionary and Project Foundations' committee member. Visit around
July 13 - 31	Report writing

6.5. Questionnaire for open-ended Interviews

- **Purpose and background of project 1 – Service Facility for Citrus Fruits**
 - What was the explicit objective of the project?
 - What was the implicit objective of the project?
 - Who were the targets groups?
 - Who were the local partners of Pym and what were their roles (state, industry, civil society, etc.)
 - Who were the partners in Norway?
 - Was a baseline done? What information did it provide?
 - Ownership of the infrastructure that still works, both formally and informally.
 - How was the need for the project identified?
 - Period it was being done?
 - Actors involved

- **Relevance of project 1 - Service Facility for Citrus Fruits**
 - To what extent the project was adequate to the priorities and politics of the target group, recipients and donors?

- **Effectiveness of project 1 - Service Facility for Citrus Fruits**
 - The extent to which the objectives of the projects has been achieved (or is expected to be achieved)
 - Activities implemented from the project that still exist in the area
 - State of infrastructures implemented by the projects
 - To what extent the project covers an important niche in terms of finance- Development objective: (larger objective, vision of the project, local political challenges)
 - Purpose of the projects: (there is no baseline to compare the situation with or without the project, we understand the baseline as zero in the sense that only projects and initiatives during the implementation must be considered and that the goals would be the sum of the main objectives)

- **Efficiency of project 1 - Service Facility for Citrus Fruits**
 - To what extent the resources and inputs have become products
 - Efficiency in the use of financial resources
 - Efficiency in the use of human resources
 - Coordination, coherence and complementarity (between projects, with other institutions, partners, civil society, communities)
 - Efficiency in the focus of the work (lack of indicators, lack of follow up plan, transparency)
 - Strengths, weaknesses, opportunities and threats of previous and current potential partners.

- **Development impact of project 1 - Service Facility for Citrus Fruits**
 - What are the perceived effects of it locally?
 - What are the perceived effects regionally?
 - What are the most important factors for why it is still working, not working?
 - Was there a fundamental and durable change in the condition of people and the environment by the projects? (the impact is very important for the Norwegian cooperation, no definition of expected impacts, also is important to ask ourselves whether this was absolutely necessary or just a waste of time and resources)

- **Sustainability of the project 1 - Service Facility for Citrus Fruits**
 - Technical sustainability (ownership of infrastructure today, what is still in use, factors still working, things that did not work, why did it work, why not?)
 - Social sustainability (economic, interculturality, gender, appropriation)
 - Environmental sustainability
 - Institutional and financial sustainability

- **Purpose and background of project 2 - Vocational Training Centre**
 - What was the explicit objective of the project?
 - What was the implicit objective of the project?
 - Who were the targets groups?
 - The gender perspective included - who benefits from the measures today?
 - Who were the local partners of Pym and their partners in Norway?
 - Was it done a baseline, and eventually what information did it provide?
 - Ownership of what still works, both formally and informally.

- **Relevance of project 2 - Vocational Training Centre**
 - To what extent the project was adequate to the priorities and politics of the target group, recipients and donors?

- **Effectiveness of project 2 - Vocational training centre**
 - The extent to which the objectives of the projects has been achieved (or is expected to be achieved)

- Activities implemented from the project that still exist in the area
- State of infrastructures implemented by the projects
- To what extent the project covers an important niche in terms of finance- Development objective: (larger objective, vision of the project, local political challenges)
- Purpose of the projects: (there is no baseline to compare the situation with or without the project, we understand the baseline as zero in the sense that only projects and initiatives during the implementation must be considered and that the goals would be the sum of the main objectives)

• **Efficiency of project 2 - Vocational Training Centre**

- To what extent the resources have turned into outputs
- Efficiency in the use of financial resources
- Efficiency in the use of human resources
- Coordination, coherence and complementarity (between projects, with other institutions, partners, civil society, communities)
- Efficiency in the focus of the work (lack of indicators, lack of follow up plan, transparency)
- Strengths, weaknesses, opportunities and threats of previous and current potential partners.
- Board conformation
- Election of representatives
- Assignment of roles, responsibilities
- How did they relate to each other

• **Development impact of project 2 - Vocational Training Centre**

- What are the perceived effects of it locally?
- What are the perceived effects regionally?
- What are the most important factors for why it is still working, not working?
- Was there a fundamental and durable change in the condition of people and the environment by the projects?

• **Sustainability of the project 2 - Vocational Training Centre**

- Technical sustainability (ownership of infrastructure today, what is still in use, factors still working, things that did not work, why did it work, why not?)

- Social sustainability (economic, interculturality, gender, appropriation)
- Environmental sustainability
- Institutional and financial sustainability (partners, their capacity)

• **LESSONS LEARNED**

- Now that the project is over, what would you have changed, what could have been done differently?
- Any unintended consequences?
- Comment on future partners, their capacity, strengths, weaknesses and possibilities in the future

6.6. Vocational Training Centre timeline

Period	Project	Institutions involved	Observations
Before 1990	Creation of the Occupational Centre (<i>Centro Educativo Ocupacional, CEO</i>)	PERUVIAN STATE: responsible	
1985-1991	Instituto Superior Tecnológico Perene	<p>PYM AND NORAD: In charge of providing materials to build the Vocational Training Centre.</p> <p>VILLA PERENE TOWN: Collective work to build the Vocational Training Centre.</p> <p>DIP AND MOE: In charge of providing staff's salaries.</p> <p>MAXIMO CAMARENE DE PERES: Ownership of infrastructure and terrain. Looked after the use and maintenance of the infrastructure.</p> <p>OPERASJON DAGSVERK: Financial support to DIP for the Vocational Training Centre's implementation and infrastructural improvement (also supported the public school in Pucharini).</p> <p>STRØMMESTIFTELSEN: Financial support to DIP to cover the expenses related to the administration of the Vocational Training Centre.</p>	<p>In 1985, the building of the Vocational Training Centre started.</p> <p>In 1991, it started operating.</p> <p>An agreement was created between DIP and the MoE.</p> <p>In 1996, financial irregularities with the administration of DIP were detected. The agreement between the MoE and DIP was violated.</p> <p>The Vocational Training Centre's students started to pay monthly fees. Complaints increased. Students demanded the MoE to start an auditing process. The audit showed irregularities in DIP's administration. The students demanded the MoE to take control of the Vocational Training Centre.</p> <p>In 1998, the agreement between DIP and the MoE to support the Vocational Training Centre officially ceased.</p> <p>Soon after, the Vocational Training Centre change its name to "Educational Vocational Training Centre Pueblo Libre".</p>
2000	Instituto Superior Puerto Libre	MoE: In charge of infrastructure of the Vocational Training Centre and	Maximo Camarena Foundation: in charge of looking after the

Period	Project	Institutions involved	Observations
		staff's salary. The infrastructure was given in EN CESION DE USO	infrastructure
2012-2014		<p>MoE: Became owner of infrastructure. In charge of running the Vocational Training Centre (staff's salaries and administrative expenses)</p> <p>MCP: Stopped looking after the infrastructure (since 2013)</p>	<p>MCP: Still owns 3 hectares of land (near Puente Reich) where students still undergo some field practices.</p> <p>Currently, this is the only property owned by the MCP.</p> <p>There is still uncertainty whether this property will be donated to the State University, the Vocational Training Centre, or a tourist project.</p> <p>Currently, the Vocational Training Centre can influence in the MCP Board (statutes have not been changed yet).</p>