

EXTERNAL EVALUATION REPORT

MASTER'S PROGRAM IN 'COMMUNICATION FOR
DEVELOPMENT'
MASTER'S PROGRAM IN 'INTERCULTURAL
COMMUNICATION'
2006 - 2013

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0. Executive Summary

In this report we present the results and recommendations of the external evaluation of the three versions of the Master program in 'Communication for development' (2006-2008) and 'Intercultural communication for development' (2008- 2010 and 2010 – 2013) offered at the University San Francisco Xavier de Chuquisaca (USFX), Sucre, Bolivia. The program has been given in three cities in the Southern part of Bolivia; in Tarija, Oruro and Sucre – all cities considered outside of the geographical axis of development in Bolivia. The program was implemented by CEPI, Centre for Postgraduate Studies and the Department of Social Communication at the USFX, and it received academic support from three Norwegian partners; NLA Gimlekollen University College, the Norwegian Mission Alliance in Bolivia, and from 2008 also from the University of Agder. Representatives from all partner institutions have constituted an inter-institutional committee with overall responsibilities for the design and the running of the program. The Master program has received external funding from the Norwegian Mission Alliance and from Digni - the Norwegian Aid through the Christian Mission in Norway.

According to the terms of reference the external evaluation team should gather information about the organization and the management of the program and provide input to the possible continuation of the Master degree program and other post graduate programs at CEPI and USFX. The evaluation team has consisted of two persons who both have long experience in teaching, supervision and research at universities in Bolivia and Norway. The team has employed conventional methods in the production of data; in depth interviews with stakeholders, teachers, supervisors and students; an internet-based questionnaire; and revision of relevant documents. A general understanding that this Master program will be closed after the completion of the third version, has affected the stakeholders and educational personnel's willingness to engage in discussions about future scenarios with the evaluators.

The report parts from the context of postgraduate studies in Bolivia in a time of social and political crisis, conflict and change. The evaluation team considers this Master program to be highly relevant both because of its thematic orientation and because it offers a theoretical/professional response to a crisis situation. The program is also pertinent because of its location in the South of the country and because of its uniqueness within the context of higher education in Bolivia.

A legal change occurring in Bolivia in 2010 with the introduction of the Financial Law, has seriously affected the contracting of program and educational personnel in this as well as other Master programs at USFX. This change, which has complicated the running of the program in an uncontrollable way, has been taken into consideration in the team's evaluation of its efficiency. Both the organizational – institutional set-up and the management of the program have been efficient and impressive taking into consideration that it is academically as well as logistically ambitious. However, from 2010 the new legal conditions for contracting have had negative effects that together with other institutional changes weakened the academic and administrative management of the third version. The evaluation team notes that this weakening took place in spite of the

program management's and leadership's capacity to incorporate into the program design recommended changes from the first external evaluation report from 2008.

The change from 2010 has also to some extent affected the efficacy of the program. Most notable concerning the efficacy, however, is that the results in terms of the numbers of students admitted to the program, the students graduating from it and the number that have defended their thesis are similar to other postgraduate programs in Bolivia. It is surprising that the numbers are not higher when we consider the fellowships offered and the relatively higher level of economic investment (from external Norwegian sources) in this program.

Because the decision has been made to discontinue the external economic support of the program, the team has given importance to the evaluation of its possible impact in the current and foreseeable future. One of the crucial aspects is how and to what extent the graduated students manage to apply theory on and skills concerning intercultural communication and development in their professional lives. This is especially important because this program has offered perspectives and approaches alternative to the traditional economic development paradigm. One can clearly observe that the degree of application varies considerably due to the sector of the job market the graduated students are active in. Students report that there are more possibilities and openness to their ideas and proposals in the university and NGO sectors, and considerably less opportunity in the media and public administration sectors. Moreover, the Master program has definitely qualified new professionals in social communication outside of the geographical axis of development in Bolivia. The impact, however, is insecure because the restricted and changing job market and better job opportunities in the areas of the central axis causes significant internal labour migration. From a longer list of impacts it should also be mentioned that it is probable that the master program has served CEPI to gain experiences within new themes at the postgraduate level. Moreover, the specialized library at USFX is of value and has a potential impact for a longer time period – if it is continuously re-actualized.

Concerning the possibility of establishing a future version of the program or a distinct but similar program, the evaluation team welcomes the two existing proposals at CEPI and the Department of Social Communication. At the same time it is crucial that the two unities at USFX start the planning of a new program by clarifying the issue of where to locate the program. The team also recommends that the Norwegian partners renovate their institutional contact with USFX CEPI, with the aim of contributing academically and financially to the establishment of a future program – and as a minimum to support the continued building of the specialized library.

1. Introduction

In this report we present the results and recommendations of the external evaluation of the three versions of the Master program in 'Communication for development' (2006-2008) and 'Intercultural communication for development' (2008- 2010 and 2010 – 2013) offered at the University San Francisco Xavier de Chuquisaca (USFX), Sucre, Bolivia. In the planning and management of the program USFX has worked with the Norwegian partners – NLA Gimlekollen University College, the University of and the Norwegian Mission Alliance in Bolivia. Digni, the Norwegian Aid through the Christian Mission in Norway (which was previously named Norsk Misjons Bistandsnemd), and the Norwegian Mission Alliance have financed the program. Being a program financed by Norwegian development aid, this external evaluation is probably the second and last, since the Mission Alliance has decided not to support financially a fourth version of the program. In the recommendations presented we propose to consider the continuation of the program at USFX with the university's own resources.

The evaluation team has consisted of Mario Yapu (Bolivia) and Esben Leifsen (Norway). The evaluation in situ was carried out during two weeks in the cities of Sucre, La Paz, Oruro and Tarija. The main part of the work was concentrated in Sucre where we coordinated the evaluation with the head offices of the Centre of Post Graduate Studies and Research (CEPI) and the Department of Social Communication at the Faculty of Law, Social and Political Sciences of USFX, with the academic and administrative coordinators of the program, with teachers, supervisors and students. We also carried out a series of interviews with teachers and students in La Paz, and in Oruro and Tarija we interviewed students. Students from all three cities have also been interviewed through e-mail. Moreover, we have been communicating with representatives from NLA Gimlekollen University College and the University of Agder in Norway. No Norwegian representative of the inter-institutional committee of the program accompanied us in Bolivia for this evaluation.

We have taken the context of postgraduate studies in Bolivia into consideration in this evaluation. At a general level, the postgraduate programs (mainly Master programs) date only 30 years back in time and at USFX only 15 years. The postgraduate programs in communication and development are even more recent and are still in a phase of consolidation.

The program evaluated is the first offered at a university in the South of Bolivia and in the regions outside of the urban centres where the big universities are concentrated. In addition to this it should be mentioned that the Bolivian society and the university system have gone through significant changes. From the beginning of the 2000's, Bolivia entered into a profound political and social crisis, reflected in social and ethnic conflicts and a continuous institutional and political instability. The evaluated Master program emerged in this context of conflict and instability and at the same time intended to respond to the crisis through its themes and specific focuses. Consequently it is of particular interest to look at the impact the program might have had since 2006 and which it also

might have in the future as a result of the work that the graduated students engage in for change within their professional area of communication development and intercultural relations.

We would also like to note that the specific difficulties one can observe in the third version of the program should be understood in relation to the recent changes in legislation of double contracting in the public sector in Bolivia. The Financial Law of 2010 affects considerably and in a negative way the contracting of teachers and supervisors needed in the program in order to secure the quality of teaching and supervision. It is necessary to understand and take into consideration that those responsible for and coordinating the program have had no influence on the unfavourable conditions of contracting. To the contrary, they have had to adapt to and find alternative solutions. Considering these difficulties it is important to emphasize the achievements of the program and pay attention to the practices and strategies employed by the program personnel in order to find solutions of logistic and academic character to a series of problems and obstacles.

The report is organized in three parts: The first presents the terms of reference, the context and the methodology of the evaluation. The second presents the results and the analysis and the third lists a series of recommendations for a possible future version of the program.

Part I: Terms of reference, methodology and context of evaluation

2. Terms of reference

Within the framework of the agreement of inter-institutional cooperation between the University of San Francisco Xavier (USFX) in Bolivia, NLA Gimlekollen University College, the University of Agder (since 2008) and the Norwegian Mission Alliance, three versions of a Master program in 'Communication for development' (the first version) and 'Intercultural Communication' (the two last versions) have been carried out in the period September 2006 – March 2013. For the time being the program is in its final stage of thesis defences and a probable closing because of a lack of financing of a new version.

As part of the finalization of the three versions of the Master program, NLA Gimlekollen University College has programmed an external evaluation. The main objective of this evaluation is to get information about the organization and the management of the program and furthermore to provide input to the possible continuation of the Master degree program and other post graduate programs at CEPI and USFX. In order to carry out this evaluation a Terms of Reference was elaborated with the following points:

General terms:

- Evaluate the achievements of the three versions of the Master program in 'Communication for development' and 'Intercultural communication' (2006 – 2011) with its continuation until March 2013 concerning the following purposes and goals specified in the program documents.
- Consider the efficiency in the implementation of the plans and the results with an emphasis on the impact of the program.
- Evaluate other possible impacts of the cooperation between USFX and CEPI from 2005 and to the present.
- Provide on the basis of these results, input for a possible continuation of the Master program or other postgraduate programs at CEPI.

Specific themes:

The evaluation team has been asked to specifically evaluate and analyse the following aspects:

- Pertinence
- Efficiency
- Efficacy
- Impact
- Proposal for a continuation of the program

3. Methodology

The methodology employed in this external evaluation was divided into three phases: 1) a preparatory phase to review relevant documents; 2) phase of data collection and producing data in the field; 3) writing of the report. In the second phase the following activities were carried out:

- In-depth interviews with program officers, directors and coordinators of the master's program (see Appendix B for further details of the interviews and meetings):

1. Director of CEPI at USFX,
2. Director of the Department of Social Communication at the USFX,
3. Leader of the CEPI planning and evaluation unit,
4. Academic coordinator at CEPI,
5. Administrative coordinator at CEPI,
6. The legal advisor at CEPI,
7. The academic responsible of the program,
8. Administrative program officer,
9. Former representative from the Mission Alliance in Bolivia in the program's inter-institutional committee,
10. Former representative from NLA Gimlekollen University College in the inter-institutional committee,
11. Representative from the Centre of development studies at the Agder University

- In-depth interviews with teachers and supervisors.
- Individual interviews with students in Sucre, Oruro and La Paz.
- Open ended questionnaire by e-mail of students who have followed the program in Sucre, Oruro and Tarija.
- Visits to the students in their places of work in Sucre.

Document review (see Appendix C on reviewed documents).

The evaluation team considered the conditions as inadequate for organizing a workshop towards the end of the field stay with the objective to present and reflect on preliminary results, and the team discarded this possibility. The fact that the third version was finalized without any concrete plans for a new version of the program and without any prospects of financing from Norway implied that the input from the evaluation could not be utilized in efforts to improve and strengthen this master's program.

4. The context of the master programs

After the first version of the Specialization and Master in Communication for Development, carried out in La Paz, the commencement of the program with headquarters in Sucre (2006-2008) and which later on also included Oruro and Tarija, was a response to an analysis of the political and educational situation carried out by NLA Gimlekollen University College and USFX. In this analysis there was a specific focus on the post graduate studies which is of recent origin in the country. In line with the country's prospects this study program extended its focus to intercultural communication for development, which was first offered only in Sucre (2008 – 2010) and later also taught in Oruro and Tarija (2010 – 2012).

From the beginning of the 2000s, Bolivia entered into a period of profound political and social crisis characterized by social conflicts and political instability which resulted in a succession of governments between 2002 and 2005 (from Gonzalo Sánchez de Lozada, to Carlos Mesa and Eduardo Veltzé), ending in the seizure of power of Evo Morales Ayma, the leader of the Movimiento al Socialismo (MAS) in 2006. The causes of this conflictive process are diverse but could be summarized in a series of challenges and changes: the internal contradictions of neo-liberal politics; increased poverty in popular and indigenous sectors; privatization of State institutions; the dominance of traditional political parties; and a specific ideology of intercultural co-existence.

The strong claim for regional autonomies emerged when MAS came to power, and formed part of the political resistance to the centralizing project of the new government. These tendencies to decentralization, however, could be traced back to the Law 1551 on popular participation of 1994, in a period when municipal governments were strengthened as part of a struggle against poverty

and the modernization of the State apparatus (see also the Law of administrative decentralization which gave major responsibilities and more resources to the departmental mid-level creating a link between the local power of the municipalities and the central power of the national government). Through this process one looked for higher levels of citizen participation and a more equitable distribution of social wealth.

Faced with a centralist Bolivian nation, the regional autonomies were without doubt another form of strengthening decentralization. The passing of the Law of the autonomies in 2010 provided major competences to the departments (the regions) although they continued to depend on the central administration, especially in the educational sector. Furthermore, the public universities have been autonomous for decades (since 1930s), and consequently the Law does not affect (and should not affect) work at the universities. At the same time this does not mean that the universities are on the margins of local, regional and national development.

To the contrary, it is important that the universities form part of the development agenda of the country with its new regional and municipal configuration. Hence, the important formation of competent human resources might support or implement regional development politics which are inclusive, sustainable and equitable. This is even more important since Chuquisaca is outside of the geographical axis of development in Bolivia, constituted by La Paz, Cochabamba and Santa Cruz. 70% of the country's student population is concentrated in these three departments - a result of immigration from other departments and regions. Consequently it is relevant to promote university formation, especially at post graduate level, in the departments outside of this axis; responding to the needs for integral formation of qualified human resources for local and regional development.

Postgraduate studies are of recent date in Bolivia. The first master programs were initiated in the 1980s in some disciplinary areas. The first post graduate studies were opened in areas of technology and health (there is a lack of precise and trustworthy studies presenting numbers concerning these programs). It is indicated that the first master program in social sciences was given by CIDES - UMSA in La Paz in the Sciences of development, initiated in July 1984. According to Zully Moreno (2004) the postgraduate studies increased significantly in the 1990s, and especially in the area of Educational sciences. The so-called 'Cuban school' known for being scientifically advanced and employing a method for application of scientific knowledge in order to transform reality and in this way create a scientific society (Moreno 2004), had an important influence on the establishment of these programs. The University San Francisco Xavier de Chuquisaca benefitted from the Cuban model which through the Centre for Postgraduate studies (CEPI) graduated their first doctors in Education (Pedagogy) in 2001. Moreover, out of the 2474 master students accepted in master programs in 2012, 122 studied at the University San Francisco Xavier de

Chuquisaca. According to Moreno the university occupies the fourth position in this sense after La Paz, Cochabamba and Santa Cruz (Zully Moreno 2004).¹

In the context of academic development and public policies with a new Political Constitution of the State and which approval and application have generated social, political and cultural conflicts, it is clearly justifiable to carry out the master program in communication for development and intercultural communication in the departments of Chuquisaca, Tarija and Oruro. These departments have many disadvantages concerning academic formation of human resources because they are outside of the central axis of regional development in Bolivia. Summed up, this master program is important on two levels: On the one side we have the theme or field of knowledge of communication and development which is quite new in Bolivia in general and especially in the Southern regions of the country. On the other side there is only academic formation in the field of communication at the bachelor level.²

5. Characteristics of the three versions of the program

Although the academic profile has changed in the different versions of the program it has always been interdisciplinary. In all three versions the program has combined theory and literature from the study areas of communication and journalism with a specific focus on themes and theories of development employing social science perspectives (sociological and anthropological theory). The program has employed a philosophy of science approach with a basis in epistemological and ontological issues. It is highly interdisciplinary and it differs from traditional profiles of the professional studies of communication. The research part of the program is based in a descriptive – analytical reflexive approach with an additional applied component. The changes in academic profile in the different versions are results of various factors: 1) change of teachers – the teachers have been granted considerable freedom to design and elaborate their own subjects; 2) changes based on experience and responding to identified problems in previous versions – especially as a result of the external evaluation carried out in 2008; 3) the interest of some of the members of the inter-institutional committee to reorient the program towards the area of journalism and intercultural communication.

The program has had a modular structure. In the two first versions of the program the modules were organized in separate or independent units. The *first version* of the program consisted of three separate modules focusing on 1) development paradigms (social science perspectives on socio-cultural development and the ethics of development); 2) Communication theory (communication, intercultural communication and the medias, communication and local development); and 3) research and elaboration of thesis.

¹ Zully Moreno de Landívar was a PhD student in education at CEPI, of the 2001 batch. He wrote the study: *Diagnóstico y perspectivas de los estudios de postgrado en Bolivia*, in 2004 for IESALC, UNESCO (www.iesalc.unesco.org.ve).

² See the report of Torrico, Erick, *Las Carreras de Comunicación y Periodismo en Bolivia*. Report elaborated for NLA Gimlekollen University College, June 2005.

The modules were maintained in the *second version* although the thematic organization and theory changed to a certain extent. In this version there was a stronger integration of the three areas of study of socio-cultural changes, development and communication: The first module focuses on the foundations of social science studies and communication, while the second looks closer at the paradigms of the inter-cultural situation in contemporary Bolivia as well as at intercultural communication theory. In the *third module* the central themes were ethics and development and communication and development. The final workshops on research and thesis elaboration were included in this last module.

The third version is clearly different from the two preceding it since a workshop on research/thesis elaboration was included in all modules. As a response to the recommendations of the external evaluation in 2008, the program was organized according to a cyclic structure - combining module components of communication and social development in addition to a research component in each cycle. The aim of this reorganization was to create a curricular system that would allow for an accumulation of knowledge and a better integration of the research component in all stages of the study program.

The program has been taught in three sites: Sucre, Tarija and Oruro. The teaching has followed a rotation system: Each subject has been given in two cycles with an interval of approximately three weeks. This implies that all teachers have had to travel twice to give classes in the three cities. Because of the relatively long distances between the cities and also because communication over land and by air tend to be complicated, the rotation system has been a major challenge logistically and in terms of administrative and academic coordination.

In the cities of Oruro and Tarija the students have had access to mini-libraries that have consisted of relevant and actualized literature. The students have consulted these in order to orient themselves and deepen their understanding of the central themes and foci of the program. In Sucre the students have had access to a specialized library substantially better equipped than the mini-libraries, and which have been built up during the period of the three versions of the program. The library is located in the Department of Social Communication in the Faculty of Law, Social and Political Sciences of USFX. This library, the mini-libraries and photocopied texts handed out by the teachers have provided the readings to the subjects in the program.

Part II: Results and analysis of the evaluation

6. Pertinence

Pertinence has to do with the significant relation between the intentions and aspirations of the population on the one side and the proposal for an academic formation on the other side: To what extent is this proposal relevant and to what extent does it make sense in the regions and localities where the Master program is offered? The justification for this Master program in Communication for

development and Intercultural Communication could be found in the political, socio-cultural and academic context of Bolivia. The value of the program lies in its thematic responses to the regional and local needs of Chuquisaca, Oruro and Tarija. In a brief overview we will point out the specific dimensions that demonstrates why the three versions of this program have been relevant and pertinent:

- a) *Formation of human resources and transformation of the State.* In relation to the process of regional transformation (decentralising process) of the country³, it has been and is of utmost importance to educate professionals competent in communication and development and who understand the reality of cultural diversity as well. However, in the context of internal and interregional migration (and especially the migration of professionals to the central axis) the results of the formation of human resources are uncertain.
- b) *Programs of formation.* According to the interviewed students the region (the three departments in the south) is in need of this kind of programs. Hence one can deduce that the formation was a response to the professional needs of the region and of the participants. However, this observation should be further nuanced since there are variations between cities, and also because some might have participated in the program because of the opportunity that the fellowship of 1000 USD offered (the covered almost 50% of the total cost of the Master). There is no other program of this type in Bolivia that offers fellowships.
- c) *Thematic relevance – communication and intercultural issues.* Given that there was no other formation in Communication and Development in Bolivia this proposal has been highly valued. The students also emphasize the inclusion of intercultural issues as a theme in the program because Bolivia went through one of its most heated moments of transformation from a republican to a plurinational State. It should be mentioned that with the realization of the Constitutional Assembly between 2007 and 2008, Sucre entered one of its most critical situations in current history because of the confrontations between indigenous peasants and young students in the main Plaza the 25th of May 2008. In a general overview, the three departments in the south involved in the program were divided in this conflict: Chuquisaca and Tarija represented opposition to the central government, while Oruro (in line with Potosi) supported the process of change implemented by MAS. The debate concerning development and its alternatives was on the discussion table because the government launched a new National Plan of Development (NPD) in 2007.⁴ Hence, new focuses were introduced in the academic program that

³ This is at least so on a discursive level, in practice, however, the current Pluri-national State has not advanced considerably in its decentralizing efforts. The law of autonomies was approved in 2010, but many of the competences remain at the central level and several sectors such as education are still centralized and awaiting a regulation which is still not in place.

⁴ The NPD is a documentation base which serves as a source for public policies with four principal strategies: dignity in Bolivia (social aspects), democratic Bolivia (political aspects), productive Bolivia (economic and productive aspects) and Sovereign Bolivia (autonomy and self-determination).

equipped the students with an analytical apparatus adequate to capture current processes of change.

Intercultural issues are given value in Bolivia since practices of discrimination still exist, especially between the rural indigenous and peasant populations and the urban populations (mestizos and migrants of indigenous origins). The last case of contestation took place in Oruro during the days of visit of the evaluation team. A conflict emerged in relation to the renaming of the city's airport to Evo Morales Ayma, and where pro-government groups of the rural indigenous population supported the renaming while urban organizations opposed it. Faced with this situation one of the interviewed students in Oruro commented that the program helped her understand and manage these kind of conflicts in a better way.

- d) *Decentralization and regional development.* Although the process of decentralization claimed by the "autonomistas" in 2007 is inconclusive, Bolivia is heading in direction of a decentralized State. In this sense, the formation of human resources with master degrees (or PhDs) in the regions outside of the central axis of La Paz, Cochabamba and Santa Cruz is without doubt of high value. This is especially so when programs offer alternative views of development distinct from the traditional economic development paradigm. A problem related to decentralization and the investment of professionals in the regions in the south is that the demand in the regional job market does not correspond neatly to the new formation. This situation contributes to the migration of new professionals to the main cities in the central axis.
- e) *Level of formation.* The program is highly valued because it responds to the needs of having a formation on the themes of communication, development and intercultural issues at the master level. Very few universities in the country have developed something similar.
- f) *Bibliographic access.* The library in Sucre and the mini-libraries in Oruro and Tarija were emphasized in general although the quality of the service varied from one place to another. For example, in Oruro there was no adequate space to locate the books and there was a lack of information that could have helped the students to make better use of the literature. Nevertheless, in Bolivia these libraries are unique for the program and are of particular value in departments that are deficient in university libraries of an acceptable standard and specialization relevant for this academic formation.
- g) *Financial relevance.* The standard of living in the departments in the south of the country (maybe with Tarija as an exception) is low compared to the north and east because of the average level of income (the miners of Potosi and Oruro in periods of bonanza should be excepted from this general view). Considering the general income situation a Master program offering half fellowships is highly attractive and help the participants to overcome their economic difficulties in covering the costs of the postgraduate studies.
- h) *Individual and collective relevance.* In addition to the social and collective relevance of this program (for example in relation to the formation of human resources for the region and its development), its pertinence

could also be found on the individual level. With this formation the professionals have better possibilities to move from one region to the other – although that is not a stated objective of this program. In this sense many of the graduates see the individual rather than the collective value of this formation.

7. Efficiency

7.1. Efficiency at the organizational – institutional level

The Master program forms part of an inter-institutional agreement that unites NLA Gimlekollen University College, the Norwegian Mission Alliance in Bolivia, the Department of Social Communication and CEPI at USFX, and since 2008 also the University of Agder in Norway. The inter-institutional relations have been managed through a committee with representatives from all partners. The committee has been in charge of the overall coordination of the program in terms of securing its academic content and the curricular design. The committee has also established the criteria for admission and fellowships, and has given advice concerning demands, variations and changes in the management of the program in its different versions.

CEPI has been responsible for the administration and the running of the program. In order to guarantee the day-to-day academic and administrative management of the program, CEPI employed two persons, Kjell Einar Barreth and Litzzy Rojas. Moreover, the program counted on support from CEPI concerning planning, monitoring and legal advice, including support in the elaboration and approval of the different versions of the program.

Since 2010 various changes at the organizational level have weakened the institutional base of the program:

- In 2010 the program was transferred from CEPI to the Department of Social Communication at the Faculty of Law, Political and Social Sciences at USFX. As a result of the transfer the Department offered office space in the Faculty to the daily administration and coordination of the program, an auditorium and a space for the specialized library. However, CEPI continued to have the legal, planning and monitoring functions of the program. As an effect of this transfer the division of responsibilities and also possible income from the program changed between CEPI and the Department. Before 2010 CEPI had the right to 70% of the income from the program and the Department of Social Communication the right to 30%. Consequently CEPI also had to assume the responsibility for 70% of the potential deficit while the Department assumes 30% of the potential deficit. The 70 – 30% division was inverted with the transfer of the program in 2010. Moreover, the physical re-localization of the program had another effect, namely that the daily administration of the program no longer had the same easy access to information and assistance from CEPI than it had previously.

- In 2010 new directors were elected both at CEPI and the Department of Social Communication. To a certain extent the change of leadership has weakened the support to the program internally at USFX since the former directors of both CEPI and the Department of Social Communication participated actively with their Norwegian partners in the development and implementation of the master program and were especially dedicated to follow up and keep a vigil over the program.
- The inter-institutional committee ceased to function in 2011 because the representatives from NLA Gimlekollen University College, Geir Magnus Nyborg⁵, and the representative from the Norwegian Mission Alliance in Bolivia, Nelson Cabrera, for different reasons could not continue. None of the two were replaced in the committee and after the last meeting in April 2011 there has been no activity whatsoever in the committee nor any formal contact between its members. After this date the program lacks the necessary inter-institutional coordination.

It should also be mentioned that the collaboration between CEPI and the local partners in Oruro and Tarija has not been optimal. In Oruro the coordination and local management and the handling of the mini-library have been in charge of particular and independent persons. In the first version of the program a student was in charge and in later versions the responsibility passed over to another person. Furthermore, the program has not disposed of adequate localities for teaching. Attempts were made to establish contact with the Universidad Técnico de Oruro (UTO) and with a person contracted by CEPI and who managed other USFX-based programs in Oruro. However, these attempts did not give any results. The situation has been similar in Tarija, but for the third version of the program an agreement was established with the Universidad Domingo Savio, and which solved the problem with localities for teaching and an adequate space for the mini-library. This strengthened the coordination and local management in Tarija (although we think these positive changes had little effect on the outcome in terms of improvements in the elaboration and presentation of theses).

7.2. Efficiency in the management of the program

To a large extent the chronogram of classes in the different subjects has been followed according to the planned time schedule. The administrative and logistical management of the program has been efficient. Since 2010, however, we observe a series of changes in the delegation of functions and in the rules of USFX, and these changes have debilitated the management of the program.

- Since 2010 a new regulation in the contracting of personnel in the public sector, specified in the new Financial Law, has impeded the contracting of teachers and supervisors to this program as well as other programs at USFX.⁶ As a consequence of the problems with 'double contracting' the

⁵ Nyborg replaced Asle Jøssang in 2008.

⁶ See Law 062 of 28th November 2010 establishing salary caps and its regulation by Supreme Decree No. 772 of January 19, 2011, Article 10 and subparagraph (I), which states: "Regardless of the funding source, type of contract and payment mode, double remuneration is prohibited

academic and administrative responsible for the program have not managed to follow the chronogram specified in the study plan. It was impossible to hire several of the teachers who had accepted to give subjects and it was necessary to find new teachers on an ad hoc basis and on very short notice. Furthermore, it has been very difficult to assign supervisors to the students. Especially in Tarija the students have had difficulties in finding supervisors in the region. In order to manage the program in an adequate way it became necessary to leave behind the rotation system of teaching between Sucre, Oruro and Tarija, and concentrate the teaching in one of the three sites at the time.⁷ The problems with contracting teachers and supervisors and the new way of organizing the teaching have resulted in considerable delays in the curricular activities. According to the chronogram of the study plan the third version should have finalized all subjects in July 2011, but this became impossible to achieve. The last subject (workshop on how to write thesis) ended in November 2012.

- It should be noticed that the new problems related to the Financial law and double contracting especially affected the research part of the program. Because of the changes in the contracting of teachers to the different workshops on method and thesis writing it has been impossible to attain continuity in the follow-up of project design and thesis implementation. Because of the difficulties in assigning supervisors the necessary coordination between student, teacher and supervisor has been unsuccessful. Furthermore, in the third version the teaching of method has been less systematic and coherent: In the different method and thesis workshops the students have been presented for different research orientations without being properly explained what was expected of them in the program. The confusion in the use of method is also the result of a lack of clarity concerning which thesis format they should apply. In 2010 CEPI published a brochure (*Format and structure concerning the presentation of research work*) specifying the thesis format that should be applied in the postgraduate programs. The brochure specifies that the master thesis should include a project of intervention. To a certain degree this format differs from the format that was already established and adopted in this program – a descriptive thesis format based in the analysis of empirical material produced through a qualitative and/or quantitative methodology (cf. Barragan, R. et. al. 2007: *Guía para*

either if a person is a public servant or consultant. It is also prohibited to simultaneously receive allowances, fees for consulting services, or other payments such as service fees charged to public funds. (II) In order to avoid double taxation of public funds, public institutions must have an Affidavit of their servants and consultants, certifying the non-receipt of other remuneration from public funds, except as permitted by law. In case the Ministry of Economy and Public Finance identifies double taxation and notify this to the entities, they should take measures to avoid double taxation.

The monthly payrolls submitted in electronic and physical versions to the Deputy Minister of Treasury and Public Credit, by public entities including universities and autonomous territorial governments, have the same legal and evidential value, generating administrative and/or legal responsibilities. The payrolls shall contain the same information and shall be endorsed by relevant authorities and / or authorized signatures."

⁷ The rotation system is described in section 5.

la formulación y ejecución de proyectos de investigación. La Paz: PIEB). The difference between the two formats generates certain doubts among the students in the process of elaborating their thesis, especially because the teachers of the different research related workshops failed to consolidate a clear thesis format. As a consequence some of the students are in favour of the project of intervention and others not.

- Because of the new regulation of the Financial law CEPI could not renew the contract with the academic responsible of the program, Kjell Einar Barreth, before his Bachelor title from the US was approved by the Bolivian authorities. As a consequence from 2011 Barreth did not receive any salary for his work as academic coordinator. In this situation CEPI did not take any initiative to replace Barreth. He has been willing to continue 'ad honorem' but obviously with less possibility to follow up in a situation that was increasingly difficult to manage. With a debilitated academic management of the program, the tasks and responsibilities were more and more concentrated in the administrative responsible, Litzy Rojas. In the last one and a half years she has become the main person; she has to a great extent gone ahead with the program to its finalization. The students have a very positive opinion about her work.
- In 2011 the academic responsible for the program together with the partner from the NLA Gimlekollen University College elaborated a new design for a new version of the Master program with a stronger emphasis on journalism. They contacted the Norwegian Strømme Foundation and the Norwegian Mission Alliance in search for financial support. Strømme Foundation was ready to support the proposal but the Mission Alliance decided to step down because they considered a master in journalism to be outside of their areas of priority. Because of this response it was impossible to continue with the plans, and this was clearly demotivating for the promoters of a new fourth version of the program. Since it was impossible to obtain Norwegian financial support it was conceived that the program would not be continued at USFX and that the objective was to finalize all academic activities and then close the program.

7.3 Study and research plans and innovative capacity as factors of efficiency

The organizational structure, the curricular design and the administrative plan have constituted a firm and adequate base for the running of this Master program. The problems and obstacles one can observe in the last years, especially in the third version, should be attributed to the changes described above. To a great extent these changes are the result of external factors not under the control of those responsible for the program.

It should also be mentioned that USFX has followed up the main recommendations of the external evaluation carried out in 2008. Hence, CEPI has implemented the new curricular design proposed by the evaluation committee not only in this program but in most of their postgraduate programs. In general terms, CEPI, the Department of Social Communication and the persons directly involved in the administration and management of the program have been quite willing to follow the recommendations and use the gained experience to improve the study.

However, the tendency to not replace representatives of partner institutions and program coordinators (see above for more details), especially when the program highly depends on the personnel involved, affects the efficiency of the program management negatively. This could also be seen as a sign of an institutional weakness that affects the sustainability of the program.

Considering more in detail the follow up of the recommendations of the external evaluation on behalf of USFX, one could observe the following:

Concerning teaching:

- As part of the curricular design criteria have been elaborated as regards what is expected of the student in terms of theoretical and empirical contents, and also techniques and methods applied in each subject (in other words the definition of competences).
- Attempts have been made to introduce mechanisms to increase and improve the reading in the students through specific activities of reading and discussing core literature in some of the subjects.
- A practice of providing feedback based on the evaluation of the subjects has been established. The teachers of the program have given their comments explaining why the student obtained a determinate grade. This practice, however, has not been employed systematically in all subjects.
- Concerning the evaluation there has not been a diversification since the program has depended heavily on the essay form of evaluation.
- The program has not counted on any strategy for meetings in terms of seminars and debates among the teachers and responsible program staff in order to create a shared academic vision of the program.

Concerning research:

- On the basis of the main recommendation of the external evaluation a new curricular design has been implemented and where a method/research component was included in all three modules of the program. The new design has contributed to establish a more dynamic and facilitating approach to the students work with the thesis. The evaluation team considers the capacity of the responsible staff to reorganize the Master program according to the main recommendations as a major strength and a potential resource that might and should be used in a future process of planning and implementation of postgraduate programs at USFX. In fact the implemented curricular design serves currently as a model for other postgraduate programs at CEPI.
- It has not been possible to establish on beforehand and in a coordinated manner lines of research in accordance with the objectives and scope of the program. Such lines could have served as guidelines for the students in their final work with the thesis.
- No system for the approval of thesis profiles by an evaluation tribunal has been implemented.
- No significant improvement is observed concerning the selection mechanisms of supervisors to the program: The allocation of supervisors before the elaboration of a thesis profile, which could have facilitated the

work of the students, has been difficult to introduce. To constitute a group of supervisors trained in and with links to the field has resulted impossible to realize because of the problems with double contracting. We also observe that it has not been possible to provide sufficient information to the supervisors about the contents and the objectives of the program. Moreover, the relation student – supervisor seems to have been maintained apart from the teaching, and in particular from the workshops on method / research. Nevertheless, we note as positive that ex-students of the Master program have assumed the role of supervisors. These ex-students obviously have the advantage of knowing the framework, the contents and the scope of the program.

- There has been no major output concerning the possibility of linking the thesis to the context of work of the student and to make agreements with public and private institutions to support the elaboration of thesis. The lacking openness in the institutions where the students work as well as job instability are factors that have made it difficult to establish this link.

8. Efficacy

The results or the efficacy of the program could be observed in the numbers of students admitted to the program, the students graduating from it and the number that have defended their thesis. An additional important result is the construction of a specialized and actualized library on the themes of communication for development and intercultural issues. This library is located in USFX in Sucre while two additional mini-libraries are found in the cities of Tarija and Oruro.

Results; number of graduated students

In the three versions of the master program (2006 – 2008; 2008 – 2010; 2010 – 2013), 124 students were admitted and out of these 74 (60%) have graduated. The next diagram details the distribution of admitted and graduated students in the three versions and the three sites of the program:

Sites and versions	Admitted	Graduated	% Graduated
Sucre			
Version 2006 – 2008	20	15	75%
Version 2008 – 2010	20	10	50%
Version 2010 – 2013	19	9	47%
Total	59	34	58%
Tarija			
Version 2006 – 2008	12	11	92%
Version 2010 – 2013	19	6	40%
Total	31	17	63%
Oruro			
Version 2006 – 2008	15	13	87%
Version 2010 – 2013	19	10	53%
Total	34	23	72%
Total Sucre / Tarija / Oruro	124	74	60%

Source: Elaborated by the evaluation team 2013.

Many of those who did not manage to complete their studies might do so through an extra-curricular arrangement.

It should be noted that this level of graduated students is similar to other postgraduate programs in Bolivia. At the same time it is surprising that this level is not elevated due to the fellowships offered in this program. This is most evident in the case of Sucre where only 47 – 50% of the admitted students have graduated in the second and the third version. Differently, the percentage of graduated students in Oruro and Tarija is higher, and this indicates that the program has had a relative success in its objective to contribute and strengthen the formation of postgraduates outside of the urban centres where the big universities are concentrated (see also section 6: Pertinence). Even so, in general the percentage of graduates in the third and final version (2010-2013) has diminished.

Results; number of students graduated who have defended their thesis, i.e. students who have obtained their title

Version of the master program	Thesis defended - students with title				
	Sucre	Tarija	Oruro	Thesis defended	%
Version 2006 – 2008	8	6	6	20	51%
Version 2008 – 2010	3	*	*	3	30%
Version 2010 – 2013	-	-	-	-	-

Source: Elaborated by the evaluation team 2013.

* The program was only offered in Sucre in the second version.

Although it is still early to expect defence of thesis in the third version of the program (according to the norms the students are still within the time limit) it is necessary to highlight the delays in the second and especially in the first version. In the first version half of the graduated students have not defended their thesis and in the second version only 30% of the graduated students have defended.

We managed to interview all the graduated students of the second batch (the second version) and we can confirm that three have defended their thesis, and among the remaining seven almost half of them (three students) have concrete plans of finalizing the work with the thesis and defend this year (2013).

As indicated it is too early to expect defence of thesis for the third version, and currently only one student from Oruro has the thesis ready for the final revision and evaluation. We interviewed 17 (68%) of the 25 students who had graduated of the third batch. Of these 17 the majority of 9 students have concrete plans to complete the work with the thesis and defend in 2013.

If we consider the plans of the students it seems realistic to expect that a percentage similar to the first batch, i.e. around 50% of the total will defend their thesis in 2013 and 2014.

One might expect that approximately half of the 74 graduated students of this Master program will obtain their title, i.e. 37 students. This would represent approximately 30% of the admitted students of the three versions. We should be cautious about the numbers presented here because they are deductions and can only indicate a tendency. As such they are not extraordinary in any way in the Bolivian context since there is a generalized problem with thesis defence in postgraduate studies. Hence, the numbers indicated confirm the norm.

Results: economic investment in relation to number of students admitted to the program

Since we do not have the specific dates of the accounts at USFX/CEPI we can only make approximated calculations of the global expenses of the program. Let us first look at the investment from Norway in terms of global expenses.

Global view of the accounts (all types of costs covered from Norway)

Costs – Norway (currency: USD)	1st version (2006-2007)	2nd version (2008-2009)	3rd version (2010-2011)	Total 3 versions
Global figures	186.082	239.255	219.119	644.456
Admitted students	47	20	57	124
Cost per student	3.959	11.962	3.844	5.197

In addition to the costs covered by the Norwegian partners, the program has also charged 1 300 USD from each student among other things to cover the costs of national teachers (Bolivians), supervisors, local administration, hiring of locales and defence tribunals. If we include these costs the program has inverted somewhat more than 5000 USD per admitted student in the first and the third version of the program and a little more than 13 000 USD per admitted student in the second version only offered in Sucre.

The costs of Master programs in Bolivia are going down and oscillate between 2 900 and 4000 USD (without fellowship).⁸

It should be noted here that the investment per admitted student in the second version is exaggeratedly high (only 20 student were admitted).

In a possible future version of the program it will be necessary to admit at least 50 – 60 students to make it economically sustainable.

⁸ The most expensive studies in the area of economy are found in the private universities and could cost up to 5000 USD.

Let us now look at the specific costs for some of the central posts of the accounts, costs covered from Norway:

- Fellowships: All admitted students have received a fellowship of 1.000 USD each.
- Library: Books endowed to the specialized library in Sucre and the two mini-libraries in Oruro and Tarija. In addition to this also other educational materials.
- Teaching: costs covering travels and honoraria to teachers from Norway and other countries than Bolivia.

Specific costs in the program

Costs – Norway (currency: USD)	1st version (2006-2007)	2nd version (2008-2009)	3rd version (2010-2011)	Total 3 versions
Fellowships	41.675	13.607	43.734	99.016 (35%)
Library	17.209	12.703	135	30.047 (11%)
Teaching	56.152	37.730	56.388	150.270 (54%)
Total specific costs	115.036	64.040	100.257	279.333 (100%)
Costs per student	2.448	3.202	1.759	2.470

Taking into consideration the specific numbers one can observe that the costs covering travels and honoraria to international teachers (Norwegians and others) imply a significantly higher investment than for example the fellowships. It also indicates that the investment in the library has been relatively modest. The average annual investment in the library in the period 2006 – 2011 has been approximately 5000 USD. Considering that especially the library in USFX in Sucre has been a very important resource for the program students, and considering also that the library is of relevance to students of the professional study of social communication in general, it seems relevant to continue this specific financial support from Norway.

9. Impact

A main question is what kind of result this program has produced and the answer should part from the focus and objectives of the evaluated program. It should be noted here that the participating population of students is heterogeneous depending on the regions of Oruro, Tarija and Sucre, as well as on

the three versions. The three versions of the program have gone through different management processes and have been modified from one version to the next. These and other factors have without doubt affected the impacts of the program. We should keep in mind that the program sought to form professionals with competences in communication, development and intercultural issues so that they in their current and future work could apply a vision of human and local development. Moreover, it sought, according to program plans, to enable these professionals to engage in communication practices grounded in an ethics of transparency and responsibility and informed by a social and intercultural inclusiveness.

On the basis of these objectives what could we say about the impact of the program? Let us look at some main aspects:

- a) *The local development vision.* To verify if the participants (the program students) really apply what they have learned is relative. Some of the students affirm that they use what they have learned in their work as university teachers, for example. Others have left their place of origin and have taken on distinct professional offices. The youngest aspire to immigrate while the more adult who are “already installed” in their proper space prefer to stay. The instability in the labour market, however, offers no guarantee in this respect.
- b) *The communication practices.* We clearly find a personal sensitivity towards intercultural communication. However, the graduated students do not necessarily find public or private institutional spaces where it is possible to promote innovative projects. Several of the participants work in the private sector so they do not have major influence on the public dominion.
- c) *Intercultural discourses and practices.* Learning from exchange of academic knowledge between Bolivian and Norwegian teachers has been highly valued. The students have witnessed and partaken in intercultural communication and this leaves imprints in all of them. The influence, however, is much less noted at the institutional level – among other reasons because the graduated students work in places where it is impossible to apply the new insights and practices. In other words, the impact is translated into personal practices of a voluntary kind, but not mainly in politics. But it should be mentioned that those who work in radios and other medias seem to employ the new knowledge in “intercultural communication”.
- d) *Actualization of professional profile.* The program undoubtedly contributes to a reorientation and also a thematic initiation of the students. The repercussions of this could be seen in teaching and also in persons’ work in social institutions such as NGOs. However, without continuity in and repetition of these types of formation there is a risk that insights and practices will disappear.
- e) *Promotion of citizen participation.* One cannot know if this formation permits the development of citizen participation.
- f) *Human resources in the region.* In the current context of instability in the professional labour market there is no guarantee that the graduated

students will stay in the region (it is not unheard of that the instability in the labour market affects the Bolivian professionals). The young are more prone to immigrate. So as long as local and regional development is less attractive, the keeping of human resources in the region is strenuous.

- g) *Local and individual impact.* Almost all the interviewed have affirmed that the Master program have been very useful in strengthening and actualizing their personal and professional lives. The same could not be said about local and regional development since the relation between professional formation and the labour market is highly instable.
- h) *Institutional learning at CEPI and for other postgraduate programs.* It is probable that the master program has served CEPI to gain experiences within new themes at the postgraduate level. Because of the lack of postgraduate studies in intercultural communication it is without doubt highly valuable. However, since there is no guaranteed continuity it is difficult to predict the impact of the program after its possible closure.
- i) *Institutional learning and strengthening of the professional studies of communication.* The endowment of the library was surly an opportunity to actualize and equip the library of the Department of Social Communication at USFX. At the same time it is uncertain what will happen with the mini-libraries in Oruro and Tarija.

Part III: Recommendations

10. Proposals to continue the program

Since the Norwegian Mission Alliance decided to not finance the proposed fourth version of the program it has not been possible to find alternative economic sources within the Norwegian development aid sector. As a consequence we recommend that the continuation of the Master program or other similar postgraduate programs should be based on proper economic sources of the USFX. We consider two existing proposals at USFX to continue with a Master program similar to the existing one and without external financing to be interesting.

1. CEPI propose to create a Master program that could be offered in Sucre and in several of its sub directories (in Santa Cruz, Cochabamba, La Paz and Oruro). The proposal requires that the program should be owned by CEPI. This implies that the division of institutional responsibility and potential income should be shared between CEPI and the Department of Social Communication according to a 70 – 30% arrangement.
2. The Department of Social Communication visualizes a process in which a new Master program in journalism for intercultural communication could be launched in 2014. The first step in this process is to introduce a diploma or specialization in communication for development and intercultural communication this year (2013). The plan of the director of the Department also implies to offer the program in Sucre and in the sub-directories of USFX in Santa Cruz, Cochabamba, La Paz and Oruro. However, in their proposal the division of institutional responsibilities

and potential income should be shared between CEPI and the Department of Social Communication according to a 30 – 70% arrangement.

We consider the existence of two proposals to continue the program independent of external financing as positive. We also think that proper financing could be an opportunity for USFX to more strongly appropriate the program. At the same time we see it as decisive that CEPI and the Department of Social Communication agree on where to locate the program; in CEPI or in the Department. We recommend that the two unities of USFX start the planning of a new program by clarifying this issue. If they do not reach an agreement the two proposals could mutually hinder each other and it could be impossible to implement any program at all in the foreseen future.

We would also recommend the Norwegian partners at NLA Gimlekollen University College and the University of Agder to renovate their contact with CEPI and the Department of Social Communication at USFX, with the aim of contributing academically and financially to the establishment of a future program. We observe that the lack of follow-up from the Norwegian side since 2011 and the disintegration of the inter-institutional committee have affected and debilitated the program. It could be relevant for the Norwegian partners to look for alternative economic support in Norway; sources outside of the development aid sector, and probably within the university sector.

To reactivate the inter-institutional and personal academic relations could have positive effects and strengthen the existing proposals at USFX.

We also think that the inter-institutional relations have depended too much on personal relations and not on institutional contacts. Consequently we think that a reactivation has to be based in institutional commitments and not solely in the dispositions and interests of some key persons.

A minimum contribution from Norway could be to continue to actualize the library with new titles so that it could serve as a main literature base for future generations of students in communication, journalism, development and intercultural issues. The library could become a major resource for the Department of Social Communication and even more so if it is preserved as a specialized, re-actualized and accessible library.

Part IV Appendix

A. Terms of Reference

External final evaluation of the educational project Communication for Development, Sucre, Bolivia Norwegian Mission Alliance

1. Background

For the last decade, Bolivia has gone through cultural and political revolution, especially from 2006 when Morales was inaugurated as the country's first indigenous president. The long underprivileged and marginalized indigenous peoples are now fully recognized as such in the new political constitution and have achieved more political influence, both nationally and locally.

However, building a new nation where there is real understanding, tolerance and cooperation between cultural boundaries and where huge economic gaps are diminished, takes a lot more than just passing laws. Thus, as an intent to support the nation building process that was bound to come, Gimlekollen School of Journalism and Communication was contacted in 2003 by the Universidad San Francisco Xavier in Sucre with the request to participate in planning and implementing a Master's degree in Communication for Development. In turn, Gimlekollen inquired whether the Norwegian Mission Alliance would be interested in joining this effort with finances and qualified academic input, as part and parcel of the Norwegian contribution.

An agreement of cooperation was reached, and a pilot project undertaken in 2004, coinciding and integrated with the university's first version of the degree program (2004-2005). The second version (2006 – 2007) was classified and approved as a development project by Bistandsnemnda (now called Digni) and the Norwegian Mission Alliance as the operator, and with Gimlekollen serving as coordinating capacity in the provision of academic and other input.

The main idea of the Master's project was to train highly skilled Bolivian professionals in the various areas of communication who would be able to make favourable decisions for the development of the "new" Bolivia. The cooperating institutions saw that communicators and journalists would play a crucial part in this nation building process. Also, some of the most important obstacles that have to be overcome in order to improve life conditions for poor people in Bolivia, are related to the unfavourable economic and social structures that the indigenous people are stuck in rural areas. The country's decision makers have the best chance to change these structures, and the idea of the program was to train some of these decision makers.

Furthermore, in terms of the graduate profile, one of the key aspects for the program, apart from the academic excellence, has been to develop in every student a sensibility towards the intercultural reality that surrounds them every day in Bolivia, a sensibility that will start influencing the way they make decisions and perform their tasks at work. This first program (2004-05) was implemented in the city of La Paz with around 35 students. However, from the second program onwards, a stronger decentralized focus was adapted, giving priority to some the least developed regions in Bolivia. Thus, the program was implemented in the cities of Sucre, Tarija and Oruro.

NORAD approved the implementation of a new and slightly changed program called Master's degree in Intercultural Communication, to be initiated in 2008. Approval was conditioned to a fully accredited Norwegian academic institution becoming a cooperating partner and assuming the responsibility of the Norwegian academic input in the program. Due to this new operational change, USFX decided to postpone the start of the program until September, in order to give the new partner, the University of Agder, ample opportunity to partake in the planning of the new phase. Also, because USFX saw the need to incorporate the observations and recommendations given by the evaluation team, the 2008-09 program was only implemented in the city of Sucre.

The specific platform of cooperation with USFX is the Centro de Estudios de Posgrado e Investigación (CEPI), which is charged with administering all postgraduate programs on behalf of the university.

External Norwegian support was ended in the year 2011 with a continuation of the master degree with USFX own resources until start 2013.

2. Purpose of the evaluation

Assess the achievements of the master degree program Communication for Development (2006-2011) with a continuation of the Master Degree Program until March 2013 in terms of purposes and goals specified in plans and project documents, considering the efficiency in the execution of the plan, the achieved results and with an emphasis on impact.

Assess other possible impacts of the cooperation with USFX and CEPI from 2005 until present.

Provide, on the basis of these findings, constructive inputs to the possible continuation of the Master Degree Program and other post graduate programs at CEPI.

3. Specific objectives

Pertinence

Analyse the appropriateness of the program from its beginning until the evaluation date.

Analyse added values regarding administrative capacity building at CEPI related to the running of this particular series of programs (but also with a general application).

Efficiency

Means and activities used to reach the expected goals will be evaluated.

At organizational level:

Analyse the structure and functioning of cooperation between CEPI and international partners.

Analyse the structure and functioning of cooperation between CEPI and USFX considering the internal organization at the university.

Analyse the structure and functioning of cooperation between CEPI and local partners in Tarija, Oruro.

Analyse the level of adequacy of the investment in human and material resources to achieve the expected outcomes, i.e. the cost/effectiveness ratio.

About actions:

Analyse the strategy designed for achieving the expected results

Analyse the profile, content and implementation of the program in relation to purposes and goals.

Efficacy

Analyse results achieved, included total number of graduated students with and without thesis completed

Analyse non-planned positive and/or negative results, if any

Analyse the synergies reached with programs of other institutions

Impact

In what measure did the program contribute to reach the expected development goals?

Were local and institutional capacities of partners strengthened?

Analyse and evaluate graduated students impact and influence in their institutions, organizations and societies.

4. Methodology

Review of documents. Interview stakeholders in the project such as; at CEPI: leadership, project coordinator and administrators, leadership at Dept. of communicational studies, course teachers, previous UFSX leaders, graduated students, Norwegian project coordinator, Norwegian partners (Misjonsalliansen, University of Agder and Gimlekollen). Interview others and apply other research methods as seen befitting.

Make a review if recommendations made in the previous evaluation of 2008 have been included in the execution of the program.

Forward tentative findings and suggestions to evaluation/planning workshop in Sucre at the end of field period.

Provide, on the basis of these findings, constructive inputs to the possible continuation of the Master Degree Program and other post graduate programs at CEPI.

Submit final bilingual (Spanish and English) written report to CEPI and Misjonsalliansen including a maximum two-page executive summary

4. Time frame

The evaluation team works mostly *in situ* in Sucre, Bolivia studying documents, doing field research, writing preliminary report and conducting workshop.

Prior to field research in Bolivia:

Study of documents, initial internal team communication. Three days.

First week in Bolivia (Monday March 4th – Saturday March 9th 2013):

Planning, field research.

Second week in Bolivia (Monday March 11 – Saturday March 16th 2013):

Research, analysis, preliminary findings and suggestions, workshop Friday March 15th.

After field trip:

Writing and submitting report, (team communicating by email).

5 Evaluation team

Dr. Esben Leifsen, lecturer at the Department of International Environment and Development Studies, Norwegian University of Life Sciences. Team leader.

Dr. Mario Yapu, researcher at *Universidad para la Investigación Estratégica en Bolivia U-PIEB*

B. Chronogram of interviews and meetings

28th February: Telephone interview with Hanne Haaland, representative from the University of Agder, Norway.

2nd March: Telephone interview with Asle Jøssang, previous representative from NLA Gimlekollen University College, Norway.

Monday 4th March: Conversation with Kjell Einar Barreth, academic responsible for the Master program.

Monday 4th – Saturday 8th March: Several conversations with Litzy Rojas, administrative responsible for the Master program.

Wednesday 6th March: Interview with Master student, Deborah Lopez Medina Cira, in her work place in Sucre.

Wednesday 6th March: Interview in Sucre with Master student, Mirtha Marlin Marka Flores.

Wednesday 6th March: Interview with the director of CEPI, Maria Flores de Gonzalez.

Wednesday 6th – Thursday 7th March: Communication on e-mail with Asle Jøssang y Kjell-Einar Barreth.

Thursday 7th March: Meeting in CEPI with the academic coordinator, Carla Prada, the administrative coordinator, Nelsa Padilla, the responsible for the Planning and Evaluation Unit, Luis Alberto Ríos Solares, and the legal advisor, Norma Varaona.

Friday 8th March: Interview in Sucre with supervisor and teacher, Weimar Arandia.

Friday 8th March: Meeting with the director of the Department of Social Communication of the Faculty of Law and Social and Political Sciences of USFX, Oscar Sánchez and the previous vice-director of the Department, Willy Padilla.

Friday 9th March: Individual interviews in Sucre with the Master student, Romy Jimena Durán Sandoval, in her work place.

Friday 9th March: Individual interview in Sucre with Master student, Ana María Zárate, in her work place.

Saturday 10th March: Individual Interviews in Sucre with Master students: Hector Aramayo Martinez, Marylin Pacheco Barrios, Mary Rubí Quirós Farfán,

Lucy Estela Mamani Yuera, Jimena Mamani M., Victoria Lidia Barriga Padilla, María Nancy Rueda García, Miriam Cristina Alvarez Ignacio, Hilda Prieto Murillo.

Monday 12th March: Interview in La Paz with Master student and supervisor in the third version of the program, Carmen Miranda.

Monday 12th March: Individual interview in La Paz with Master student, Luis Omar Castillo Akanda

Monday 12th March: Individual interview in La Paz with teacher, supervisor and ex-representative from the Norwegian Mission Alliance in Bolivia in the inter-institutional committee, Nelson Cabrera.

Monday 12th March: Individual interview in La Paz with teacher of one of the method workshops, Carla Garrón.

Tuesday 13th March: Individual interview in La Paz with teacher in the first versions of the program, Erick Torrico.

Wednesday 14th March: Individual interviews in Oruro with the Master students: María Eugenia Colque Cárdenas, José Limber Veliz Quispe, Oscar Pablo Vargas Mercado, Nancy Gutiérrez Salas, Ivonne Isuara Mendoza Quiroga, Angela Paula Miranda Choque

Wednesday 14th March: It was impossible to carry out interviews with Master students in Tarija due to delays in the flights and because of lack of assistance of students to the agreed appointments.

Friday 16th March: Individual interviews in Sucre with the Master students: Wilfredo Gonzales Paco, Neidy Cristina Vanegas Carrillo, María Villanueva Pérez.

Friday 16th March: Individual interviews in Sucre with the Master students, Sandra Muñoz Valda y Juana Atancia Maturano Trigo, in their work place.

Saturday 17th March: Individual interview with the academic responsible of the program, Kjell Einar Barreth.

In the whole period: 30 students answering the questionnaire sent by e-mail: estudiantes respondiendo al cuestionario enviado por correo electrónico: 7 from Oruro, 6 from Tarija y 17 from Sucre

C. Overview of revised documents

1. Peredo, Rocío & Esben Leifsen: External evaluation report 2008
2. CEPI - USFX: *Programas de posgrado en comunicación. Informe 2006 – 2012*, Sucre, Oruro, Tarija
3. CEPI – USFX: *Formato y estructura de presentación de trabajos de investigación: Niveles: Diplomado, especialidad, maestría, doctorado*
4. Barragan, R. et. al. 2007: *Guía para la formulación y ejecución de proyectos de investigación*. La Paz: PIEB
5. Torrico Villanueva, Erick R. 2005: *Communication and journalism studies in Bolivia: Situation, needs and directions*
6. Zully Moreno de Landívar / CEPI 2004: *Diagnóstico y perspectivas de los estudios de postgrado en Bolivia*, in 2004. IESALC, UNESCO
7. CEPI-USFX: *Memoria: Maestranter en comunicación 2004 – 2010*. Sucre – Bolivia.
8. USFX: Program description 1st version
9. USFX: Program description 2nd version
10. USFX: Program description 3rd version
11. USFX: Overview of students and study progression, 1st, 2nd and 3rd versions
12. USFX: List of defended thesis
13. USFX: List of book titles in the specialized library
14. USFX: Chronogram of 3rd version of the program offered in Sucre
15. NLA Gimlekollen: Global figures of costs covered from Norway
16. NLA Gimlekollen: Extraction of some expenses, costs covered from Norway
17. Program webpage: <http://comunicaintercultura.blogspot.com/>
18. Agreements of institutional collaboration between USFX and NLA Gimlekollen University College 2003 and 2004
19. Comité Ejecutivo de la Universidad Boliviana: Secretaría Nacional de Postgrado: *Certificación de inscripción*, Julio 2011

D. Questionnaire sent to program students via e-mail

Sucre, Marzo 2013

Encuesta para la evaluación del programa de la maestría en Comunicación para el desarrollo / Comunicación intercultural, las tres versiones de 2006 – 2008, 2008 – 2010 y 2010 – 2013.

Preguntas para los estudiantes

A. Nombre:

B. Por favor, indique en qué sede y cuál de las tres versiones del programa Ud. ha seguido (indique también sí se ha reincorporado en una nueva versión del programa):

	Gestión 2006 - 2008	Gestión 2008 - 2010	Gestión 2010 - 2013
Sucre			
Oruro			
Tarija			

C. Ud. ha terminado todas las asignaturas del programa?

Si_____ No_____

En caso de No:

Entendemos que pueda haber varias razones ligadas tanto a su vida personal y laboral como a los estudios de porque Ud. no logró terminar todas las asignaturas. Por favor, indique cuales son las razones en su caso:

Razones ligadas a su vida personal
Razones ligadas a su vida laboral

Razones que tienen que ver con los estudios
En el programa:
Inicio de otros programas:
Otras razones

D. Retroalimentación

Ud. ha recibido comentarios y explicaciones de los docentes de la evaluación de sus asignaturas?

En algunas de las asignaturas	En todas las asignaturas

Cómo Ud. ha recibido comentarios y explicaciones del docente:

Comunicación personal con el docente	
Comunicación por escrito	
Comunicación a través de la plataforma digital	

E. Sólo los estudiantes que han egresado contestan las siguientes preguntas.
Ud. ha defendido su tesis?

Si_____ No_____

En caso de No:

En que parte del proceso de elaboración de la tesis está Ud.:

No he comenzado	
He elaborado un diseño - proyecto de la tesis	
He elaborado un primer borrador (informe de avance)	

He elaborado la versión final	
-------------------------------	--

F. Entendemos que pueda haber varias razones ligadas tanto a su vida personal y laboral como a los estudios de porque Ud. no ha defendido la tesis. Por favor, indique cuales son las razones en su caso:

Razones ligadas a su vida personal

--

Razones ligadas a su vida laboral

--

Razones que tienen que ver con los estudios

En el programa:
Inicio de otros programas:

Otras razones

--

G. Plan de estudio

Le parece que las asignaturas del programa tienen una coherencia en su conjunto?

Si _____ No _____

Se repiten teorías, temáticas, ejemplos en algunas de las asignaturas?

En caso de Si, en cuáles?

La asignaturas han sido útiles y han respondido a sus expectativas?

Si _____ No _____

H. Uso de materiales de lectura

Ud. ha tenido acceso de la literatura necesaria para sus asignaturas y para elaborar sus tareas?

Si _____ No _____

En caso de No, por favor especifique el problema con el acceso:

Ud. ha consultado la biblioteca del programa (las mini bibliotecas en los casos de las sedes de Oruro y Tarija y la biblioteca del programa en la Facultad de Derecho en el caso de Sucre)?

No conozco la biblioteca	
Nunca he consultado la biblioteca	
He consultado la biblioteca algunas veces	
He consultado la biblioteca con cierta regularidad	
He utilizado la biblioteca frecuentemente	

Si Ud. ha seguido el programa en las sedes de Oruro o Tarija, ha consultado la biblioteca del programa en la Facultad de derecho en Sucre?

Si _____ No _____

I. Situación laboral

Desde el comienzo de sus estudios para este programa hasta ahora, cómo ha sido su situación laboral?

He tenido un trabajo estable todo el periodo	
He tenido varios trabajos en el periodo	
He cambiado trabajo una o dos veces	
He cambiado trabajo varias veces	
No tengo trabajo	

En qué sector(es) ha trabajado Ud. cuando ingresó al programa (por favor marque varios si es relevante)?

En ninguno / sólo estudio	
Instituciones públicas	
Las ONGs	
Medios de comunicación	
Otros	

En que sector(es) trabaja Ud. ahora (por favor marque varios si es relevante)?

En ninguno / sólo estudio	
Instituciones públicas	
Las ONGs	
Medios de comunicación	
Otros	

J. Uso de la formación en el medio laboral / profesional:

En el medio laboral/profesional en donde se encuentra actualmente;

- logra Ud. en su trabajo actual usar elementos de las teorías, temáticas y/o metodologías que ha aprendido en el programa?

Puede dar ejemplos?

- hay apertura por parte de sus jefes y colegas de que Ud. plantee nuevas ideas y proyectos relacionados a la interculturalidad actual boliviana?

Puede dar ejemplos?

El programa ha servido como fuente para que Ud. participe en debates públicos sobre la comunicación, desarrollo e interculturalidad?
Puede dar ejemplos?