

PDI-BOL

Proyecto de Desarrollo Institucional

Mid-Term Evaluation

2014

FES

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PDI-BOL Institutional Development Project 10585

**Action in education to support the development of education units
in order to improve quality in early childhood, primary and secondary
education, with principles and values and with education actors'
progressive involvement**

Final Mid-Term Evaluation Report

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Executive Summary

The following is an executive summary of the mid-term evaluation of the PDI-BOL project. This is a FES (Foundation for Education and Service) project funded by PYM Norway. It is essentially a project of service to education and to children and parents, with the participation of principals, teachers and local authorities.

The mid-term evaluation (of 2012 through May of 2014) was performed on the basis of the terms of reference provided to me and involved the collection of data according to six components or work variables.

The evaluation process measures the progress of on-site support in the five regions of Bolivia, which are grouped for the purposes of evaluation as follows:

Project Region	Department	Province
Region 1 Coordinator, Sarafí	Santa Cruz	Vallegrande
Region 2 Coordinator	Reberalta - Pando	Vaca Diez - Gonzalo Moreno
Region 3 Coordinator, Oswaldo	Santa Cruz	Andrés Ibáñez
Region 4 Coordinator, Elio	Cochabamba	Cercado, Capinota and Carrasco
Region 5 Coordinator	Beni	Rurrenabaque

This project supports the development of education units in order to improve quality in early childhood, primary and secondary education, with principles and values and with education actors' progressive involvement. This was carried out between 2012 and 2014 through synergistic actions with municipal governments and parents from different regions.

To observe and verify progress in this project, a quantitative and qualitative mid-term evaluation was proposed, which would assess project outcomes, taking into account the perception and evidence of on-site work in education from participants in the various regions.

The methodology has facilitated the collection of data from primary sources, the participants. Outcomes will be measured against project objectives to establish the extent to which these objectives have been met.

This mid-term evaluation report includes a summary of methodology and other elements relevant to data collection as well as a description of the work performed, general context of interventions and project assessment tools based on the evaluation's parameters.

This evaluation was commissioned to assess the project components described in the ToR according to the timetable approved by FES and by PYM's director of PDI-BOL.

The evaluation was performed from May 27 to July 30, 2014; field work was carried out from June 3 to July 7 in the project's five target regions.

At the beginning of the on-site evaluation, contact was made with the national directorate and with coordinators for visits to the different regions. Visits were made to the education units; and students in primary and secondary school, parents, teachers, district authorities in each region, authorities of the municipal autonomous government and members of different institutions were interviewed. The coordinators and technical project staff were also interviewed.

The following report contains findings in six project components and identifies improvements, changes, lessons learned, commitments made, risks and bases of sustainability, the intervention 's effectiveness, social and economic impact, financial and technical feasibility and the intervention's sustainability, taking into consideration PDI-BOL's strategies for reaching the intervention's goal. Finally, this report presents a summary of findings and the consultant's recommendations.

The evaluation performed in Bolivia's five regions has yielded the following findings:

Variable 1.1 Commitments with Authorities

Finding	Expectation
18.43%	20%

Results in this area from the mayor's office and municipal education officials reach 21.14% out of the 25% assigned to this variable in the project evaluation, which is satisfactory and constitutes meaningful project impact.

All regions have made a written commitment to PDI-BOL, offer formal political and financial support and are very interested in knowing which needs should be considered for the next years' AOPs. Their commitment constitutes 30% of the total assessment value.

The mayors have accepted the challenge of continuing to invest in equipment according to the six variables of a developing school, even if PDI-BOL is absent. Their commitment is assessed at 15% of the total score.

The district director has identified positive project results and reported a good balance in project impact. This has yielded 7.2% of the 10% assigned to this factor.

The district authorities have committed to give their full support, approving activities with teachers, but they need more information from the project and wish to work together with PDI-BOL. This commitment is assessed at 15% of the total.

The director has accepted the challenge of continuing with the six variables even if PDI-BOL is absent. This commitment is assessed at 4.25% of 5%.

Authorities in the five regions give positive feedback about PDI-BOL thanks to its results, and they are willing progressively to assume support of the education units in the face of PDI-BOL's gradual withdrawal. With an overall score of 18.43% out of 20% from the eight municipalities interviewed, the results of signed agreements with municipalities is clear. Thus, findings show that municipal authorities and district management are committed to sustainability.

Some of the most important progress made is the political and financial commitment of authorities to support the project through 2016. These same authorities even asked to

coordinate efforts to ensure continuity if PDI-BOL were to cease to exist. PDI-BOL’s greatest achievement is that authorities have made a commitment to continuing the project it began.

Variable 1.2 EU Directors with Their Team of Teachers Managing the Development of the Five Variables

Finding	Expectation
32.44%	40%

The education unit’s director identifies both positive and negative results from PDI-BOL in his/her education unit, reporting a positive balance of project results at 9.02% of 10% of the assessment score.

The education unit’s director and his/her team of teachers give PDI-BOL a positive score according to project results at 32.44% of a possible 40%, and they are willing to manage the five variables of the developing school in the face of PDI-BOL’s gradual withdrawal.

The units’ directors and teachers are committed to managing the five variables in the education units.

Variable 1.3 EU Directors and Their Team of Teachers Have Understood PDI-BOL’s New Policy

Finding	Expectation
11.58%	20%

The final expected outcome of variable 1.3 is that education unit representatives (directors, parent representatives and teacher representatives) have clearly understood PDI-BOL’s new policy on mandatory and elective variables, making timely and necessary decisions for the smooth operations of education units. Assessed at 11.58% of a possible 20%, this result indicates the need to increase understanding of PDI-BOL’s new policy.

Assessment of understanding among parents yields a positive balance of 20.93% out of a possible 30%, which indicates a weak flow of information about the project. Therefore, it is recommended that more information be communicated to parents. Notwithstanding, it has been observed that parents generally have a high degree of satisfaction with the project.

Variable 1.4 Parents and Students Familiar with PDI-BOL Express Satisfaction with Support Received

Finding	Expectation
19.11%	20%

Student respondents, after learning in greater detail what the project did and does, report that PDI-BOL’s contribution to education units has been very positive, assigning a score of 67.72% out of a possible 70%. We can understand this result to mean that students are happy with and grateful for the project’s support. Most students reported that their classes are more didactic and enjoyable and that the materials and equipment have contributed much to their learning. Students asserted that PDI- BOL understands students’ and teachers’ needs.

In a random sample, 60% of parent respondents, after learning in greater detail what the project did and does, report that PDI-BOL's contribution to education units has been very positive. This resulted in a score of 28.44% out of a possible 30%.

Students and parents are familiar with PDI-BOL and express a high degree of satisfaction with the support received. This resulted in a score of 19.11% of a possible 20% weight.

Following are the results of the first variable: Completion of the assessment of the first indicator, or dependent variable, (1.1 + 1.2 + 1.3 + 1.4), we conclude that PDI-BOL actions are achieving a good degree of impact at 81.56% out of a possible 100% in developing project-supported education units.

Variable 2.1 The National Director and Coordinators Hold Planning Meetings

Finding	Expectation
23.84%	30%

National leadership and regional coordinators hold participatory planning meetings, organized around the project's main strategies, which produce plans, appropriate policies and recommendations. In the evaluation, this yields a score of 23.84% out of a possible 30%.

We can say that there is much evidence of planning, the results are there, and they can be evidenced with forms and with registers of teachers who have passed training courses.

Variable 2.2 The National Director and Coordinators Make Decisions Considering Eventualities

Finding	Expectation
23.03%	30%

National leadership and regional coordinators make timely decisions regarding authorities or beneficiaries to implement the project as planned or according to the eventualities that arise. The score assigned to this variable is 23.03% out of a possible 30%. Coordinators often make timely decisions in coordination with directors of education units for the various activities in their plans.

Variable 2.3 The National Director and Coordinators Monitor the Project

Finding	Expectation
12.54%	15%

National leadership and regional coordinators implement and monitor the project in a timely fashion on visits to the education units, producing reports that are delivered to higher offices. Evidence for this variable yields a score of 12.54% out of a possible 15%.

It should be mentioned that all regional coordinators are monitoring the project well, as assessed on the basis of planned activities and concrete results made evident by directors and teachers at education units.

Variable 2.4 The National Director and Coordinators Administer the Project Effectively and Efficiently

Finding	Expectation
22.08%	25%

National leadership and regional coordinators administer the project in an effective, efficient and sustainable manner, in keeping with planned objectives, policies and resources used. Assessment of this variable yields a score of 22.08% out of a possible 25%.

It is important to mention effective results, since the whole team of coordinators and administrative management has done such great work. Their good results are thanks to the great support offer by all regional coordinators and to changes in the 2012 project cycle, which placed leaders in each region to constitute the effective operational synergy of the whole project. Coordinators' commitment to training and monitoring the educational process was evidenced and also affirmed by education units' directors and teaching staff.

In partial conclusion of the assessment of this independent variable, we can affirm that the plans, management, implementation and monitoring performed by PDI-BOL, from its national leadership through its regional coordinators, consolidating input from criteria 2.1, 2.2, 2.3 and 2.4, yields a score of 83.94% out of a possible 100%. PDI-BOL's actions in support of education units are being carried out at a good level for the EUs' development.

Effectiveness with Regard to Achieving the General Objective

The assessment of PDI-BOL's variables and achievement of outcomes shows that the project is progressing well, rooting locally the conceptual model's six variables. The most important aspect of this process is that municipal authorities in each region, their education authorities and their staff are gradually assuming management of the variables, demonstrating their commitment to the whole education community. Thus, actions are being taken that consolidate the continuous improvement of quality in education with education actors and with the support of PDI-BOL administration and management.

The project is in the process of reaching its general objective. Comprehensive educational programs with the six variables have been designed and implemented to very good effect on teachers, on parents and primarily on the children and young people who are part of the project. The target group is very interested in developing and enhancing its capabilities with project support.

Teachers from the different education units who attended the workshops provided by the project expressed a strong commitment to the project and to receiving training through it. They demonstrate a high degree of satisfaction with PDI-BOL support in the form of materials, equipment and training in their education units.

However, PDI-BOL should build more awareness in the whole education community of its work, so that greater outcomes can be achieved.

Social and Economic Impact

The project has had positive effects on direct beneficiaries. These effects need to be reinforced in society through commercial expositions to make government support feasible as a public policy and to prompt authorities to expand project support to other education units in their

jurisdiction in the form of materials, equipment and training for teachers previously supported by PDI-BOL.

To verify outcomes expected for 2016, a baseline of student learning, teacher training, parents' situation and academic support in language and math should be prepared.

Technical and Financial Feasibility

In the project proposal, there is consistency between objectives and expected outcomes and between outcomes and scheduled activities. Interviews and consultations with similar social projects indicate that the use of resources is not optimal. Expenses should not exceed 35% of the budget, and 65% should be invested in project beneficiaries. A look at the 2013 project cycle shows that only 38.51% of the budget was invested in project beneficiaries, and operating costs were at 61.49%. In the 2012 project cycle, beneficiaries received 43.45% of the investment, and 56.55% went to operating costs. This data affirms that expenses exceed project investments. Therefore, a way must be found to conform to the budget allocation percentages recommended by World Vision (see Appendixes 2 and 3).

Project lines of action are having effective outcomes, as evidenced by variables and by beneficiaries' perception of the intervention. They are very positive, assume a high degree of commitment to the project and thank PDI-BOL for its great contribution to education.

Sustainability of the Intervention

The project holds undersigned agreements with municipalities in the following regions:

1. Vallegrande: Undersigned agreement with the municipal autonomous government and district management of Vallegrande
2. Riberalta: Undersigned agreement with the municipal autonomous government and district management of Riberalta
3. Gonzalo Moreno: Undersigned agreement with the municipal autonomous government
4. Villamontes: Undersigned agreement with the municipal autonomous government and district management
5. Cochabamba: Undersigned agreement with the municipal autonomous government of three municipalities: Vacas, Sicaya and Orcoma
6. Rurrenabaque: Undersigned agreement with the municipal autonomous government and district management of Rurrenabaque

The project has entered into eight formal agreements with municipal governments. Lacking are agreements with one municipality of Santa Cruz and with one municipality of Cochabamba, each an enclosed area in its respective department. The project will continue strengthening its presence gradually and steadily in the education communities.

The project currently operates in 22 education units in the five regions under 22 agreements, one with each education unit.

PDI-BOL's line of action will be sustainable in the measure in which commitments to implement interventions that support the project and that contribute to achieving its objectives materialize, as mentioned above under "Financial Feasibility."

It is also important to press for teacher training, which the districts have recognized as a meaningful contribution by PDI-BOL. This work will become more effective as districts come to know the project in depth and take ownership of it.

Chapter I

Mid-Term Evaluation of the PDI-BOL Institutional Development Project

Introduction

The FES (Foundation for Education and Service) implemented the institutional development project of Bolivia. It proposed promoting quality in education with principles through innovation in teaching, based on participation by the education community. As the project's administrator, PDI-BOL currently supports children's education through the participation of teachers, parents, principals and local authorities.

In the second phase of implementation, it was necessary to evaluate project implementation according to its six components or variables in the five target regions from January of 2012 to May of 2014. Municipalities and parents supported the project with financial contributions, and classrooms were equipped. Some equipment is still lacking to complete the work and to turn classrooms into true learning laboratories, as was the goal, but teachers still need to be trained properly to use the equipment.

PDI-BOL's intervention in the five regions of Bolivia has allowed the education community to demonstrate its full support of the work. We see, for example, commitment and support from all of the principals and motivated teachers giving more dynamic and interactive lessons with the materials, such as digital projectors and wanting to learn more and to implement in the classroom what they have learned in workshops. The children have expressed how happy the frequent use of materials made them and how the materials make lessons more fun and enjoyable. All of this learning will allow the education community to improve quality in education.

After two years of project implementation, PDI-BOL requested that a mid-term evaluation be performed according to the terms of reference provided. A quantitative and qualitative evaluation was presented, which assessed project outcomes, taking into account on-site evidence of the work in education and the perception of participants as expressed in focus groups.

The evaluation was conducted from July 1 to July 28, 2014, and field work took place from June 2 to June 30 in the project's five target regions. Contact was made with stakeholders as follows: Primary school students were visited in their classrooms. Focus groups were organized for secondary school students and teachers. Contact was made with principals and municipal government officials by region, as well as with education authorities and institutions supporting the PDI-BOL project. The project's coordinator and technical staff were also interviewed.

To collect information, quantitative and qualitative techniques were used, such as visits to courses, individual and group interviews and document review. For this purpose, the appropriate information collection instruments were developed.

1.1 Project Objective

Supporting the development of education units in order to improve quality in early childhood, primary and secondary education, with principles and values and with education actors' progressive involvement (Restated in July of 2013)

1.2 Objective of the Evaluation

Learning about the process of implementing the six variables of "developing schools" and identifying improvements, changes, lessons learned, commitments, risks and bases for sustainability in local participants and in PDI-BOL intervention strategies to make timely adjustments, if necessary, to achieve the general objective.

1.3 Evaluation Period

The evaluation covers January of 2012 through May of 2014.

1.4 Type of Evaluation

The evaluation comprised the quantitative and qualitative assessment of project effects from January of 2012 to May of 2014 in Bolivia's five regions.

Representatives from all stakeholder groups involved in the project from all five regions of Bolivia were taken into consideration: local authorities from municipalities and district management, principals and teachers, primary and secondary school students, administrative staff, parents and school board representatives, institutions and PDI-BOL staff.

1.5 Parameters of the Evaluation

The following parameters were established for the evaluation:

- a) The intervention's effectiveness, efficiency, social and economic impact, technical and financial feasibility and sustainability
- b) Analysis of the incorporation of horizontal priorities: operating principles, alignment, ownership and results-based management

1.6 Hypothesis

An education unit is developing when local authorities and the unit's own authorities and staff (intermediate beneficiaries) progressively assume the management of variables, where students are motivated to study and where parents or guardians are satisfied (final beneficiaries).

1.6.1. Variables

Variables identified in this paper will serve as the basis for PDI-BOL's mid-term evaluation.

1.6.1.2. Independent Variable

The existence of a degree of support for the education unit by the project constitutes an independent variable, as does adherence to the terms of reference.

1.6.1.3. Dependent Variable

Consequently, we will mention a dependent variable: the degree of education units' development in the different regions.

Chapter II: Methodology

2.1 Methodological Approach and Techniques Used

Based on the terms of reference provided by PDI-BOL, it was proposed that a quantitative and qualitative evaluation be performed, gathering input from the most representative groups to measure project achievements, as a complement to the evaluation, as shown in the following figure:

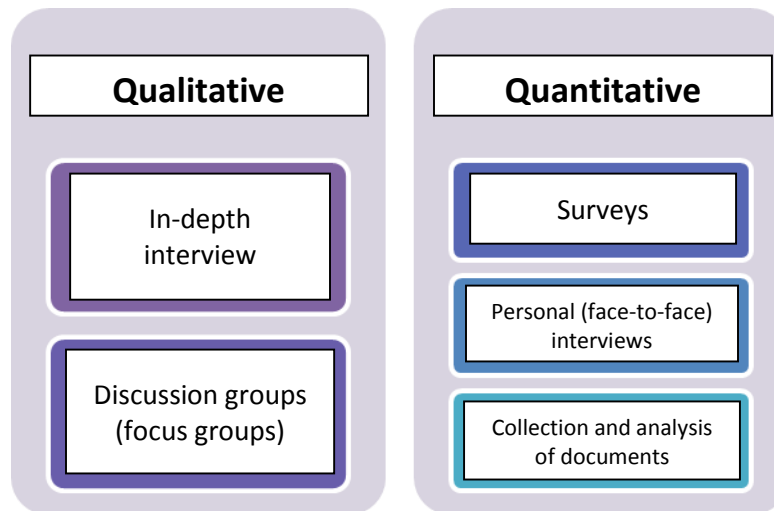


Figure 2. Techniques for collecting information
Source: Prepared by the author

The evaluation aims to obtain information about the implementation process in relation to the six variables of a "developing school." With this understanding, we used quantitative techniques and employed instruments for measuring with the deductive method the variables stated in the hypothesis.

This methodological framework made it possible to identify outcomes on the basis of project objectives and scheduled activities. This measurement relates directly to the effect, i.e. to changes and transformations arising from performed activities and achieved products.

With this perspective, the evaluation of the PDI-BOL project took into account the following variables:

1. Authorities' commitment
2. Participatory management by authorities (the school board) of the education unit (degree of satisfaction with the project)
3. Teacher training
4. Use of equipment provided by PDI-BOL
5. Running the school for parents
6. Support for students "underperforming" in strategic areas (catching up in mathematics and language)

2.2 Research Methodology

2.2.1 Stage 1: Office Work

Office work was performed from May 29 to June 1, 2014 and included the following activities:

- Coordination and work meetings with managers and technical project staff
- Adjustment in logistics in the evaluation proposal
- Development of instruments according to indicators and data collection techniques
- Organization and preparation of the field work plan: coordinating with project staff to organize interviews in the project's target area and planning group interviews

2.2.2 Stage 2: Fieldwork

Fieldwork was performed from June 2 to June 29, using quantitative and qualitative analysis as described in the following calendar:

Date	Activity	Education Units Visited
June		
Tue. 3 - Wed. 5	Field visit to the Vallegrande region (Surveys, focus groups and interviews)	Guadalupe Moseñor Julio Terrazas
Visit with authorities	Interview with the mayor and district director of Vallegrande	Research
Mon. 9 – Fri. 13	Field visit to Pando	Gonzalo Moreno Secondary School Luz en el Camino Primary School
Visit with authorities	Field visit to the Riberalta region (Surveys, focus groups and interviews) Interview with authorities and the district director	Hugo Cordero Primary and Secondary School Research
Mon. 16 - Wed. 18	Field visit to the Santa Cruz region (Surveys, focus groups and interviews) Interview with the district director	Nacional Cotoca Secondary School Buenas Nuevas A Primary School, afternoon session
Fri. 20	Field visit to the Villamontes-Tarija region (Surveys, focus groups and interviews) Interview with authorities	Asamblea de Dios Primary and Secondary School Research

Date	Activity	Education Units Visited
Mon. 23 – Wed. 25 Visit with authorities	Field visit to the Cochabamba region Capinota province Araní province, municipality of Vacas (Surveys, focus groups and interviews) Interview with Vacas-Sicaya authorities and the district director of Cochabamba	Buenas Nuevas A Primary School Orcoma Primary and Secondary School Rodeo Primary and Secondary School Research
Thu. 26 – Sat. 28	Field visit to the Rurrenabaque region (Surveys, focus groups and interviews) Interviews with authorities, including the district director	San José Primary and Secondary School Lucio Lens Primary and Secondary School Filadelfia Primary and Secondary School
Total Number of Education Units Visited		14 Education Units

Figure 3. Fieldwork Timeline, Source: Prepared jointly by PDI and the author

The agenda for interviews was arranged with project coordinators and technical staff. To optimize the time dedicated to the task, it was requested that fieldwork be scheduled according to the following criteria:

Classroom Visits or Interviews

- Primary school students

Focus Groups

- Focus groups with teachers of secondary school and secondary school students in different grades

Individual Interviews

- Parents of primary school children
- Directors of education units
- Teachers at education units
- Administrative staff
- Authorities of the municipal autonomous government (GAM, by its abbreviation in Spanish)
- Each region's district director

2.2.2.1 Education Actors Interviewed

The following table lists in detail the actors interviewed and techniques employed:

Actors Interviewed and Techniques Employed				
Techniques		Techniques	Techniques	Techniques
Actors Interviewed	Visits to Students' Courses or Interviews	Individual Interviews	Group Interviews	Interviews and Surveys
EU Primary School Students	x			
EU Secondary School Students			x	x
Parents				x
Administrative Staff				x
Teachers at Education Units			x	x
Directors of Education Units		x		
Each Region's District Authorities				x
Authorities of the Municipal Autonomous Government				
Project Coordinator and Those in Charge of Its Lines of Action				x
Members of Institutions		x		

Figure 4. Actors interviewed
Source: Prepared by the author

2.2.2.2 Quantitative Analysis

Personal Interviews

Authorities, teachers, parents, EU directors and project coordinators were interviewed according to the following methodology:

- **Reading background information:** The purpose of this is to create a common vocabulary, allowing the interviewer to phrase questions in a way that the respondent will understand.
- **Establish the objectives of the interview:** There must be key areas related to information processing and decision-making behavior about which we will need to ask.
- **Deciding whom to interview:** One must include key people at all levels.
- **Preparing the interviewee:** This is done by speaking with him or her in advance or by sending an e-mail. If the interview is long, interviewees may become angry, but they may hide it. Therefore, planning was done with the help of each region's coordinator.
- **Deciding the type and structure of questions:** Questions must be written that cover decision-making areas. Questions should be structured in a pyramid (beginning with often closed questions and continuing with open and more generalized questions) or in a funnel or diamond (beginning with general and open questions and concluding with closed questions that limit responses).

Surveys

When using interviews, we seek to quantify interview findings. On the other hand, questionnaires are used to survey a large sample of system users in order to detect problems or highlight important issues. Applying questionnaires requires a considerable amount of time to plan. The following types of questions were used:

- **Open questions:** The answer can be two words or two paragraphs. These questions describe the options the interviewee has for responding.
- **Closed questions:** These are considered to be basic questions, since they can be answered with a finite number of responses.

2.2.2.3. Qualitative Analysis

Focus Groups

Focus groups are a technique used in marketing and social research. It is an exploratory technique that involves the gathering of a small number of people for discussion that is facilitated by a moderator. This technique contributes qualitative information. Participants speak freely and spontaneously about issues that they consider to be important for the evaluation. Generally, participants are chosen randomly and interviewed in advance to determine whether they qualify to participate in the group. Thus, the following methodology was used:

- **Selection of participants:** The first step is to select people to fill the following roles:
 - **Moderator:** The moderator uses a discussion guide to lead the group, adequately poses questions, responds neutrally to comments and encourages group participation. This role was performed by Marcos Ríos.
 - **Observers:** Observers support the moderator by noting down answers but mainly by observing participants' reactions and hidden messages. This role was performed by Ingrid Vatne.
 - **Participants and group characteristics:** A group should include both male and female participants, and these should be similar with regard to age, marital status and level of education.
- **Design of the discussion guide:** One must define the objective, prepare an introduction that will seek to reduce tension in the group and to stimulate conversation and, finally, elaborate the questions for open discussion.
- **The focus group meeting:** A meeting time and place are chosen that will be convenient for participants. This was done with the help of each region's coordinator.

The acceptable size of a focus group has traditionally been eight to ten participants, but we chose to form groups of ten to twelve people. We sought to learn about participants' familiarity with the project; their degree of interest in it; levels of commitment to it; teachers' use of materials, acceptance of workshops and use of skills gained in them; and, finally, participation in and approval of tutoring for underperforming students.

Each session lasted one hour and fifteen minutes.

Determining the Sample

A PDI-BOL sample was determined according to the project's five target regions for fourteen education units.

Sampling Method Used

Due to the sample size, education units were chosen by the simple random method, such that features and data collected are representative of the population evaluated. Of the project total of twenty-two education units, fourteen were selected as a representative sample. The following table shows the distribution by region.

Representative Sample								
Region	No. of Education Units	Municipal Authorities	District Directors	Principals	Teachers	Students	Parents	Institutions
Cochabamba	3	3	2	3	30	60	20	1
Santa Cruz - Villamontes	3	1	1	3	30	70	20	3
Vallegrande	2	1	1	2	20	40	20	1
Beni-Pando	3	2	2	2	20	40	20	1
Rurrenabaque	3	1	1	2	20	50	20	1
TOTAL	14	8	7	12	120	260	100	7

Figure 5. Sample

Source: Prepared by the author

Collection and Analysis of Documents

It is important to adopt a method that allows events in the study to be recorded. Registering collected data in an orderly fashion is necessary for any study. It is a general rule that quality registers must be prepared such that anyone can understand them. It is essential to obtain copies of documents used in the system. There are basically three types of diagrams:

- **Organizational diagrams:** These present the organization's organic or functional structure. They indicate functions and give the reader an idea about the responsibilities of the organization's staff. It is a valuable document for highlighting levels of authority.
- **Work distribution tables:** These describe the activities of each unit within a department, determining the functions of each position. This document offers an overview of work units.
- **Flowcharts of procedures:** These present the flow of information in a procedure and perform three main functions: They allow the analyst to ensure that all elements of the procedure have been completed.

2.2.3 Stage 3: Office Work (July of 2014)

At this stage, interviews were transcribed, and data collected in the field was organized in tables by objectives, by project outcomes and by categories or aspects of the evaluation as they relate to different education actors. Following the evaluation approach and method of communicating actors' perception, information was analyzed, and the final report was prepared.

Information Obtained through the Quantitative Method

To validate data counts, worked was performed by group in tables, taking variables into account. The data was totaled and averaged, and the result was converted into the percentage assigned to each variable. This was done by region to produce grand total for the five regions.

The end result was obtained by totaling and averaging. Using the Rule of Three, the weighted value was found.

To validate the weight assigned to variables 1, 2 and 8, student variables were crossed with question 7 from the focus groups, and question 1 from the teachers' focus group was crossed with questions 4 and 5 from teacher surveys.

Information Obtained through the Qualitative Method

To validate the perceptions of the focus groups, we focused on learning about participants' familiarity with the project; their degree of interest in it; levels of commitment to it; teachers' use of materials, acceptance of workshops and use of skills gained in them; and, finally, participation in and approval of tutoring for underperforming students.

Specific events were considered on the basis of the aforementioned focus.

Chapter III

3.1 Analysis of the Context in Which the Intervention and Its Evaluation Are Implemented

The project is running in five regions of Bolivia. To facilitate the evaluation, an overview of each of the five regions was prepared, just as each region has a coordinator.

Region 1, Vallegrande, is one of the fifteen provinces of the department of Santa Cruz. Vallegrande has a population of 27,982 inhabitants. The province's economy is mainly based on agriculture, livestock and tourism. It has an area of 6,414 km² with 95 education units and 353 teachers.¹ The PDI- BOL project is working with a sample of four education units in Vallegrande. It serves 919 students and 90 teachers.

Region 2, Riberalta, is the capital city of the Vaca Díez province in the department of Beni. It has a population of 91,273 inhabitants. Its economy is based on the export of almonds and

¹ National Institute of Statistics, 2002-2010

Brazil nuts. The city also produces tropical woods, rubber and exotic fruits and mines gold. Its temperature ranges from 31 to 35 degrees. The city has 120 education units and 872 teachers. The PDI-BOL project is working with a sample of two education units with a total of 1,005 students and 50 teachers.

Region 2, Pando: The PDI-BOL project is currently working in the third province in Gonzalo Moreno,² which has a population of 11,463 inhabitants. Its area is 10,879 km², and its economy is based on almond production and gold mining. It is a tropical climate, which also produces maize, cocoa, coffee, tropical fruits and vegetables, and its rivers are home to a great number of fish. Its average temperature is 26.6 degrees. The province has 22 education units and 121 teachers. Of these, the project works with two education units with a total of 180 students and 50 teachers.

Region 3, Santa Cruz: This department has a population of 2.6 million inhabitants and a total area of 370,621 km². Its economy is mainly characterized by the processing of agricultural and forestry products, such as soybeans, sugar cane, starch and timber. The economy is comprised by 42% of agricultural activity, by 36% of commercial activity and by 35% of industrial manufacturing. The climate is warm with temperatures around 30 degrees. The department has 709 education units and 8,015 teachers. Of these, the project is working with four education units with a total of 2,563 students and 100 teachers.

Region 3, Tarija-Villamontes,³ forms part of the Gran Chaco province. It has a population of 39,800 inhabitants and covers an area of 17,428 km². Its economic activity revolves mainly around livestock, fishing and petroleum companies. Villamontes has 36 education units and 300 teachers. Of these, the project is working with one education unit with 633 students and 36 teachers.

Region 4, Cochabamba: This department at the country's geographic center has an area of 55,631 km² and a population of 1,938,401 inhabitants. Its economy is mainly agriculture *par excellence*, producing corn, wheat, barley and vegetables, although the department also extracts minerals. Its climate is temperate with temperatures ranging from 20 to 25 degrees. It has 370 enclosed education units and 4,668 teachers. The project is working with one of these education units with 560 students and 20 teachers.

Region 4, Capinota, is a province of Cochabamba with a population of 24,000 inhabitants in an area of 1,495 km². It has a mining economy and is home to the COBOCE cement factory; agricultural activity is nominal. There are 44 education units. The project works with four of these with a total of 1,302 students and 64 teachers.

Region 4, Rodeo, is in the municipality of Vacas in the Arani province. It has a population of 12,511 inhabitants in an area of 339.48km² and an average temperature of 12.5 degrees. The project supports one education unit that has 255 students and 16 teachers.

Region 5, Rurrenabaque, is a municipality in the Beni province with 17,000 inhabitants and an area of 40,000 km². Its economy is driven mainly by tourism and agriculture. There are 34 education units with 234 teachers. The project supports three of these units, which have a total of 2,013 students and 91 teachers.

² Translator's note: Pando is the department, Madre de Dios is the province, and Puerto Gonzalo Moreno is the municipality as well as its capital by the same name.

³ Translator's note: Tarija is the department, Gran Chaco is the province and Villamontes is the municipality.

PDI-BOL's target group consists of 22 education units with a total of 584 teachers and 10,883 students.

Having observed PDI-BOL project intervention in the five target regions, we can assert that collaboration with municipal government authorities and district authorities is at 92.15%. Project outcomes are satisfactory, and municipal engagement is quite strong. Therefore, the project should empower authorities and the education community in each region to expand project outcomes to other education units in the different municipalities.

3.2 Analysis of the Evaluation

Assessment of project objectives and outcomes is performed using measurements and the perception of all actors involved in the process.

To begin the analysis, we review the project objectives:

3.3 Objective of the Evaluation

Learning about the process of implementing the six variables of "developing schools" and identifying improvements, changes, lessons learned, commitments, risks and bases for sustainability in local participants and in PDI-BOL intervention strategies to make timely adjustments, if necessary, to achieve the general objective.

3.3.1. Specific Objectives

The six variables have been designed and implemented:

1. Authorities' commitment (at the level of satisfaction with the project)
2. Participatory management by authorities (the school board) of the education unit (degree of satisfaction with the project)
3. Teacher training
4. Use of equipment provided by PDI-BOL
5. Running the school for parents
6. Support for students "underperforming" in strategic areas (catching up in mathematics and language)

These variables are bound to the project, such that each variable is considered to be a specific objective of the project.

This analysis was performed for each of the outcomes.

Outcome 1: Assessment of Findings with Regard to Authorities:

3.3.2 Authorities' Commitment to PDI-BOL: Region 1, Vallegrande, Outcome 1.1

Finding	Expectation
18.92%	20%

The mayor's office and education officials present a satisfactory result, scoring 24.41% out of a possible 30% in the assessment, which constitutes very significant project impact.

In a written agreement with PDI-BOL, the Vallegrande region has formally committed political and economic support. They are very interested in becoming familiar with requirements in order to include them in the following years' AOPs. Their commitment is scored at 30% of the total.

The mayor accepts the challenge of continuing to invest in equipment according to six variables of developing schools, even when PDI-BOL is absent. Their commitment is scored at 15% of the total.

The district director has noted positive project outcomes. This means a score of 8% out of a possible 10%. The district director also notes the need for more monitoring by PDI-BOL.

The district authority is committed to giving its full support, approving activities with teachers, but it requires more information from the project and wants to work together with PDI-BOL. Its commitment is scored at 15% of the total.

The director accepts the challenge of continuing to apply the six variables. His/her commitment is scored at 4.25% out of a possible 5%.

The region's authorities are very grateful for the support provided and even requested support for additional units. They have specifically asked for help developing teachers' computer skills, since the authorities know that some teachers are not using their computers adequately. The Vallegrande authorities have assigned a very significant score of 18.92% out of a possible 20%.

- It is significant that the authorities are fully committed to the PDI-BOL project and even want to prepare the 2015 AOP. However, deficient coordination with the project means that they do not receive project requirements in time to plan to satisfy them.
- It is outstanding that the authorities are finishing the construction of a model secondary school in Vallegrande with specialized classrooms for each subject. After the mayor had learned about PDI-BOL's visit, he immediately summoned the architect to take the approach of equipping all specialty classrooms with supports for digital projectors. He even had student lockers exchanged for furniture in each classroom to store teaching material. It surprised us that the mayor was immediately and enthusiastically willing to work with PDI-BOL.

The mayor even immediately requested the engineer's support, specifically asking her to provide him with all specifications for furniture and chairs, so that he can begin furnishing the new school, still under construction, within the year. He explained that this is because everything is budgeted for this year. The mayor plans to deliver everything to this education unit and to turn it into a model for all of Bolivia.

Local authorities, the municipal government and district office assess PDI-BOL positively thanks to its outcomes and are willing progressively to assume support of the education units, in the face of PDI-BOL's gradual withdrawal. Since findings score this element at 18.92% out of a possible 20%, we can assert that the project has been effective in Vallegrande region. (See Figure 1.)

3.3.3 Authorities' Commitment to PDI-BOL: Region 2, Riberalta, Outcome 1.1

Finding	Expectation
19.80%	20%

The mayor and his education officials identified PDI-BOL outcomes in their municipality, expressing a positive balance in project impact and producing a score 22.75% out of a possible 25%, which is a meaningful assessment of the project.

Riberalta authorities want PDI-BOL's support. Officials have committed their financial and political support in the immediate future, as long as the work is done jointly. If this will be the case, then they assign a score of 30% over the total.

The mayor accepts the challenge of continuing to invest in equipment and in the six variables of a developing school, even when PDI-BOL is absent. This yields a score of 15% of the total.

The district director reported very positive project outcomes, resulting in a score of 9% out of a possible 10%.

The district director sanctions PDI-BOL and wants its full support. She has committed to support the project personally and on behalf of teachers. This yields a total score of 15%.

The district authority accepts the challenge of supporting the developing school on the basis of the six variables, which produces a total score of 5%.

- The regions of Riberalta and Gonzalo Moreno express strong interest in the PDI-BOL project. They have even suggested that the project should run in all of the area's education units.
- The authorities are committed to working with PDI-BOL. The only thing missing, they said, is having written knowledge of the project objectives and being able to work together.

To date, they have not received any information on PDI-BOL progress.

They have noted that they require the budgets to be able to include them in 2015 AOP.

- The authorities have mentioned that they share PDI-BOL's vision of improving education and that they therefore need more information about the project to be able to work in a coordinated manner.

The authorities are willing to continue the project when PDI-BOL completes its 2016 cycle.

They consider that PDI-BOL will help them to improve education, because they are willing to assign supervisors to make sure that the project continues. The authorities declined to evaluate PDI-BOL, since they lack written information on the project. Instead, they contributed qualitative information, praising the project.

The authorities have committed to backing PDI-BOL training, as long as the project presents number of hours required and end date for each course, to provide this assurance to the authorities.

District Office of Riberalta: Officials in the district office of Riberalta express their gratitude for the project, because there are more than 120 education units in the district but only four technical staff members, which means that they can do relatively little. The office thanked PDI-BOL for supporting education as it does.

The district office is entirely willing to certify teachers who have trained with PDI-BOL. It just needs to receive all relevant information to be able to give its full support.

Furthermore, the office reported never having received any information from PDI-BOL and only having heard of it by word of mouth from the director of education unit Hugo Cordero.

It is meaningful that the office is very interested in improving education, which is why the teachers are being trained to use technology.

Local authorities, the municipal government and district office assess PDI-BOL positively, with findings yielding a score of *19.80% out of a possible 20%*. They are also willing progressively to assume support of the education units in the face of PDI-BOL's gradual withdrawal. (See Figure 2.)

3.3.4 Authorities' Commitment to PDI-BOL: Region 3, Santa Cruz, Outcome 1.1

Finding	Expectation
18.5%	20%

Villamontes authorities are strongly committed to supporting the project, valued it positively and are willing progressively to assume support of the education units. Scores follow:

City officials reported a very positive balance in project impact, resulting in a score of 22.50% out of 25%.

The authorities have committed their political and financial support for the immediate future, resulting in a score of 30% of the total.

Authorities have affirmed their intentions to continue the project until 2016, basing it on the variables, even when the PDI-BOL is absent. This produces a score of 15% of the total.

The district director reported a very positive balance in project impact, resulting in a score of 10% of the total.

The principal has committed the support of her office and teachers, yielding a score of 15% of the total.

The district director accepts the challenge of continuing with the six variables for developing schools, even if PDI-BOL is absent. This produces a score of 5%.

- The authorities highly value the project and request that it work with all Villamontes education units. They suggested that the contract be updated to make feasible all arrangements for project implementation, and they noted that, to date, no local contribution is owed. Although the disbursements were delayed, they were made; thus, the authorities have requested that immediate requirements in the 2014 project cycle be met.
- The Villamontes district director has thanked PDI-BOL for its work and committed herself to providing all necessary support with respect to certification or teacher support. She wants to support the project in a more coordinated manner and so has requested more information from PDI-BOL.
- Santa Cruz's departmental director affirms that he is ready to collaborate and offer support in order to benefit students throughout the department of Santa Cruz through PDI-BOL.

Villamontes municipal authorities assessed outcomes positively, with findings yielding a score of 18.50% out of 20%. They are willing progressively to assume support of the education units in the face of PDI-BOL's gradual withdrawal. (See Figure 4.)

3.3.5. Authorities' Commitment to PDI-BOL: Region 4, Cochabamba, Outcome 1.1

Finding	Expectation
18%	20%

The Vacas and Sicaya municipalities of the Cochabamba region report a positive balance in PDI-BOL project impact, as reflected in the corresponding score of 22.5% out of 25%.

The mayors have sanctioned PDI-BOL and desire its support, wherefore they have committed future financial support, as reflected in the corresponding score of 30% of the total.

The mayors have accepted the challenge of continuing to invest in equipment, as reflected in the corresponding score of 15% of the total.

Cochabamba's departmental director highly regards the project, assigning it a score of a 5% out of a possible 10%.

The district office is committed to supporting PDI-BOL and to providing teachers with certificates for all project-run courses they have successfully completed. This is reflected in the corresponding score of 15% of the total.

The district office accepts the challenge of continuing to support the project, which is reflected in the score of 2.5% out of 5%.

Cochabamba's authorities are committed to continuing PDI-BOL. This is reflected in the score of 18% out of 20%.

The authorities have requested information from the PDI-BOL project. They want to know the project's scope. They know that the work involves implementing the use of materials and equipment, but they are unaware of how PDI-BOL operates.

The authorities are willing to work together with PDI-BOL. They have requested that agreements mention the support in the form of certificates for teachers having completed courses backed by the district office.

Authorities have shown concern about when inventory will be transferred to the municipality.

Local authorities, the municipal government and district office assess PDI-BOL positively, with findings yielding a score of 18% out of 20%. They are willing progressively to assume support of the education units in the face of PDI-BOL's gradual withdrawal. (See Figure 5.)

3.3.6. Authorities' Commitment to PDI-BOL: Region 5, Rurrenabaque, Outcome 1.1

Finding	Expectation
16.46%	20%

The mayor of Rurrenabaque, local education officials or both reported PDI-BOL outcomes in their municipality, expressing a positive balance of project impact, as reflected by the score of 15.83% out of a possible 25%.

The authorities want PDI-BOL support, so they have committed their political and financial support through 2016, producing a score of 30% of the total.

The authorities have accepted the challenge of continuing to invest in equipment, according to six variables of developing schools, even when PDI-BOL is absent. This is reflected in the score of 15% of the total. The municipality has given assurances that it will continue the work.

- Rurrenabaque authorities' AOPs are guaranteed through 2016, and the municipality has signed an agreement, but they have indicated that they need to be well informed and familiar with the project's progress to be able better to support PDI-BOL with regard to teacher training. They can be counted on to certify teachers.

The district director has reported both positive and negative outcomes of the PDI-BOL project and an overall positive project impact balance, as reflected by the score of 4% over 10%.

The district director has committed to continuing the PDI-BOL project in a coordinated manner. This yields a score of 15% of the total.

The district director has accepted the challenge of continuing to support the education units according to the six variables of a developing school, even when PDI-BOL is absent. This element is scored at 2.5% out of a possible 5%.

The municipal authorities have asserted that they need to be better informed by PDI-BOL to be able to help follow up on teacher training. The local authorities, i.e. the municipal government and district office, have assessed PDI-BOL outcomes positively and are willing progressively to assume support of the education units, in the face of PDI-BOL's gradual withdrawal; thus, findings produced a weighted score of 16.46% out of a possible 20%. (See Figure 5.)

3.3.7. Authorities' Commitment to PDI-BOL: Five Regions, Outcome 1.1

Finding	Expectation
18.43%	20%

The authorities of all five regions assess PDI-BOL outcomes positively and are willing progressively to assume support of the education units in the face of PDI-BOL's gradual withdrawal. Findings yield an overall score of 18.43%. Outcomes are clear in regions where the project has signed agreements with municipalities. From the total of eight municipalities interviewed, we have an *outstanding score of 18.43%* out of a possible 20%.

It is noteworthy that the two cities of Cochabamba and Santa Cruz do not have signed agreements with PDI-BOL. It is recommended that the project approach these municipalities to achieve sustainability in the two cities. (See Figures 6 and 7 of Appendix 4.)

3.4. EU Directors and Teachers Assess PDI-BOL Outcomes Positively and Manage the Five Variables: Region 1, Outcome 1.2, Vallegrande

Finding	Expectation
33.43%	40%

The education units' director and his team of teachers assess PDI-BOL outcomes positively and are willing to manage the five variables of a developing school, in the face of PDI-BOL's gradual withdrawal. Findings are reflected in the score of 33.43% out of a possible 40%. (See Figure 8.)

The teachers affirmed that, out of their commitment to the project's continuity, they will continue training, although they admit that this is not easy to do. Using computers and the digital projector has proven particularly difficult for older teachers, but they are up to the challenge of learning little by little. Training will depend on the coordinator's work plan for this item.

An uncontrollable variable is that teachers do not know whether they will continue with the same education unit next year, since so few students are currently enrolled in the Guadalupe education unit.

Highlight: The Guadalupe education unit has won an award from the Cre de Santa Cruz Electricity Company in a competition with other rural units for its good teaching of math and language.

The teachers have reported that the training helped them a lot and was very meaningful to them and that using what they learned is helping students.

Teachers also reported that the last teachers retreat was a meaningful experience for them, that they learned a lot and that they are very grateful to PDI-BOL instructors.

The teachers are very happy to be using the digital projectors in their classrooms to increase student learning. (See Appendix 5.)

3.4.1 EU Directors and Teachers Assess PDI-BOL Outcomes Positively and Manage the Five Variables: Region 2, Outcome 1.2, Riberalta-Gonzalo Moreno

Finding	Expectation
28.94%	40%

The education units' director and his team of teachers assess PDI-BOL outcomes positively and are willing to manage the five variables of a developing school, in the face of PDI-BOL's gradual withdrawal. Findings are reflected in the score of 28.94% out of a possible 40%. (See Figure 9.)

All teachers were very grateful PDI-BOL's support and mentioned that trainings were worth it, although they are given irregularly in Riberalta. Teachers also mentioned that they need an area coordinator.

Nevertheless, they are strongly committed to the project's work and noted how beneficial it is for students as well as teachers.

Another significant point is that students are well supported in math and language.

Teachers have reported a great need for materials, since they have so few, and insufficient information is provided to parents and students.

The flooding was a hardship, since it meant that the education unit had to operate for three months without electricity. This also hurt progress in training.

Teachers mentioned that they are ready to continue with the training.

There is also broad support for teaching with Christian values and principles and interest among the children.

The teachers highly value the national conferences, where they learn a lot. They congratulate PDI-BOL for organizing these conferences.

Another meaningful outcome is that students are motivated in the teaching-and-learning process, and both teachers and students are on a path of advancement. Teachers expressed finding it challenging to manage audio-visual media in an educational and appropriate way. (See Appendix 6.)

3.4.2 EU Directors and Teachers Assess PDI-BOL Outcomes Positively and Manage the Five Variables: Region 3, Outcome 1.2, Santa Cruz-Villamontes

Finding	Expectation
36.07%	40%

The education units' director and his team of teachers assess PDI-BOL outcomes positively and are willing to manage the five variables of a developing school, in the face of PDI-BOL's gradual withdrawal. Findings are reflected in the score of 36.07% out of a possible 40%. (See Figure 10.)

All of the teachers are very pleased with PDI-BOL's support. They recognize that tutoring in math and language was significant, because it very much helped students to overcome difficulties. Teachers also asserted a need for a bigger budget for the National Cotoca education unit.

Teachers mentioned seeing cells under a microscope made an impact on students. Among other outcomes, teachers also mentioned that training has allowed them better to apply teaching strategies in the classroom and to make lessons more dynamic with audio-visual media. The media resources contribute to developing subject matter and facilitate research. Furthermore, PDI-BOL-supplied materials motivate students in their learning, and a greater percentage of them are passing their courses. The materials stimulate student's interest in learning and facilitate creativity. (See Appendix 7.)

3.4.3 EU Directors and Teachers Assess PDI-BOL Outcomes Positively and Manage the Five Variables: Region 4, Outcome 1.2, Cochabamba Provinces of Orcoma and Rodeo

Finding	Expectation
33.78%	40%

The education units' director and his team of teachers assess PDI-BOL outcomes positively and are willing to manage the five variables of a developing school, in the face of PDI-BOL's gradual

withdrawal. Findings are reflected in the score of 33.78% out of a possible 40%. (See Figure 11.)

Teachers are very grateful to the PDI-BOL project for the equipment supplied. They emphasize the use of games and books as well as other materials, thereby seeking to strengthen students' skills, abilities and understanding. A high degree of commitment to teaching principles and values has been observed in this group.

The teachers highlighted, as a great accomplishment by students, that the students have gained confidence and improved their academic performance in math and language. The teachers have committed themselves to training, because, as they explained, they need it and are in a learning process. They mention that, with the coordinator's support, they are seeing good results from the training but that there is also a need for more monitoring in this area.

As another outcome, we can also mention that the teachers are preparing to run a model class. Furthermore, thanks to teacher training, students' academic performance has improved, and there is better understanding of logical reasoning. Coordinators are applying theory by using multimedia equipment, which, they have indicated, together with the use of PDI-BOL-supplied materials, stimulates interest in students. (See Appendix 8.)

3.4.4 EU Directors and Teachers Assess PDI-BOL Outcomes Positively and Manage the Five Variables: Region 5, Outcome 1.2, Rurrenabaque

Finding	Expectation
30.47%	40%

The education units' director and his team of teachers assesses PDI-BOL outcomes positively and is willing to manage the five variables of a developing school, in the face of PDI-BOL's gradual withdrawal. Findings are reflected in the score of 30.47% out of a possible 40%. (See Figure 12.)

The teachers have expressed their gratitude for PDI-BOL support. The education community is very pleased and satisfied with the material provided by the project. Teachers mentioned that training has been challenging and should be more regular. On a positive note, they also noted that remedial classes have been very successful and allowed students to improve their academic performance. It is very significant that the Filadelfia unit classified in all subjects at the Rurrenabaque olympics. Teachers report that students' performance has increased from low to high.

As another outcome, teachers also report that their classes are more dynamic and interactive and that, thanks to technological equipment provided by PDI-BOL, classes will blossom into better education for our students. (See Appendix 9.)

Teacher are also strongly committed to teaching principles and values and have pointed out that a lot of effort should be invested in counseling students, since drug trafficking is high in this region, which has no drug enforcement agency.

3.4.5. EU Directors and Teachers Assess PDI-BOL Outcomes Positively and Manage the Five Variables: Summary of the Five Regions, Outcome 1.2

Finding	Expectation
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32.44%	40%
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The director of education units in the five regions report both positive and negative PDI-BOL outcomes in their education units and an overall positive balance in project outcomes. Findings produce a score of 9.02% out of a possible 10%.

The education unit's director is aware of the 2013 reformulation of PDI-BOL as well as the agreement signed in November and agrees with the implementation of the variables regarding teacher training, the use of equipment and support for underperforming students. These findings yield a score of 3.65% out of a possible 5%.

The education unit's director manages in a timely manner all activities scheduled by PDI-BOL for the proper implementation of teacher training. Findings yield a score of 9.02% out of a possible 10%.

The EU director manages in a timely manner all activities scheduled by the project to promote the use of PDI-BOL-supplied equipment. This is scored at 10% of the total.

The EU director manages in a timely manner all activities related to operating the school for parents. Findings yield a score of 8.80% out of a possible 10%.

The EU director manages in a timely manner all activities related to supporting underperforming students in key subjects. Findings yield a score of 9.66% out of a possible 10%.

With regard to the target of 70% of teachers participating in PDI-BOL-sponsored teacher training, only 8.46% of all regions is training its teachers, and these are still in the training process. Therefore, action must be accelerated better to reach our target group.

Fifty percent of teachers use PDI-BOL-supplied teaching and audio-visual material and report a good degree of satisfaction. This is scored at 13.99% out of 20%.

Seventy percent of teachers know what the school for parents is and have collaborated in running it to the extent possible. This is scored at 2.32% out of a possible 5%.

Seventy percent of teachers in strategic areas have participated in PDI-BOL-sponsored activities. Findings yield a score of 6% out of 10%.

The education unit's director and his or her team of teachers assess PDI-BOL outcomes positively and are willing to manage the development of the five variables of a developing school in the face of PDI-BOL's gradual withdrawal. Findings are reflected in a score of 32.44% out of a possible 40%. (See Figure13.)

In all five regions, the teachers thanked the coordinators who make training possible for the benefit of education.

A weakness noted by the teachers is that, although most EU directors are committed to using PDI-BOL materials, it can be quite difficult to ensure that older teachers make the same commitment. Therefore, the directors have requested project support in better communicating or reiterating to teachers the terms of the 2013 agreement.

Most teachers described workshops given by PDI-BOL as very good, and, for continuity, they have requested a practical guide to for putting knowledge into practice. Follow-up on this point is needed.

In all education units visited, 80% of teachers have requested communication via internet through a virtual office that could serve for workshops and networking among all secondary schools and that would accommodate both teachers and students.

3.5. Education Unit Representatives Have Understood PDI-BOL's New Policy: The Five Regions, Outcome 1.3

Finding	Expectation
11.58%	20%

Most education unit representatives (the director, representatives of parents and representatives of teachers) report both positive and negative PDI-BOL outcomes in their EU with a positive balance of project impact. This has produced score of 20.93% from the five regions out of a possible 30%. Here, we mention that communication to parents is very weak.

Most education unit representatives (the director, representatives of parents and representatives of teachers) know about the 2013 reformulation of PDI-BOL and about the agreement signed in November, they strongly agree with the implementation of the variables of teacher training, the use of supplied equipment, the school for parents and support for underperforming students. Findings are reflected in an overall score of 5.50% out of a possible 10% for the five regions, which highlights the need for improved communication in the education community.

Education unit representatives (the director, representatives of parents and representatives of teachers) have facilitated in a timely manner all activities scheduled by PDI-BOL for the proper implementation of teacher training. Findings are reflected in an overall score of 6.25% for the five regions out of the weighed 10%.

Education unit representatives (the director, representatives of parents and representatives of teachers) have managed in a timely manner all activities scheduled by the project to promote the use of PDI-BOL-supplied equipment. This is scored at 8.68% overall for the five regions out of 20%. This outcome should catch our attention and prompt us to promote and manage the use of the equipment.

Education unit representatives (the director, representatives of parents and representatives of teachers) have managed in a timely manner all activities pertaining to support for students with need in key subjects, especially in 2013. This is scored at 11.58% overall for the five regions out of a possible 20%.

With regard to outcome 1.3, that education unit representatives (the director, representatives of parents and representatives of teachers) have clearly understood PDI-BOL's new policy about mandatory and elective variables, making timely and necessary decisions for their smooth implementation in the education unit, findings yield a score of 11.58% out of 20%. This outcome indicates the need for more communication in all regions. (See Figure 14.)

3.6. Parents and Students Know about PDI-BOL and Express a High Degree of Satisfaction: Five Regions, Outcome 1.4

Finding	Expectation
19.11%	20%

In a random sample 60% of students surveyed, students, after having learned in detail about what the project does and did, asserted that PDI-BOL's contribution to the education unit was positive, with feedback producing score of 67.72% out of a possible 70%. Students expressed that PDI-BOL support helps them better to develop themselves for the future, learn better and more easily with the support materials and better to understand subjects. They also mentioned that the projectors help them make presentations and gain confidence to become leaders in the future.

Students also reported that their classes are more educational and pleasant and that the materials and equipment greatly enhance their learning. They asserted that PDI-BOL understands students' and teachers' needs. All students were unable to find the words to thank the project. They feel very happy, but most did mention that there is a lack of material in their education units.

In a random sample, 60% of parent respondents, after having learned in detail about what the project does and did, asserted that PDI-BOL's contribution to the education unit was very positive, with feedback producing score of 28.44% in relation to the weighted value.

The school for parents is held, according to plan, at least twice a year. The frequency must be increased to generate a greater impact on parents, participation must also increase, and the education community must be empowered in agreements.

Students and parents know about PDI-BOL and express a high degree of satisfaction with the support received. Findings yield a score of 19.11% out of a possible 20% weighted. (See Figure 15.)

Findings with regard to outcome 1.1 are as follows:

	Percentage Results	Weighted Value
Outcome 1.1	18.43	20
Outcome 1.2	32.44	40
Outcome 1.3	11.58	20
Outcome 1.4	19.11	20
Total	81.56%	100%

Indicators 1.1, 1.2, 1.3 and 1.4 confirm that PDI-BOL actions are achieving a good degree of impact in education units' development with an overall score of 81.56%. (See Figure 16.)

3.7. The National Directorate and Coordinators Hold Participatory Planning Meetings Subject to Project Strategies: Outcome 2.1

Finding	Expectation
23.72%	30%

National administrators and coordinators have met at least once a semester for joint planning based on the reformulated project. Findings are reflected in a score of 20% of the total. It is significant that the average number of planning meetings is four.

There is evidence of detailed national participatory planning for implementing teacher training. Findings are reflected in a score of 5.8% out of 10%. The regions of Riberalta and Rurrenabaque have been served, but there is a lack of continuity.

There is evidence of detailed national participatory planning for providing support to students in strategic areas. Findings are reflected in a score of 8.2% out of a possible 10%.

There is evidence of detailed national participatory planning for running the school for parents. This yields a score of 6.64% out of 10%.

There is evidence of detailed national participatory planning for using PDI-BOL-supplied audio-visual and educational materials. This yields a score of 11.2% out of 15%.

The regional coordinators express agreement with the planning procedures adopted by the National Directorate. This yields a score of 16% out of a possible 20%.

Offices above PDI-BOL's National Directorate perceive that the project is being properly run on according to timely plans. This is scored at 11.25% out of a possible 15%.

The National Directorate and regional coordinators hold participatory planning conferences, guided by the project's main strategies, generating concrete products in the form of plans, appropriate policies and recommendations. Findings yield a score of 23.72% out of 30%. (See Figure 17.)

We can affirm that there is indeed much evidence of planning. The products have been found and can be evidenced with forms, lists signed by teachers and registries of teachers that have completed training. PDI-BOL provides support for each education unit's commercial expositions, but this support is not funded by the project.

3.7.1 The National Directorate and Coordinators Make Timely Decisions: Outcome 2.2

Finding	Expectation
23.04%	30%

There is evidence (at least one case per month) of decisions that have been made by the national directorate in a timely manner and with positive results. This yields a score of 25.20% out of 30%.

There is evidence (at least one case per month) of decisions that have been made by regional coordinators in their regions and regarding their education units that have had positive results. This is scored at 19.77% out of a possible 30%.

Directors of PDI-BOL education units state that decisions made by coordinators or the National Directorate on matters relating to their units have been timely. This is scored at 31.81% out of a possible 40%.

The national directorate and regional coordinators make timely decisions in relation to authorities or beneficiaries to keep the project running according to plan or according to the eventualities that arise. Findings yield a score of 23.04% out of 30%.

The national directorate decided to perform a strategic project adjustment, designating variables as either optional or mandatory to make project implementation more effective. One of the most important decisions taken by regional coordinators has been to collaborate with education units'

directors in project monitoring. The directors report that decisions made by the coordinators are always timely for handling all project variables. (See Figure 18.)

3.7.2. The National Directorate and Coordinators Monitor the Project: Outcome 2.3

Finding	Expectation
12.55%	15%

There is evidence (at least one case per semester) of visits by PDI-BOL's national directorate to EUs with positive results for the management of variables. This is scored at 27% out of a possible 30%.

There is evidence (at least one case per semester) of visits made to education units by regional coordinators in relation to (at least) two variables subject to evaluation, namely the use of audio-visual and teaching material, teacher training, the school for parents and support for underperforming students. This is scored at 33.60% out of 40%. All data were evidenced to coordinators in reports issued to Santa Cruz and personally in the case of teacher training performed.

Directors of PDI-BOL education units assert that visits by regional coordinators or the national directorate are adequate in terms of frequency and quality, especially regarding the variables evaluated, namely the use of audio-visual and teaching material, teacher training, the school for parents and support for underperforming students. This is scored at 23.04% out of a possible 30%.

The national directorate and regional coordinators implement and monitor the project in a timely fashion though visits to education units, producing reports that are presented to higher offices. Findings yield a score of 12.55% out of a possible 15%. (See Figure 19.)

It should be mentioned that all regional coordinators are monitoring the project well on the basis of planned activities. Directors and teachers evidenced concrete results with regard to visits to teachers, teacher training and tutoring for students.

3.7.3 The National Directorate and Coordinators Administer the Project in an Effective and Sustainable Manner: Objective 2.4

Finding	Expectation
22.08%	25%

The national directorate prepares annual plans and verifies compliance. Findings yield a score of 8.5% out of a possible 10%.

There is evidence of national participatory planning for project implementation. Findings yield a score of 9% out of a possible 10%.

The national directorate measures effectiveness according to the degree to which objectives have been achieved. Findings yield a score of 8.9% out of a possible 10%.

The national directorate measures the utility of resources invested to achieve objectives. Findings yield a score of 9% out of a possible 10%.

The national directorate periodically reviews the degree of compliance with plans prepared by regional coordinators. Findings yield a score of 8.75% out of a possible 10%.

Regional coordinators comply with planning procedures adopted by the national directorate. Findings yield a score of 9% out of a possible 10%.

There is evidence that the regional coordinators are overseeing implementation of investment portfolios for equipment. Findings yield a score of 9.5% out of a possible 10%.

There is evidence that the regional coordinators are monitoring planned activities. Findings yield a score of 8.75% out of a possible 10%.

Regional coordinators coordinate all activities in their regions, including organizing workshops for the region's teachers and education community and running the school for parents according to the undersigned agreement. This is scored at 8.75% out of 10%.

Regional coordinators offer technical pedagogical support according to strategic guidelines provided by the national directorate in the technical pedagogical area. This is scored at 8.2% out of a possible 10%. (See Figure 20.)

The national directorate and regional coordinators administer the project in an effective and sustainable manner, in accordance with planned objectives, policies and resources used. Findings yield a score of 22.08% out of a possible 25%.

2.1 Summary of Outcome 2.1

The outcome of **variable 2.1** is as follows:

	Outcome Percentage	Weighted Value
Criterion 2.1	23.72	30
Criterion 2.2	23.04	30
Criterion 2.3	12.55	15
Criterion 2.4	22.08	25
Total	81.39%	100%

The independent variables are plans, management, implementation and monitoring performed by PDI-BOL's national directorate through its regional coordinators. With the input from criteria 2.1, 2.2, 2.3 and 2.4, we confirm that PDI-BOL support is sufficiently well implemented, scored at 81.39%, to achieve the education units' development. (See Figure 21.)

It is important to mention the outcomes found to be effective, since the whole team of coordinators and administration in general has carried out such great work. These good outcomes are thanks to the great support provided by each region's coordinators, to changes in the 2012 project cycle and to leaders in each region who constitute the operational synergy of the whole project. It is also evident that coordinators are committed to training and monitoring the educational process. This was affirmed by education units' directors and by all units' teaching staff.

Chapter IV: Conclusions from the Six Outcomes

4.1. Project Commitment and Sustainability

Finding	Expectation
18.43	20%

Criterion for Outcome 1.1.: The municipal government and district office assess PDI-BOL outcomes positively and are willing progressively to assume the support of education units in the face of PDI-BOL's gradual withdrawal. Findings yielded a score of 18.43% out of 20% of the assigned value. The 18.43% commitment from authorities is clear and evident in authorities' commitment to move PDI-BOL's work forward in each region. (See Figures 6 and 7.)

4.2. Participatory Management by Directors, Teachers and the School Board

Finding	Expectation
32.44%	40%

Education units' directors and their team of teachers assess PDI-BOL outcomes positively and are willing progressively to manage the five variables of a developing school in the face of PDI-BOL's gradual withdrawal. This is scored at 32.44% out of a total assigned value of 40%, representing directors' and teachers' commitment. The directors' good management makes it possible to for the education units to be committed. (See Figure 13.)

Including parents, we observe a positive balance of project impact, with a score of 20.93% out of 30%. This indicates weakness in the flow project information; it is therefore recommended that more information be provided to the education community. (See Figure 14.)

4.3. Training: Outcomes 1.2.3, 1.2.7, 1.3.2 and 1.3.3

Planning is effective, and implementation outcomes are good where there are coordinators and mediocre where there are no coordinators; therefore, we can say that directors support planning. This is scored at 9.20% for all regions out of a possible 10%. The element of teachers in training is scored at 8.46% out of 10%. (See Figure 13.) We can conclude that teachers do their part in training, but courses last a long time. That project's target of training 70% of teachers and the current score of 8.46% out of 10%, we can recommend that the training process be accelerated to reach all teachers in as little time as possible. Also, awareness should be built about the agreement signed in November 2013, since knowledge of the reformulated PDI-BOL project is scored at just 5.5% out of 10%. The whole education community is facilitating teacher training. This yields a score of 6.25% out of 10%. (See Figure 14.)

The training sessions must be well targeted, like the tutorial planned for 2014. Training sessions must be defined for 2015 and 2016. Furthermore, to verify the events, teachers should present evidence to the State and to PDI-BOL as an exercise in accountability. Where possible, teachers should present evidence of quality in teaching or teaching-learning processes, of students' grades, of goals for improvement from 2014 to 2016 and of improvements made in all subjects.

More Training and Follow-up

The adjustment in strategic planning, transferring responsibility for training from universities exclusively to PDI-BOL, was very successful. Findings with regard to follow-up to teaching training yield a score of 8.75% out of a possible 10%. This score is very significant, since plans for training and follow-up containing commitments by directors, teachers and regional coordinators were found in all units. We are in the process of achieving our objective with greater reach, teacher training and follow-up and forgoing contracts with universities. (See Figure 20.)

A review of the 2013 project cycle shows that a total of Bs. 175,441 were invested in 43 seminars/organization and development. Currently, training is provided by regional coordinators, who devote 50% of their time to teacher training.

As of May 2014, 35 workshops were given to teachers at education units. As of June, there have been 50. On the basis of these numbers, we affirm improved performance, follow-up and effectiveness. Thanks to this improvement, training will have doubled in 2014 compared to 2013. Regional coordinators' responsibility for training optimizes resources in the area of seminars/organization and development.

4.4. Use of Equipment: Outcomes 2.1.5, 1.2.2, 1.2.8 and 1.3.2

There is evidence in lessons plans of effective and participatory planning for using materials; this is scored at 11.20% out of a possible 15%. (See Figure 17.) Nevertheless, there should be more monitoring, measurement and verification of the good use of materials. Since directors are strongly committed to the use of materials, this is scored at 3.65% out of a possible 5%. Teachers' use of material is scored at 13.99% out of 20%. (See Figure 13.) Considering the target of 50%, it is clear that we must work a lot on this indicator, especially with new teachers at each unit to achieve a better outcome. We should also build awareness in the education community about the PDI-BOL reformulation.

4.5. Running the School for Parents: Outcomes 1.2.5, 1.2.9, 1.3.2 and 2.4.9

The director is implementing activities for the school for parents. This is scored at 8.80% out of a possible 10%. Still, the education community must develop the school for parents further, since teachers must collaborate indirectly with it. Although the process of change takes time, it is wise hold at least four conferences a year, if we want the action to bear fruit. (See Figure 13.)

With regard to the agreement signed for the 2013 project cycle, findings yielded a score of 5.5% out of 10%. This means that more information must be disseminated to the entire education community to strengthen the school for parents. (See Figure 14.)

Regional coordinators effectively support the development of the school parents according to the signed agreement. These findings yield a score of 8.75% out of a possible 10%. (See Figure 20.)

Institutions supporting the school for parents should organize more meetings, inviting parents to the institutions, to improve continuity in orientation for parents.

4.6. Support for Underperforming Students in the Strategic Areas of Mathematics and Language: Outcomes 2.1.3, 1.2.6 and 1.2.10

National planning includes support for students in strategic areas. This is scored at 8.20% out of 10%, assuming that support for students is effective.

Remedial education in language and mathematics to bring students up to grade level is the highest scored outcome at 9.66% out of 10%. With regard to student performance, support was effective and successful. The directors said that of ten students who pass a grade, eight do so thanks to this support. The percentage of students failing has decreased. Math and language teachers participate in PDI-BOL-sponsored activities to bring students' performance up to grade level. Findings yield a score of 6% out of 10%. (See Figure 13.)

The students are very happy with this support. The directors, parent representatives and teachers should continue the timely implementation of all activities aimed at supporting students underperforming in language and math.

4.7. Commitments with Institutions and Support in Values and Principles

In the evaluation process, it was observed that the ToR did not include mention of institutions supporting the application of Christian values. Nonetheless, findings in this area are significant. To enrich the evaluation, the following outcomes are included:

The institutions report a positive balance of project impact, with findings yielding a score of 25% of the total. The balance is very positive with PDI-BOL support.

The institutions are committed to the education units, with findings yielding a score of 17.80% out of a possible 30%. It is evident that the institutions in the five regions lack commitment.

The authorities in these institutions assess PDI-BOL positively, considering the outcomes of its support of education units. The seven institutions currently cover ten of the existing twenty-two education units, supporting the school for parents. This support should be strengthened through partnerships with other institutions, where the project collaborates with the diaconia of social service, to support the entire education community. (See Figure 22.)

It should be mentioned that, currently, representatives or institutions support the school for parents, so that all twenty-two education units can be covered.

4.8. Justification of the Geographic Spread of Regions

The PDI-BOL education project's design passed through filter of FES and PYM approval.

The spread is according to the need and demand of partnering FES member churches.

With regard to PDI-BOL project intervention, education units in each region are representative samples with good influence on the education community and with authorities' support. The project can be expanded under each municipality. One should begin working with this approach so that municipalities implement the PDI-BOL project in their jurisdictions in 2016, and so that the project reaches other educational establishments.

4.9. Effectiveness

Regarding Achievement of the General Objective

Measurement of indicators and of the achievement of outcomes shows that the project is progressing well, spreading the roots of the six variables of the conceptual model. The most important achievements include the following: Each region's local authorities and the unit's own authorities and staff are progressively assuming management of the variables, demonstrating commitment from the entire education community. Thus, actions are being performed that reinforce the continuous improvement of quality in education management with education actors and with the support of administrative development and PDI-BOL management.

The project is in the process of achieving its specific objective. The comprehensive education programs were designed and implemented according to the six variables with very good effects on teachers, parents and, primarily, the children and young people who are part of the project. The target group is very interested in developing and enhancing their abilities with project support.

Teachers from the different education units who attend project-sponsored workshops expressed a good degree of commitment to the project and to training with it. They also express a high degree of satisfaction with PDI-BOL support in the form of materials, equipment and training in their education units.

Administrative Matters: They have an adequate system with thorough knowledge of work in education units, and they have developed a system that allows them easily to manage project resources.

Human Resources: The project's human resources are valued for their high quality and professional commitment in their field or area of work. Camaraderie, teamwork and the objectives approach is present in all of their activities.

A highlight is the permanent training for teachers and principals in each region. To verify this process, even its approval by participants is structured, and the classroom learning process is managed with certification by each region's district directors.

Infrastructure and Equipment: Equipment requirements for each education unit have been satisfactorily met. There are currently *well-equipped education units*. To continue the process, guidance should be given with regard to teacher training, support for students in strategic subject areas and the school for parents. Greater emphasis should be made on equipping the educational units that still lack equipment and on supporting all variables.

Follow-up on Activities: Although PDI-BOL's technical team holds meetings for coordination and ongoing training, project actors, especially teachers, want more follow-up to training.

4.10. Social and Economic Impact

The project intervention has had direct effects on the population. It is necessary to reinforce these effects on society with commercial expositions, for the effect on the society to become feasible as public policy and for authorities to extend project reach into other education units within their jurisdictions, helping to supply the unit with materials, equipment and training for PDI-BOL-supported teachers.

To enter 2016 with a solid foundation, one can measure outcomes in students in the target group against a representative sample at the end of the 2014 project cycle. Thus, one can measure progress in the most important indicator of the whole project.

4.11. Technical and Financial Feasibility

With regarding to the project's technical proposal, there is consistency between objectives and outcomes to be achieved and between outcomes and scheduled activities.

With regarding to the project's technical proposal, there is consistency between objectives and outcomes to be achieved and between outcomes and scheduled activities. Interviews and consultations with similar social projects indicate that the use of resources is inadequate. Expenses should not exceed 35% of the budget, and 65% should be invested in project beneficiaries. A look at the 2013 project cycle shows that only 38.51% of the budget was invested in project beneficiaries, and operating costs were at 61.49%. In the 2012 project cycle, beneficiaries received 43.45% of the investment, and 56.55% went to operating costs. This data affirms that expenses exceed project investments. Therefore, a way must be found to conform to the budget allocation percentages recommended by World Vision (see Appendixes 2 and 3).

Project lines of action are having effective outcomes. Beneficiaries' perception of the intervention is very positive, they assume a high degree of commitment to the project, and they thank PDI-BOL for its great contribution to education.

The proposal presents three financing options for the developing school:

- a) Since the organization is a non-profit aimed at developing schools, it has support from PYM cooperation with funds from the Norwegian government and Norwegian Pentecostal churches, with FES tendering. An improvement has been proposed, namely a strategic adjustment in the developing school that would bring variables together to create conditions for quality in education and to achieve project objectives. The technical proposal is feasible, thanks to education actors' good progressive involvement and since there is commitment to and interest in reinforcing the PDI-BOL project's achievements.
- b) The project is already generating good outcomes in its current state, and project actions are currently extending into society, with some of them being assumed by local governments and departments, as these make financial contributions to the PDI-BOL project. Public policy assigns departmental governments the role of supporting education, which, in this case, also guarantees sustainability. With the intent of advocating municipalities to work in coordination with the project to ensure sustainability, one must provide information about the PDI-BOL project's achievements to authorities.
- c) Concerning the Investment**

The PDI-BOL project is currently well aligned Bolivia's legal standards. Therefore, each region's Autonomous Municipal Government are contributing the 46.20% for equipping the different regions' education units, which constitutes a success for the project.

It should be noted that parents and school board representatives in all regions, with the municipality's support, generated another local financial contribution for equipping education units with PDI-BOL's support.

It should also be noted that the local financial contributions for equipment play an important part in the designation of public resources for equipping schools as Bolivian law mandates. According to Supreme Decree No. 29565, Article 2, Paragraph 1, thus it will be easier for municipal governments to realize project sustainability in their municipalities' education units.

The local contribution and PDI-BOL support contribute to the project's development for the benefit of the education community. This investment is summarized below:

PDI-BOL investment + local contribution	2012 Cycle	Percentage
Equipment for education units from PDI-BOL	211,381.00	53.98
Equipment for education units from the contributions of municipalities and schools boards	180,214.00	46.02
Total investment in Bolivianos	391,395.80	100.00

PDI-BOL investment + local contribution	2013 Cycle	Percentage
Equipment for education units from PDI-BOL	198,482.00	53.63
Equipment for education units from the contributions of municipalities and schools boards	171,633.15	46.37
Total investment in Bolivianos	370,115.00	100.00

The total investment in equipment for beneficiaries in 2012 and 2013 reached Bs. 761,710.95

We affirm that the average local contribution from municipalities or school boards was 46.20% of the total investment. PDI-BOL contributes 53.80% of the investment in equipment. This has made possible a total investment of Bs. 761,710.95 in equipment to date from PDI-BOL with its partners, the municipal governments and the school boards. This investment in the 2012 and 2013 project cycles contributed significantly to project development.

4.12. Sustainability of the Intervention

The project holds undersigned agreements with municipalities in the following regions:

1. Vallegrande: Undersigned agreement with the municipal autonomous government and district management of Vallegrande
2. Riberalta: Undersigned agreement with the municipal autonomous government and district management of Riberalta
3. Gonzalo Moreno: Undersigned agreement with the municipal autonomous government
4. Villamontes: Undersigned agreement with the municipal autonomous government and district management
5. Cochabamba: Undersigned agreement with the municipal autonomous government of three municipalities: Vacas, Sicaya and Orcoma
6. Rurrenabaque: Undersigned agreement with the municipal autonomous government and district management of Rurrenabaque

The project has entered into eight formal agreements with municipal governments. Lacking are agreements with one municipality of Santa Cruz and with one municipality of Cochabamba, each an enclosed area in its respective department. The project must approach municipalities or the sub-mayor's offices that belong to units lacking agreements with the municipalities to generate sustainability. The project continues strengthening its presence gradually and steadily in the education communities.

The project currently operates in 22 education units in the five regions under 22 agreements, one with each education unit.

It is necessary to note that the project began with 24 education units; however PDI-BOL decided to withdraw its support from two of them due to the inconsistent commitment of their directors. This was done affirming that the project cannot function without the commitment the education units' directors.

It is time to seek recognition from all authorities to strengthen their commitment to the PDI-BOL project.

The developing-school line of action will be sustainable in the measure in which complimentary interventions supporting the attainment of project objectives are implemented, as mentioned above under "Financial Feasibility."

It is also important to press for changes that facilitate the teacher training, which districts recognize as a meaningful contribution by PDI-BOL. Training will be more effective in the measure in which the project converts municipalities and district directors into active members of the project who promote progress in education in each region and work in coordination.

4.13. Risks to the Project

The most significant risks include changes of directors or representatives in the education community, teachers and parents. According to our country's current regulations, every two years, the directors take proficiency tests, and those who fail are removed from office. For this reason, turnover is high, and the probability of a change in directors is also high. As a mitigating action, the PDI-BOL project is presented both to new and old education actors.

Misinformation due to changes in authorities for the 2015 project cycle: Municipal elections are planned for April 2015. In our country, Bolivia, any change of authorities, including directors and teachers, is considered a high risk. If authorities do change, a rigorous and constant information campaign must be launched with the help of leaflets, other materials and websites, etc.

Breach of Agreements with Local Authorities: Because of municipalities' bureaucracy, we consider that there is a high probability of this happening. As a preventive action, the project should constantly monitor the appropriate authorities. If a breach occurs, it will be necessary to make a new agreement with authorities.

Closing of Courses for Lack of Students: If some courses are closed, there is a high risk that teachers will be transferred to other education units. The project must train teachers and allocate resources appropriately, and if courses are closed or teachers are transferred, strategies for implementation must be readjusted. (See Appendix 10.)

4.14. Horizontal Priorities

The Third Master Plan for Spanish Development Cooperation (2009-2012) establishes the need to deepen attention to cross-cutting issues in horizontal priorities in the "actions of Spanish Cooperation in all instruments and with all development actors." The plan sets out the following horizontal priorities:⁴

⁴ Master Plan for Spanish Development Cooperation (2009-2012) approved by the Council of Ministers on 13 February 2009

1) social inclusion and the fight against poverty, 2) the promotion of human rights and democratic governance, 3) gender in development, 4) environmental sustainability and 5) respect for cultural diversity.

4.14.1. Social Inclusion and the Fight against Poverty

This horizontal priority was mainstreamed with the support of sectors affected by poverty and with limited equipment. The project is supporting Gonzalo Moreno of Pando and Orcoma, Chiniri, Jaime Méndez, Cochabamba, San José of Rurrenabaque and Guadalupe in Vallegrande with strategies aimed at allowing young people to access and pursue technical or university studies. Although, in the process, it was learned that young people still have difficulty continuing their studies, students in their last year of secondary school reported that they now feel that they have a better chance of continuing their studies.

4.14.2. The Promotion of Human Rights and Democratic Governance

The project emphasizes the need for global change in education, seeking to connect education communities' educational needs and aspirations to responsibility in society as a whole. Also, the "Avelino Siñani Elizardo Pérez" Education Law No. 070 notes as one of its objectives, "developing people's comprehensive education and strengthening critical social consciousness of life and in life to live well, linking theory with productive practice. Education shall be aimed at individual and collective training, without any discrimination, developing physical, intellectual, emotional, cultural, artistic, athletic, creative and innovative potential and abilities with a calling to serve society and the Plurinational State."⁵

Within this framework, the project focuses its actions on authorities' work and commitment. PDI-BOL manages the project in coordination with education units' authorities (or school boards), and the whole education community participates in the developing-school process, which generates conditions for quality in education through linked variables. All PDI-BOL-supported education units are spaces that provide opportunities to improve quality in education, so that the target group can be better prepared through education to face society.

4.14.3. Gender in Development

In all educational institutions supported by the PDI-BOL project, students have equal opportunities to participate and excel in all activities. All workshops are planned free of gender discrimination. Awareness-building and training workshops in the school for parents have influenced fathers' attitudes, helping them to care better for their sons or daughters, whereas care is traditionally delegated to mothers.

4.14.4. Environmental Sustainability

This horizontal priority is addressed daily in each education unit's curriculum, and protecting the environment must be a part of all economic and social development. If the environment is not protected, development cannot be achieved; therefore, PDI-BOL should place more emphasis on this issue.

⁵ "Avelino Siñani Elizardo Pérez" Education Law No. 070, p. 11

4.14.5. Cultural Diversity

Cultural diversity has been mainstreamed in each workshops from the project's beginning. In its integration of the "Avelino Siñani Elizardo Pérez" Education Law's curriculum areas, the project recognizes cultural diversity.

All workshops developed by PDI-BOL respected and reaffirmed participants' worldview, while they also greatly emphasized comprehensive human resource training according to principles and values.

4.15. Compliance with Operating Principles

4.15.1. Ownership

The project is complying with this operating principle, since it coordinated the acquisition of materials and equipment by different municipalities' autonomous governments, and this local contribution has benefitted the education units. Also, since agreements have been signed in all of the regions, the project is currently highly regarded by all of the authorities. It is the opportune moment to communicate in depth PDI-BOL's effective support of education through the education units and, thus, to seek out the synergy of authorities' collaboration to measure the six variables.

4.15.2. Alignment

The project is aligned with Supreme Decree No. 29565 of Article 2, Section 1. This section establishes municipal government responsibility for providing infrastructure, teaching and equipment to improve quality in education. This includes infrastructure suitable for audio-visual presentations and recitals, reading rooms, libraries, basic services and communications. It is also municipal governments' duty to incorporate equipment in education units. Furthermore, the "Avelino Siñani Elizardo Pérez" Education Law, in Article 5, Section 13 reads, "one must implement education policies of continuing professional training for teachers in regular, alternate and special subsystems of the Plurinational Education System."⁶ Where authorities are competing to achieve these goals, one can ensure the effective procurement of materials and training of teachers.

4.15.3. Harmonization

The project implements all of its activities in keeping with national and municipal administrative regulations. The project operates on the premise that establishing synergies with municipal governments is fundamental to success and, therefore, adapts to regulations in order to ensure project sustainability.

4.15.4. Results-Based Management

PDI-BOL project actions have been well targeted, especially as its reformulated strategy now allows for the measurement of progress in developing schools according to specific indicators under the six variables. This model helps us to recognize outcomes and their causes, which then leads us to commit to transforming models for planning, participation management and cooperation in terms of resource allocation and the scheduling of activities.

⁶ Ibid. p.13

A basic indicator of the effectiveness of funds allocated to the project is the achievement of each component's outcomes and specific objectives. To measure achievement, a variable-specific model for monitoring and evaluation must be fully established, and it must be geared towards analyzing outcomes, as well as assessing the processes applied for their attainment.

4.16. Final Conclusion

The evaluation, having explored the six variables, identified the following outcomes all target regions:

1. Sustainability: Municipal authorities have made an important political and financial commitment to pursue PDI-BOL objectives for the benefit of education. Findings score this indicator at 18.43% out of 20%.
2. All target regions evidenced good grounds for sustainability in local participants, directors of education units and teachers. These education actors are predisposed and committed to continue the project, since it greatly helps to their education community.
3. Achievement of outcomes: Generally, PDI-BOL implementation of the six variables is acceptable, scored at 81.48% out of 100%.
4. Communication to the education community about PDI-BOL's implementation process should be improved.
5. With regard to milestones in relation to the "baseline," is important to establish the baseline.
6. The PDI-BOL project is advancing at a good pace, but adjustments must be made to build awareness of the reformulated strategy and to guarantee constant tutoring for students most of need of support in language and math.

Findings from the evaluated sample of education units were acceptable with regard to the six variables of the developing school, which affirms the hypothesis.

An education unit is developing when local authorities and the unit's own authorities and staff (intermediate beneficiaries) progressively assume the management of variables, where students are motivated to study and where parents or guardians are satisfied (final beneficiaries).

4.17. Recommendations

Reference to Authorities

PDI-BOL project folders should be presented to authorities, including progress made, targets for objectives and the schedule of activities for the 2014 project cycle, as well as budgets from 2014 to 2016.

PDI-BOL should work in coordination with authorities to receive more project support. To this end, the project should invite authorities to work lunches organized by region, where project members can ask authorities for suggestions and opinions and, thus, make them feel part of the project.

Investment folders from all education units should also be presented to the municipality when the transfer is made, together with letters of commitment for the exclusive use of those units that invested their local contribution in the project.

Furthermore, signing an addendum with authorities will allow PDI-BOL to anticipate the sustainability of the intervention, organized around the six variables.

Under the component of teacher training, the interactive PowerPoint workshop must be accredited by district directors as part of their collaboration with the project and cooperation in achieving PDI-BOL objectives.

Communication

Education units in all regions should present an informative sign with PDI-BOL's logo and the schedule of project activities. This sign should also serve to publicize the PDI-BOL project together with the banner, which is also important.

The project should organize knowledge or commercial technological expositions by region. This will allow us to position the PDI-BOL project.

Each project activity or event should be filmed and photographed. Also, a backup of the data should be kept in all regions, so that at the end of the year, material can be compiled of each region's best activities and then edited and presented in a five-to-seven-minute video.

This video can be disseminated to publicize the project and to evidence the PDI-BOL project's work to authorities.

Virtual Platform

Building a network of the education units, starting where there is internet, will make it possible for the units to communicate at any time through a virtual office. Then, the virtual platform could be used to reinforce support for teacher training and, in turn, the impact of training. This could be done first with local networks and subsequently with all five regions and/or an exchange of experiences could be organized by the project and monitored by regional coordinators.

The project should strengthen partnerships with all social actors for sustainability, e.g. the Ministry of Education and state universities, institutions with Christian values, Entel, other NGOs in education and others.

Training by PDI

Teacher training should be accelerated, and teachers should be trained immediately. Means of verification still apply.

Support of underperforming students in strategic subject areas (language and math) should be verified and measured. This could be done using a simple form containing four or five measurable and verifiable outcomes.

Measurement of students in the target group should be scheduled for late 2014. Furthermore, a retroactive baseline should be established for the 2012 project cycle, based on the assessment of a representative sample, to begin preparations for the 2015 and 2016/final project evaluations.

Teachers are better prepared with accreditation and approval for training. These same teachers should train their colleagues, so that they, too, can become accredited. Achieving this objective

will motivate teachers, as well as offer them certification for their support. The goal is to ensure that absolutely all teaching staff is trained.

The project should monitor and control all activities by using indicators, increase people's commitment by including them in activities and implement processes for managing internal and external project communications, informing all participants, new and old, about the project's *raison d'être* (objectives) and outcomes.

Equitable Implementation of Budget Resources

PDI-BOL should prioritize the poorest education units, such as Gonzalo Moreno, Luz en el Camino, San José, Filadelfia and Orcoma, investing more in them and thus seeking to strike a more meaningful need-considerate balance. For units to be supported in this way, there must be commitment and capacity for local contributions. Units with more equipment should prioritize teacher training, support of students in strategic subject areas and the school for parents.

Distribution to Beneficiaries

Sixty-five percent of the investment should reach beneficiaries, while 35% should be dedicated to operating expenses. This division is advisable, considering the project's distribution. It is also a requirement that at least 65% of the investment reach beneficiaries. A way must be found to conform to the budget allocation percentages recommended by World Vision.

To improve this distribution in the real cost of investment, a percentage of operating staff's wages and salaries, including coordinators', must be recorded in the 2014 project cycle as a direct investment, since staff contributions to training and monitoring constitute direct action for beneficiaries.

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Appendixes

Appendix 1: Terms of Reference

Terms of Reference

Mid-Term Evaluation of the PDI-BOL Institutional Development Project

Introduction

The PDI-BOL institutional development project supports children's education through the participation of teachers, parents, principals and local authorities.

In the second phase of execution, the project's implementation of its six components or variables must be evaluated.

Project Goal

Supporting the development of educational units in order to improve quality in early childhood, primary and secondary education, with principles and values and with education actors' progressive involvement (Restated in July 2013)

Project Components

- Authorities' commitment - and their level of satisfaction with the project
- Participatory management by Education Unit (EU) authorities (Community Social Council or School Board) - and their level of satisfaction with the project
- Teacher training
- Use of equipment provided by PDI-BOL
- Running the School for Parents
- Support for students with low performance in strategic areas (Math and Language)

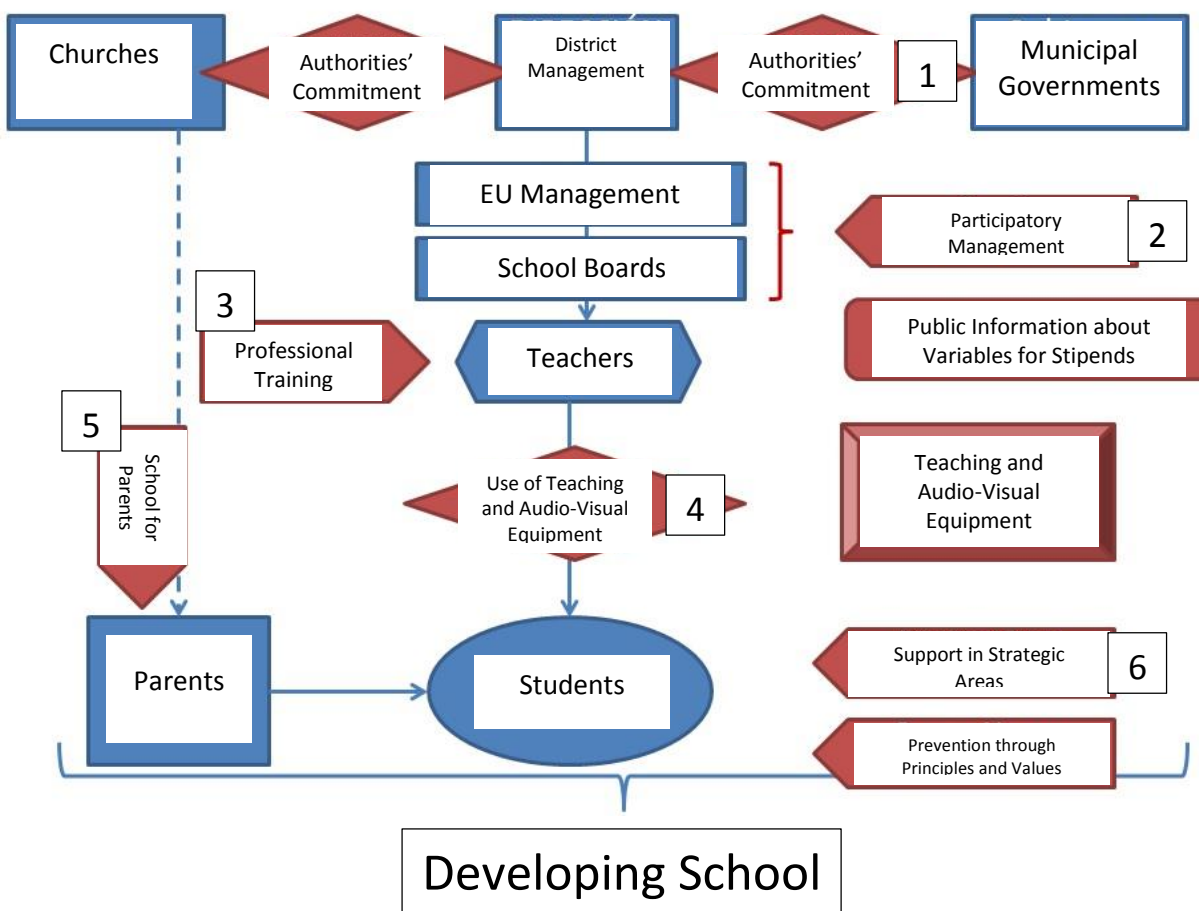
Objective of the Evaluation

Learning about the implementation of six (6) variables among the "developing schools" and identifying improvements, changes, lessons learned, commitments, risks and bases of sustainability among local participants as well as in PDI-BOL intervention strategies in order opportunely to make any adjustments necessary for achieving the general objective.

Evaluation Period

The period evaluated was January 2012 to May 2014.

Conceptual Model and Matrix of Indicators



Hypotheses about the Construct (Developing Schools)

An education unit is developing when local authorities and the unit's own authorities and staff (intermediate beneficiaries) progressively assume the management of variables, where students are motivated to study and where parents or guardians are satisfied (final beneficiaries).

Administrative Parameters

By agreement with those requesting the evaluation, only six of nine variables of the conceptual model will be assessed.

These variables are the following:

1. Authorities' commitment - and their level of satisfaction with the project
2. Participatory management by EU authorities (Community Social Council or School Board) - and their level of satisfaction with the project
3. Teacher training
4. Use of equipment provided by PDI-BOL
5. Running the School for Parents
6. Support for students with low performance in strategic areas (Math and Language)

Evaluation Question

Are PDI-BOL’s actions in *support* of Education Units being adequately performed to achieve visible impact on Education Units’ development?

Possible Answers

Yes, very effective (100% to 85%)	To a good extent (84% to 65%)	Somewhat (64% -45%)	Not noticeably (44% - 25%)	Support is ineffective (24% to 0%)

Comments/Remarks:

.....

.....

To calibrate the instruments for evaluation, all variables will be taken into account, and even cross comparisons will be made when relevant.

Analysis

A. When the value exceeds 64%: What key factors were responsible for the project’s success?

B. If the value is under 65%: Was the low value due to a lack of supporting actions or to the apathy of beneficiaries (intermediate or final ones)?

C. If there are *no supporting actions*: Was it the Regional Coordinator or National Director’s responsibility? What factor would be impeding his or her good performance?

D. If beneficiaries are *negligent or apathetic*: What factor(s) caused the negligence or apathy? Can these factors be changed, or are they completely external to PDI-BOL?

Identification of Variables (for evaluation)

1. Degree of *development* of the Education Unit (dependent variable)
2. Degree of *support* of the Education Unit (independent variable)

Construction of the Variables to Be Evaluated

1. Degree of *development* of the Education Unit (dependent variable)

Conceptual definition: See “Hypothesis about the Construct.”

Criteria of the Variable

1.1. Local authorities (Municipal Government and District Management) rate PDI-BOL highly thanks to its results and are willing progressively to assume *support* of Educational Units in view of PDI-BOL’s progressive withdrawal. (Variable’s weight: 20%)

1.2. The EU Director and his or her team of teachers rate PDI-BOL highly thanks to its results and are willing to manage the six *developing school* variables in view of PDI-BOL’s progressive withdrawal. (Variable’s weight: 40%)

1.3. Education Unit representatives (the principal, parent representatives and teacher representatives) have clearly understood the new PDI-BOL policy about **mandatory** and **elective variables** and taken on the responsibility for making timely and necessary decisions for Education Units' smooth operations. (Variable's weight: 20%)

1.4. Students and parents rank PDI-BOL highly thanks to its results and express a desire for the project to continue in the Educational Unit, even if PDI-BOL progressively withdraws. (Variable's weight: 20%)

Operational definition: This variable will total 100% when all of its criteria contribute their weighted values. Its value will decrease according to the simple sum of weighted inputs.

For example, if the contributions of the criteria were as follows: Criterion 1.1 at 18%, Criterion 1.2. at 27%, Criterion 1.3. at 20%, and Criterion 1.4 at 15%, then the variable value is $18+27+20+15$, or 80%, stated as "PDI-BOL actions are achieving a good degree of impact (80%) in [the given] Education Unit's development."

To validate results, we must use questions to obtain additional information.

Indicators

#	Criteria	Indicators	Value
1.1.	Local authorities (Municipal Government and District Management) rate PDI-BOL highly thanks to its results and are willing progressively to assume <i>support</i> of Educational Units in view of PDI-BOL's progressive withdrawal.	1.1.1. The Mayor, local education officials or both identify PDI-BOL results in their municipality, reporting a positive project impact balance.	25%
		1.1.2. The Mayor approves of and desires PDI-BOL support and therefore pledges political and economic support for the immediate future.	30%
		1.1.3. The Mayor accepts the challenge of continuing to invest in <i>equipment</i> , based on the six <i>developing school</i> variables, even when PDI-BOL will be absent.	15%
		1.1.4. The District Director identifies both positive and negative PDI-BOL results in his or her municipality, reporting a positive project impact balance.	10%
		1.1.5. The District Director approves of and desires PDI-BOL support and therefore pledges his or her support by approving activities with teachers and the EU.	15%
		1.1.6. The District Director accepts the challenge of continuing to support the EU, based on the six <i>developing school</i> variables, even when PDI-BOL will be absent.	5%
	Total Value		100%
	Weighted Value		20%
1.2.	The EU Director and his or her team of teachers rate PDI-	1.2.1. The Education Unit Director identifies both positive and negative PDI-BOL results in his or her EU, reporting a positive project results balance.	10%

#	Criteria	Indicators	Value
	BOL highly thanks to its results and are willing to manage the six <i>developing school</i> variables in view of PDI-BOL's progressive withdrawal.	1.2.2. The EU Director knows about the 2013 PDI-BOL reformulation and about the commitment signed in November and strongly agrees with implementing the variables of teacher training, using provided equipment, the School for Parents and support for low performing students.	5%
		1.2.3. The EU Director promptly facilitates all activities scheduled by PDI-BOL for the proper development of teacher training.	10%
		1.2.4. The EU Director promptly manages all activities scheduled by the project for promoting the use of equipment provided by PDI-BOL.	10%
		1.2.5. The EU Director promptly manages all School for Parents activities (the last 12 months).	10%
		1.2.6. The EU Director promptly manages all activities related to supporting students with special needs in key subjects (especially in 2013).	10%
		1.2.7. 70% of teachers participate in PDI-BOL-sponsored teacher training activities with a good degree of satisfaction.	10%
		1.2.8. 50% of teachers use the teaching and audio-visual material provided by PDI-BOL with a good degree of satisfaction.	20%
		1.2.9. 70% of teachers know what the School for Parents is and have worked (and work) to run it, as far as they can.	5%
		1.2.10. 70% of teachers of strategic subjects (Math and Language) have participated and participate in PDI-BOL-sponsored activities for raising the level of students needing support.	10%
		Total Value	
	Weighted Value		40%
1.3.	Education Unit representatives (the principal, parent representatives and teacher representatives) have clearly understood the new PDI-BOL policy about mandatory and elective variables and taken on the responsibility for making timely and necessary decisions	1.3.1. Most Education Unit representatives (the principal, parent representatives and teacher representatives) identify both positive and negative PDI-BOL results in their EU, reporting a positive project impact balance.	30%
		1.3.2. Most Education Unit representatives (the principal, parent representatives and teacher representatives) know about the 2013 PDI-BOL reformulation and about the commitment signed in November and strongly agree with implementing the variables of teacher training, using provided equipment, the School for Parents and support for low performing students.	10%
		1.3.3. Education Unit representatives (the principal, parent representatives and teacher representatives)	10%

#	Criteria	Indicators	Value
	for Education Units' smooth operations.	have promptly facilitated all activities scheduled by PDI-BOL for the proper development of teacher training.	
		1.3.4. Education Unit representatives (the principal, parent representatives and teacher representatives) have promptly managed all activities scheduled by the project for promoting the use of equipment provided by PDI-BOL.	20%
		1.3.5. Education Unit representatives (the principal, parent representatives and teacher representatives) have promptly managed all School for Parents activities in the previous year and to date in 2014.	10%
		1.3.6 Education Unit representatives (the principal, parent representatives and teacher representatives) have promptly managed all activities related to supporting students with special needs in key subjects, especially in 2013.	20%
	Total Value		100%
	Weighted Value		20%
1.4.	Students and parents know about PDI-BOL and express a high degree of satisfaction with the support received.	1.4.1. In a random sample, 60% of student respondents, after having learned in greater detail what the project did and does, assert that PDI-BOL's contribution to the EU was very positive.	70%
		1.4.2. In a random sample, 60% of parent respondents, after having learned in greater detail what the project did and does, assert that PDI-BOL's contribution to the EU was very positive.	30%
	Total Value		100%
	Weighted Value		20%

2. Degree of *support* of the Education Unit (independent variable)

Conceptual definition: This is the planning, management, implementation and follow-up performed by PDI-BOL from its national office through regional coordinators to achieve the *development* of Education Units connected to the project.

Criteria of the Variable

2.1. The National Directorate and Regional Coordinators hold participatory planning meetings, rooted in the project's main strategies, where they produce plans, policies, adjustments and recommendations. (Variable's weight: 30%)

2.2. The National Directorate and Regional Coordinators make timely decisions with regard to authorities or beneficiaries to keep the project moving forward as planned or in response to special circumstances. (Variable's weight: 30%)

2.3. The National Directorate and Regional Coordinators implement and follow up on work on visits to the Education Units, after which they produce and present reports to higher organizational levels. (Variable's weight: 30%)

2.4. The National Directorate and Regional Coordinators administer work in an effective, efficient and sustainable manner, as measured against planned objectives, policies and resources used. (Variable's weight: 25%)

Operational definition: This variable will total 100% when all of its criteria contribute their weighted values. Its value will decrease according to the simple sum of weighted inputs.

For example, if the contributions of the criteria were as follows: Criterion 2.1 at 30%, Criterion 2.2. at 30%, Criterion 2.3. at 15% and Criterion 2.4. at 25%, then the variable value is $30+30+15+25=100\%$, stated as "PDI-BOL support is being developed at a good level for achieving [the given] Education Unit's development."

Indicators

#	Criteria	Indicators	Evaluation
2.1.	The National Directorate and Regional Coordinators hold participatory planning meetings, rooted in the project's main strategies, where they produce plans, policies, adjustments and recommendations.	2.1.1. The National Directorate and Coordinators have met at least once a semester to plan jointly on the basis of the reformulated project.	20%
		2.1.2. There is evidence of detailed participatory national-level planning for implementing teacher training.	10%
		2.1.3. There is evidence of detailed participatory national-level planning for supporting students in strategic subject areas.	10%
		2.1.4. There is evidence of detailed participatory national-level planning for running the School for Parents.	10%
		2.1.5. There is evidence of detailed participatory national-level planning for using audio-visual and teaching material provided by PDI-BOL.	15%
		2.1.6. Regional Coordinators express agreement with the planning procedures adopted by the National Directorate.	20%
		2.1.7. Organizational levels above the PDI-BOL National Directorate perceive that the project is being run properly on the basis of <i>timely planning</i> .	15%
	Total Value		100%
	Weighted Value		30%
2.2.	The National Directorate and Regional Coordinators make timely decisions with	2.2.1. There is evidence (at least one case per month) of decisions taken by the National Directorate in a timely manner and with positive results.	30%
		2.2.2. There is evidence (at least one case per month) of decisions taken in a timely manner and	30%

#	Criteria	Indicators	Evaluation
	regard to authorities or beneficiaries to keep the project moving forward as planned or in response to special circumstances.	with positive results by Regional Coordinators in their regions regarding their Education Units.	
		2.2.3. The Directors of PDI-BOL Education Units state that decisions made about them by Coordinators or the National Directorate have been timely and appropriate.	40%
	Total Value		100%
	Weighted Value		30%
2.3.	The National Directorate and Regional Coordinators implement and follow up on work on visits to the Education Units, after which they produce and present reports to higher organizational levels.	2.3.1. There is evidence (at least one case per semester) of visits by the National Directorate to PDI-BOL EUs with positive results for variables.	30%
		2.3.2. There is evidence (at least one case per month) of visits by Regional Coordinators to EUs in relation to (at least) two variables subject to evaluation, namely the use of audio-visual and teaching material, teacher training, the School for Parents, and support for low performing students.	40%
		2.3.3. The Directors of PDI-BOL Education Units state that visits by Regional Coordinators or the National Directorate are adequate in frequency and quality, especially with regard to the variables assessed, namely the use of audio-visual and teaching material, teacher training, the School for Parents, and support for low performing students.	30%
	Total Value		100%
	Weighted Value		15%
2.4	The National Directorate and Regional Coordinators administer work in an effective, efficient and sustainable manner, as measured against planned objectives, policies and resources used.	2.4.1. The National Directorate prepares annual plans and verifies their implementation.	10%
		2.4.2. There is evidence of participatory national-level planning for project implementation.	10%
		2.4.3. The National Directorate measures effectiveness according to the achievement of objectives.	10%
		2.4.4. The National Directorate measures the utility of resources expended to achieve objectives.	10%
		2.4.5. The National Directorate periodically reviews compliance with plans prepared by Regional Coordinators.	10%
		2.4.6. Regional Coordinators comply with planning procedures adopted by the National Directorate.	10%

#	Criteria	Indicators	Evaluation
		2.4.7. There is evidence that Regional Coordinators supervise the preparation and implementation of investment portfolios for equipment.	10%
		2.4.8. There is evidence that Regional Coordinators follow up on planned activities.	10%
		2.4.9. Regional Coordinators coordinate all activities in their region, including workshops for teachers and the education community in the region and the School for Parents, according to the signed agreement.	10%
		2.4.10. Regional Coordinators provide professional teaching support according to the strategic guidelines provided by the National Directorate for this same area.	10%
	Total Value		100%
	Weighted Value		25%

Appendix 2: Investment Distribution in the 2012 Project Cycle

PDI-BOL			
Statements of Income			
From 01-Jan-2012 to 31-Dec-2012			
(Expressed in Bolivianos)			
Income		<u>1,403,976</u>	
Direct income	1,403,976		
Direct income			
PYM income/ contributions	1,403,934.00		
Restricted funds, PYM Norway	1,403,934.00		
Own income	42.00		
Expenses		<u>1,394,192.05</u>	%
Operating expenses	1,394,192.05		Percentage
Investment costs	241,001.00		43.45
Equipment for education units	198,482.00	14.24	
Transport costs	1,233.50	0.09	
PDI office equipment	41,285.50	2.96	
Organization and development seminar	272,366.24	19.54	
Development of student fairs	10,860.00	0.78	
Support classrooms, consultants	26,780.00	1.92	
Training local staff	18,602.27	1.33	
Consultancy, productive units	<u>36,227.84</u>	<u>2.60</u>	
Primary costs and inputs for production	10,714.50	0.77	
Database costs	15,269.00	1.10	
Local staff	495,116.72	35.51	
Consultancy: Audit	6,264.00	0.45	
Other consultancies	3,534.00	0.25	
Review of the evaluation project	79,315.04	5.69	
Travel and per diem expenses	107,355.54	7.70	
Operating costs	70,785.90	5.08	56.55
		100.00	
Loss		<u>9,783.95</u>	

Appendix 3: Investment Distribution in the 2013 Project Cycle

PDI-BOL		Statement			
		From 01-Jan-2013 to 31-Dec-2013			
		(Expressed in Bolivianos)			
Income				<u>1,408,765.96</u>	
Direct income			<u>1,408,765.96</u>		
Direct income	1,408,765.96				
PYM income/ contributions	1,408,765.96				
Restricted funds, PYM Norway	1,399,014.15				
Own income	9,751.81				
Expenses				<u>1,470,381.75</u>	% Percentage
Operating expenses			<u>1,470,381.75</u>		
Investment costs	261,605.50				38.81
Equipment for education units	211,381.00			14.38	
Transport costs	4,454.50			0.30	
PDI office equipment	45,770.00			3.11	
Development of EU programs	87,713.00			5.97	
Organization and development seminar	175,441.66			11.93	
Development of student fairs	3,261.00			0.22	
Support classrooms, consultants	14,449.20			0.98	
Training local staff	<u>28,200.00</u>			<u>1.92</u>	
Local staff	538,070.00			36.59	
Consultancy: Audit	7,000.00			0.48	
Med. consultancy	18,858.77			1.28	
Consultancies, mentor	14,033.30			0.95	
Other consultancies	35,958.00			2.45	
Review of the evaluation project	38,729.72			2.63	
Travel and per diem expenses	146,476.58			9.96	
Operating costs	100,585.02			6.84	61.19
				100.00	
Loss				<u>61,615.79</u>	

APPENDIX 4: Summary of Surveys Applied to Authorities

The schedule of visits to authorities is presented below:

Date	Region	Authorities	Topics Covered
Thu., 05 June	Vallegrande	<ul style="list-style-type: none"> - Mayor of the MAG - District director 	Interviews
Wed., 11 June	Riberalta	<ul style="list-style-type: none"> - MAG Director of Education and Human Development - District Director 	Interviews
Fri., 20 June	Villamontes	<ul style="list-style-type: none"> - MAG Director of Education and Human Development - District Director 	Interviews
Mon., 23 – Wed. 25 June	Cochabamba	<ul style="list-style-type: none"> - Mayor of the Vacas MAG - Chairman of the Orcoma MAG's Board - District Director of Cochabamba 	Interviews
Thur., 27 June	Rurrenabaque	<ul style="list-style-type: none"> - MAG Director of Education and Human Development - District Director 	Interviews

In interviews in the different regions, authorities reported many positive project outcomes, assessing the project very positively in Vallegrande, Riberalta, Cochabamba and Villamontes. In contrast, Rurrenabaque authorities' assessment of the project was more moderate, since little information about the PDI-BOL project was found, especially in the district.

With regard to political and financial support, all evaluated regions affirmed their committed to cooperating with project implementation, providing support and managing and collaborating in activities to the extent that they are able.

In the regions of Vallegrande, Riberalta and Villamontes, authorities mentioned that they have provided support to the project and know about PDI-BOL's six variables. However, authorities in Cochabamba and Rurrenabaque mentioned that they know little about the project and provide little support for it.

Finally, completion of the interviews raised a flag due to the measure of misinformation among authorities about the project.

Photographs of Rurrenabaque Authorities



Photographs of Villamontes Authorities



Departmental Director of Santa Cruz



Photographs of Vallegrande Authorities

District Director

Mayor and Director of Human Development



Photographs of Riberalta Authorities

District Director



MAG's Director of Education and Human Development



Photographs of Cochabamba Authorities

Mayor of Vacas



District Director of Cochabamba



President of the Orcoma Municipal Council



Appendix 5: Report on Evaluation by Focus Groups, Field Visit to Region 1, Vallegrande

Date	Education Units	Topics Covered	Participants
Tue., 03 June -	- Caballero - Monseñor Julio Terrazas	Surveys, focus groups and interviews	- Teachers at education units - Focus group of students from Monseñor Julio Terrazas
Fri., 06 June 2014	- Guadalupe	PYM observer, missionary Ingrid Vatne	- Visits to courses and students at Guadalupe

Visits to education units Guadalupe on Tuesday, 03 June and Monseñor Julio Terrazas on 05 June of this year yielded the following findings:

First, the classroom was visited to verify the use of supplied material. In this education unit, the play resources and math and language books are ready in each classroom and available to the teacher. Use of the digital projector is less common, since training in its use is still in process.



The classroom notebook used to record the use of supplied material is not being filled in properly.

At the meeting with teachers, participants asserted their commitment to continue training, since it has already made a positive impact on their lessons, improved student learning and made classes more dynamic. They also expressed how happy they are to be using the new material provided. All of the teachers are grateful for the project's benefits and congratulated PDI-BOL for its excellent support in language and math. They also recommended an increase in trainings and talks in the school for parents. In interviews with parents, participants expressed their gratitude for the project's support of their education unit, reporting that the material provided has improved their children's learning and that the remedial courses for underperforming students has helped many to pass their courses.



Appendix 6: Report on Evaluation by Focus Groups, Field Visit to Region 2, Riberalta-Gonzalo Moreno

Date	Education Units	Topics Covered	Participants
Mon., 09 June - Fri., 13 June 2014	<ul style="list-style-type: none"> - Hugo Cordero - Gonzalo Moreno - Luz en el Camino 	Surveys, focus groups and interviews PYM observer, missionary Ingrid Vatne	<ul style="list-style-type: none"> - Teachers at the education units - Secondary school students

Visits to the above mentioned education units were made from Monday 09 to Friday, 13 June in the region of Riberalta. The assessment, performed through focus groups comprised of secondary-school teachers and students, yielded the following evidence and opinions:

Students in focus group confirmed that the supplied material is used but also noted that there is not enough of it for all students. A high degree of misinformation was evident in focus groups about the classroom notebook; however, it was observed that the notebook is being used properly and that teachers are filling it in. Students requested support for music, since there is a lot of talent in the region.



All of the teachers expressed their deep appreciation for the project's support and mentioned that the teacher training motivates them, even though trainings are irregular and there is no coordinator in the area, which also causes them to feel abandoned. They are strongly committed to continuing with the training. Teachers also affirmed that the project's remedial courses have improved students' performance in math and language. All of the teachers are committed to the project. The use of materials makes classes more enjoyable for students. Nevertheless, teachers reported that they cannot use the supplied material often, because there is not enough for everyone. Teachers also recommended that training be extended to secondary school teachers, since that would greatly benefit their education units.



Appendix 7: Report on Evaluation by Focus Groups, Field Visit to Region 3, Santa Cruz-Villamontes

Date	Education Units	Topics Covered	Participants
Thu., 19 June & Fri., 20 June 2014	<ul style="list-style-type: none"> - Asamblea de Dios - Buenas Nuevas - Nacional Cotoca 	<p>Surveys, focus groups and interviews</p> <p>PYM observer, missionary Ingrid Vatne</p>	<ul style="list-style-type: none"> - Teachers at the education units - Secondary school students

On Thursday 19 and Friday, 20 June, visits were made to education units Asamblea de Dios, Buenas Nuevas A and Nacional Cotoca, where surveys and interviews were applied to focus groups.

Interviews with students evidenced strong acceptance of the project and the proper and regular use of materials. Students also affirmed that the support for underperforming students has helped them to raise their grades. They often pass the class in which they had been struggling. Furthermore, the material provided motivates them to stay in school and makes their studies easier and more fun.



Teachers expressed that the training motivates them to keep studying to teach better every day. They also asserted that do and have done everything possible to cooperate with project implementation. They support PDI-BOL implementation and sustainability, since they believe that the project has had many positive outcomes in their education units. The teachers also requested more regular training, noting that application in the classroom of knowledge acquired in training sessions improves student performance. Support for students in language and math was very strong. Improvements were observed in students' performance. Furthermore, the use of material made classes more enjoyable and dynamic and increased students' interest in learning.

A large table with multiple columns and rows of handwritten text. The text appears to be a list or a data table, possibly related to the project's progress or evaluation. The handwriting is in black ink on a light-colored paper.

Appendix 8: Report on Evaluation by Focus Groups, Field Visit to Region 4, Cochabamba

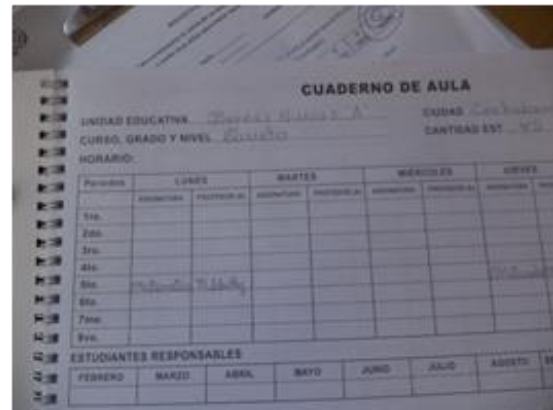
Date	Education Units	Topics Covered	Participants
Mon., 23 June – Wed., 25 June 2014	<ul style="list-style-type: none"> - Buenas Nuevas A - Rodeo - Orcoma 	<p>Surveys, focus groups and interviews</p> <p>PYM observer, missionary Ingrid Vatne</p>	<ul style="list-style-type: none"> - Teachers at the education units - Secondary school students

On Monday 23 and Wednesday, 25 June, visits were made to education units Buenas Nuevas A, Orcoma and Rodeo.

Surveys and interviews were applied to focus groups. In interviews, students regretted that material is not used as often as they would like. The infrequent use of materials provided was also confirmed by classroom notebooks. Nevertheless, students' perception of the project is very positive overall, and they are very grateful for PDI-BOL's support of their education units.



It was evident that remedial courses in strategic subject areas for underperforming students have helped students significantly. Most students and teachers affirmed that the courses have helped students to improve their performance in math and language and, in many cases, even to pass the classes.



Teachers interviewed expressed their willingness to continue training, since they want to learn more in order to teach better. They also expressed their gratitude to the project for the knowledge and materials provided. They noted that the material and training has helped them greatly to develop lessons, making classes more enjoyable and facilitating student learning, especially in math. The teachers also suggested that training be provided for secondary-school teachers.



The teachers are very committed to the project. They highlighted what they consider to be great achievements in the students thanks to PDI-BOL's support: students' increased confidence and improved academic performance in math and language. They are very happy with this contribution.

Appendix 9: Report on Evaluation by Focus Groups, Field Visit to Region 5, Rurrenabaque

Date	Education Units	Topics Covered	Participants
Thu., 26 June - Sat. 29 June 2014	<ul style="list-style-type: none"> - San José - Lucio Lens - Filadelfia 	Surveys, focus groups and interviews PYM observer, missionary Ingrid Vatne	<ul style="list-style-type: none"> - Teachers at the education units - Secondary school students

The field visit took place on schedule and without incident on Thursday 26 and Saturday, 29 June of this year. The assessment was made through focus groups in each education unit, with the following results:



Interviews and surveys were applied to students, who reported that use of the supplied material is rare, although they really like the material, since it makes lessons more fun and enjoyable and facilitates learning for many of them. Furthermore, students and teachers affirmed the importance of and need for the support of underperforming students in strategic subjects, since this helps many students pass courses and learn more. Therefore, teachers are very grateful to PDI-BOL members and have committed to support project implementation and sustainability to the extent possible.

Interviews with teachers confirmed that teachers use material infrequently, although they do try to complement and strengthen advanced lessons with the material. Significant improvements in the development of lessons have increased students' interest and made classes more fun. Teachers noted as an important project outcome the reduced number of students having failed

classes and suggested increasing budget resources for support in strategic subject areas and for supplying classroom material.



The education community is joyful and satisfied with the material supplied by the project. They mention that training poses a challenge and recommend more continuity. They also note that the remedial classes for students were very satisfactory. It is meaningful that the students qualified in all subjects at the Rurrenabaque olympics. Teachers also note that students' performance increased from low to high in all five regions. The teachers demonstrate a strong commitment to the project.

Appendix 10: Risk Matrix

Risk	Consequences	Severity of Impact	Likelihood of Occurrence	Proposed Action (Preventive)	Proposed Action (if the condition arises)
Changes in directors or representatives in the education community (teachers or parents)	Depending on the new players, possibly a weakened commitment to work with PDI	Delayed implementation of activities	High, due to high staff turnover	Presenting the PDI-BOL project to new education actors	Presenting information to old and new education actors
Misinformation	Weak support for the project from authorities, parents, teachers and students	Slow improvement for lack of information, unclear objectives and disjointed efforts	High, due to high turnover among authorities, directors and teachers	Implementing a rigorous and continuous communication strategy, using a website/virtual office to report the project's outcomes and its benefits to the education community and to encourage implementation	Quickly reporting, using leaflets or support material
Breach of agreements with local authorities	Hindered implementation or delayed activities	Discomfort in the education community	High, due to municipal bureaucracy	Constantly monitoring the appropriate authorities	Making new agreements
Course closure for lack of students	The loss of resources supplied to the course and the dispersal of beneficiaries	Unmet project objectives due to discontinued support to the closed course	High in regions with small education units due to the small number of students in each course	Adapting the project to new circumstances, training teachers and reallocating resources	Readjusting intervention strategies

Risk	Consequences	Severity of Impact	Likelihood of Occurrence	Proposed Action (Preventive)	Proposed Action (if the condition arises)
Loss of information	Delays in implementation for lack of a good backup in a database	Negatively affected project outcomes	Medium, due to the project's large geographical target area	Using a database to store information and supporting trainees	Recording information digitally
Insufficient time	Non-compliance with the schedule of activities	Delay in project implementation	Medium, since there is a large geographic area to direct and control, requiring extensive monitoring	Preparing realistic and effective plans	Rescheduling activities
Change in prices in the investment portfolios	Affected EU and project economy	Upset in and injury to the EU	Medium	Requiring compliance with established procedures for making purchases	Punishing those responsible
Teacher strike	Delay in the implementation of activities	Risk to the completion of some activities and objectives	Medium, because it affects the schedule	Having procedures for adapting the schedule to eventualities (rescheduling)	Temporary suspension of activities
Stolen or failed technology	Delay in achieving objectives	Negative effect on project implementation, causing delays	Medium, due to the large number of people using the resources provided	Strong security measures for the use of equipment, strict control of users through registries, maintenance and instruction on the proper use of equipment	Fixing equipment (authorized personnel)
Human error	Poor making and execution of decisions	Negative effects on institutional objectives	Medium, since errors can occur in decision making despite human resource management	Improving staff training and recruitment to increase competency in the project's human resources	Enforcing regulations and performing staff evaluations

Risk	Consequences	Severity of Impact	Likelihood of Occurrence	Proposed Action (Preventive)	Proposed Action (if the condition arises)
Change in next year's political outlook	Reduced investment in education due to economic instability	Negatively affected objectives and reduced quality in education	Medium, because budget allocation measures for municipalities are homogenous	Working with municipalities and community organizations	Reformulating plans and making new agreements
Risks in nature	Suspension of activities due to natural disasters	Temporary suspension of the project	Medium, considering the significant flooding of Riberalta and Gonzalo Moreno at the beginning of the year	Beyond our control	Temporarily suspending and rescheduling activities
Infrastructure: Lack or failure of buildings, equipment or transportation	Suspension of planned activities	Unmet objectives	Low, because the project has these resources, but the project's large geographic scope means that transportation requirements can make it difficult to monitor some regions or to provide them with instructors	Ensuring that human resources come from the same region or from one that is nearby	Using alternative plans
Lack of decision-making	Delays in operations and budget implementation	Upset beneficiaries and providers	Low, thanks to experience gained in the first five years	Improving manuals of processes and procedures	Holding workshops to get feedback and update procedures

Risk	Consequences	Severity of Impact	Likelihood of Occurrence	Proposed Action (Preventive)	Proposed Action (if the condition arises)
Cash management	Funds lost or misused, damaging the organizational climate	Unmet objectives and damaged institutional reputation	Low, because there are clear policies for continuous monitoring in a framework of transparency and honesty	Continuously training actors in financial procedures, using the manual	Enforcing regulations and national law (according to the country's legal code, through the ordinary justice system)

Appendix 11: Figures

Figure 1: Variable 1.1, Region 1, Vallegrande Authorities

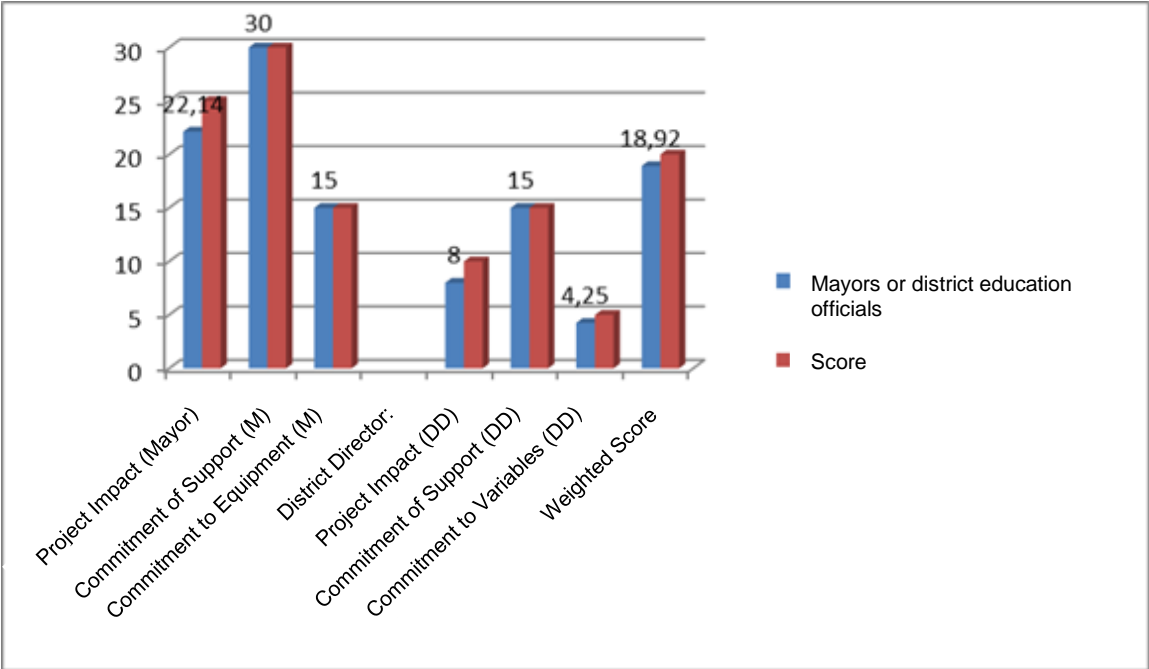


Figure 2: Variable 1.1, Region 2, Riberalta-Gonzalo Moreno Authorities

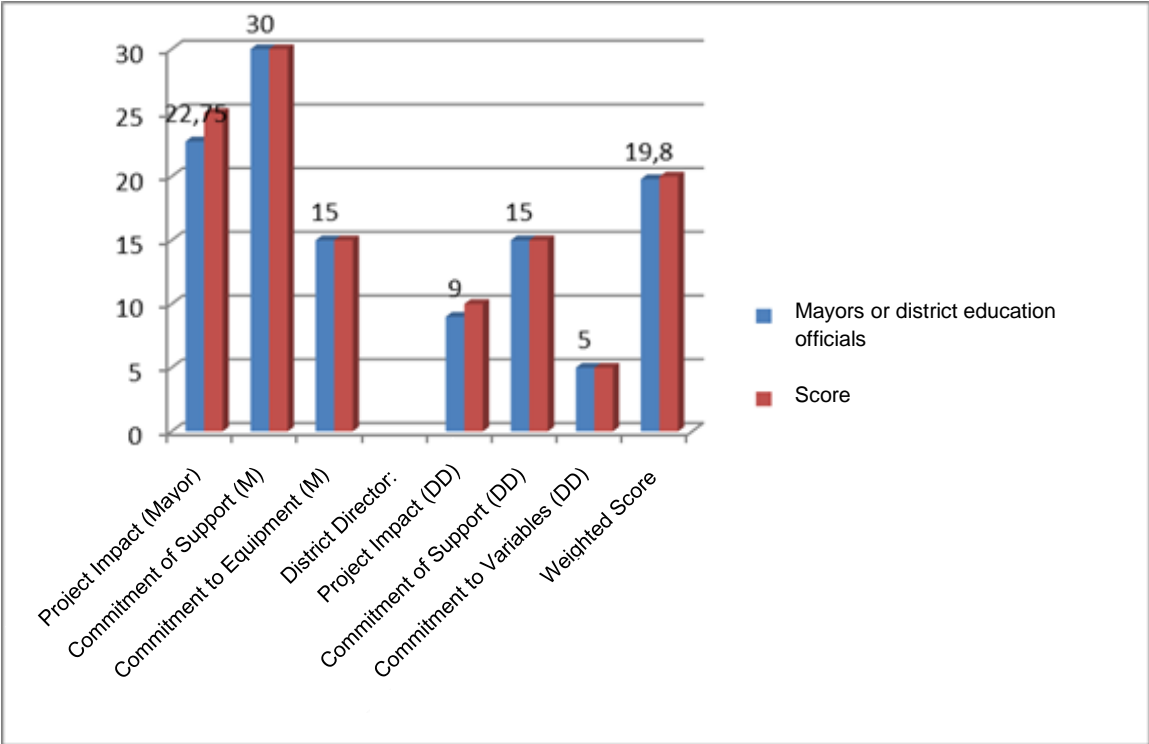


Figure 3: Variable 1.1, Region 3, Santa Cruz-Villamontes Authorities

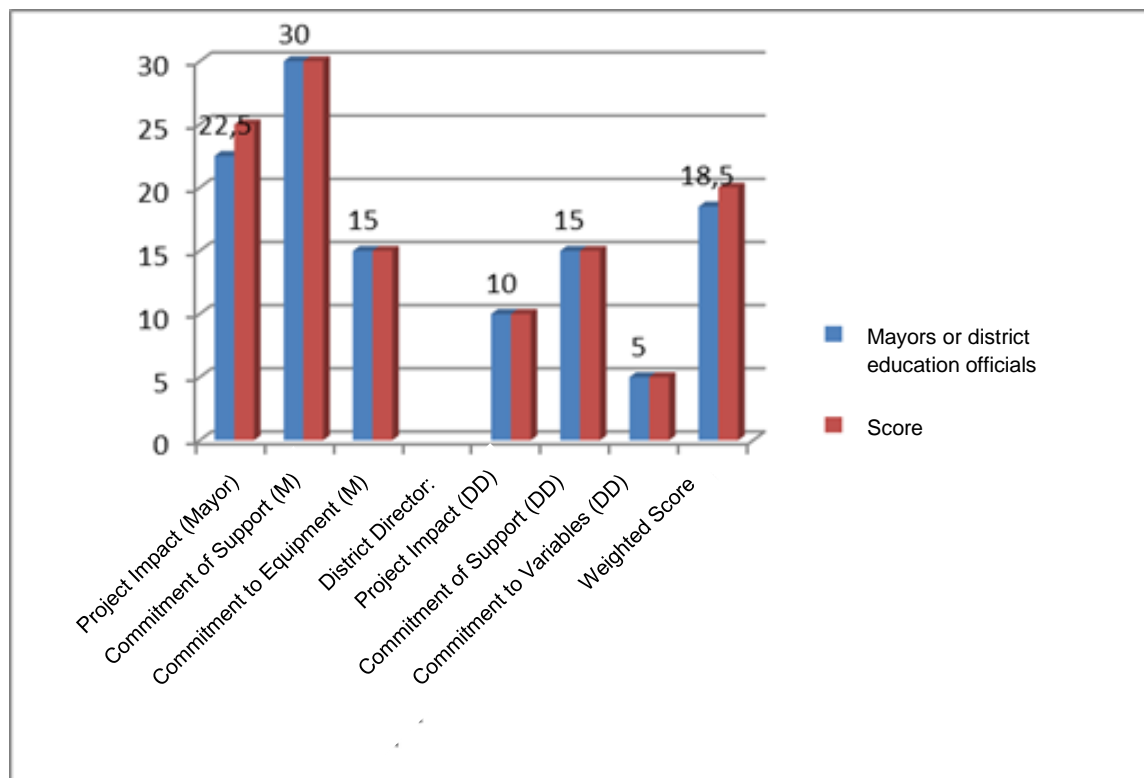


Figure 4: Variable 1.1, Region 4, Cochabamba Authorities

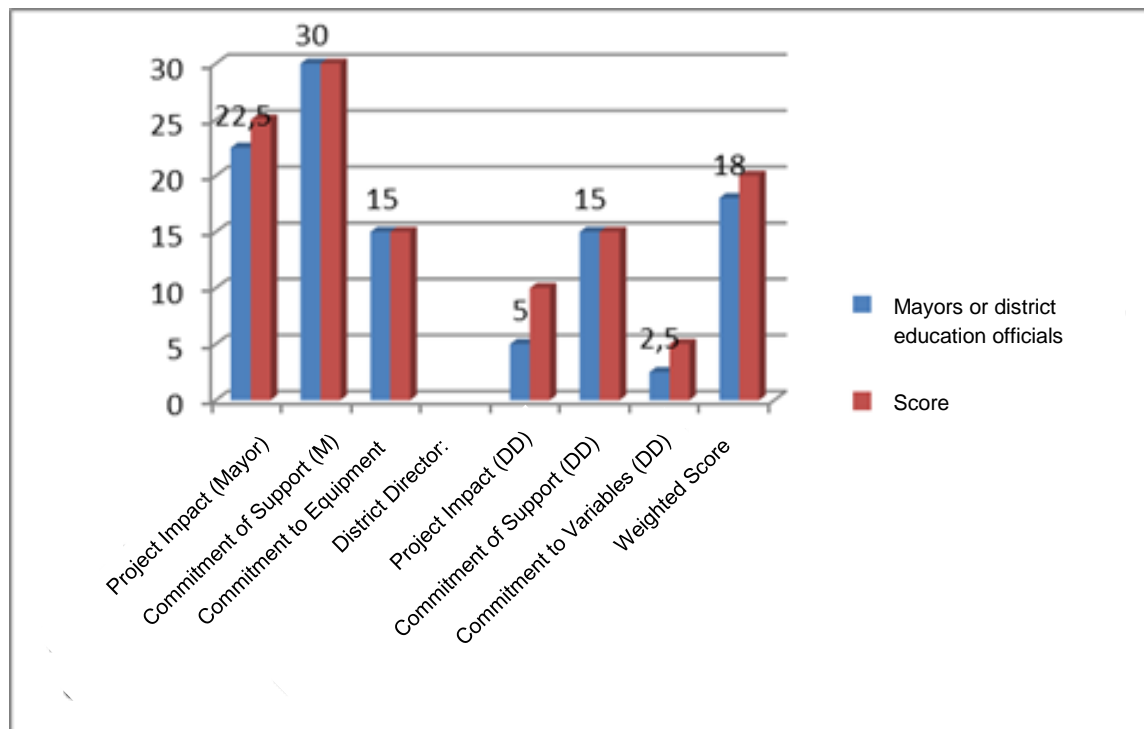


Figure 5: Variable 1.1, Region 5, Rurrenabaque Authorities

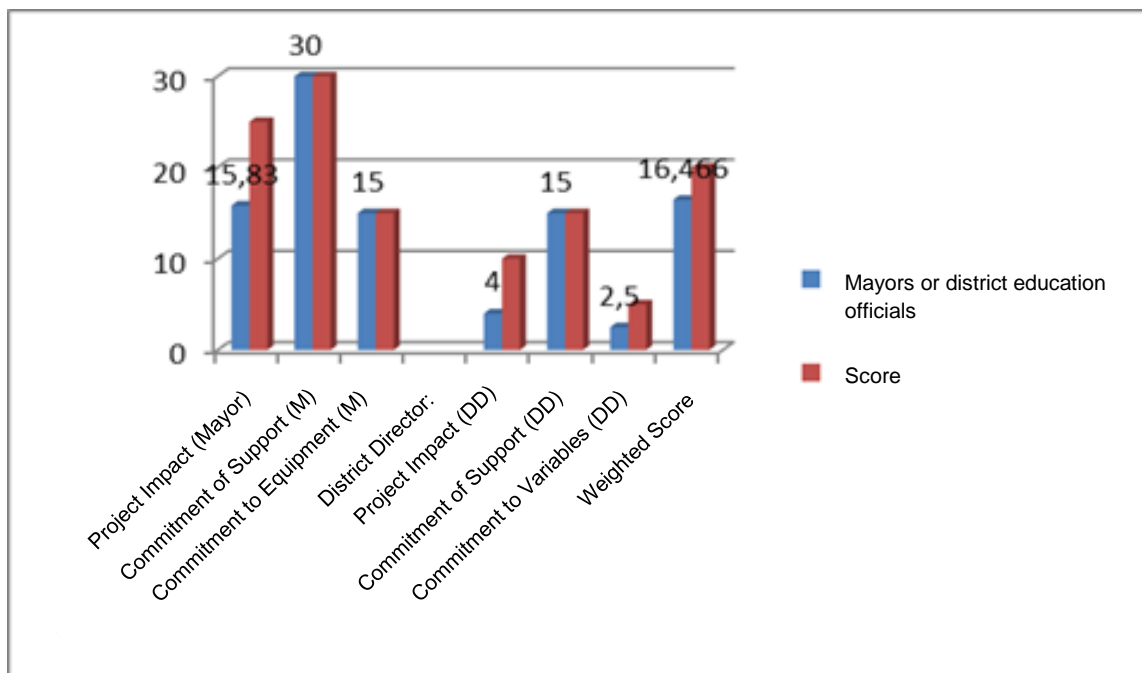


Figure 6: Variable 1.1, Five Regions, Summary from Authorities

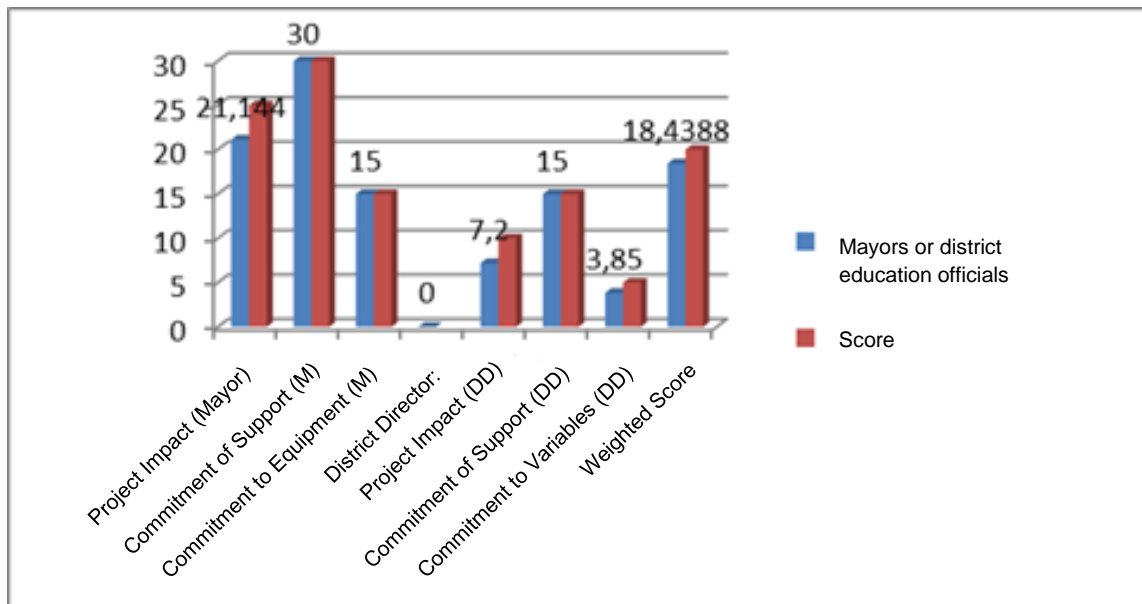


Figure 7: Variable 1.1, Five Regions, Summary from Authorities

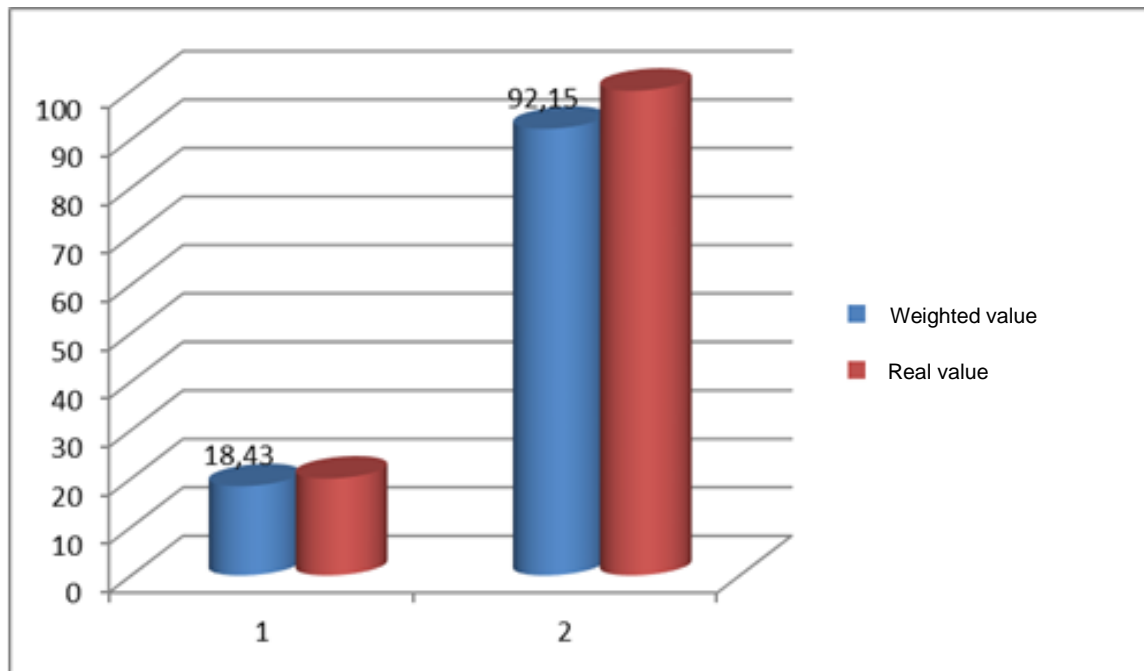


Figure 8: Variable 1.2, Region 1, Vallegrande

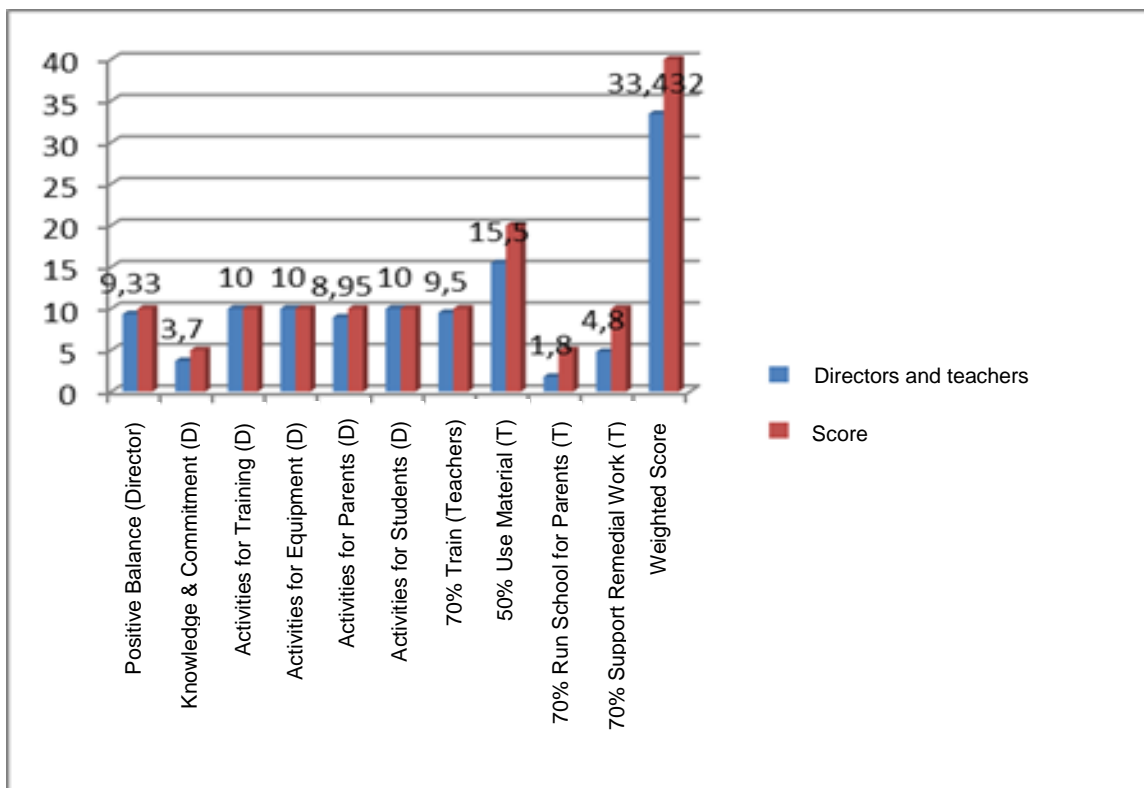


Figure 9: Variable 1.2, Region 2, Riberalta-Gonzalo Moreno

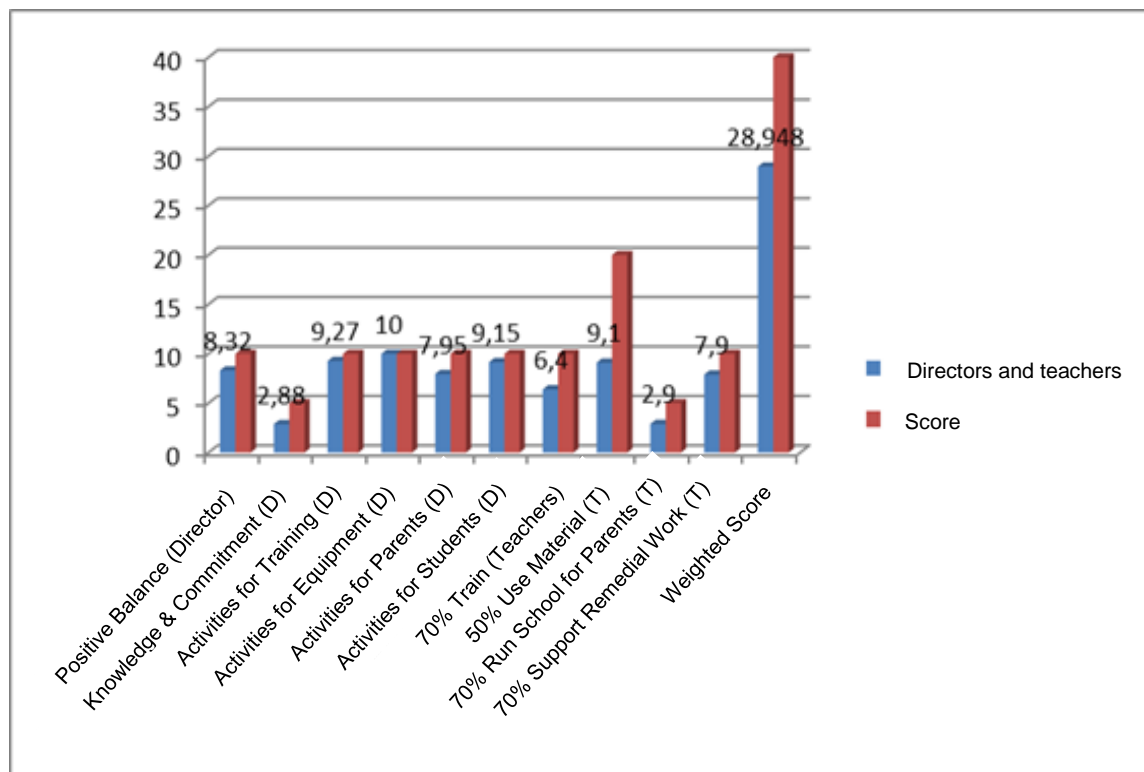


Figure 10: Variable 1.2, Region 3, Santa Cruz-Villamontes

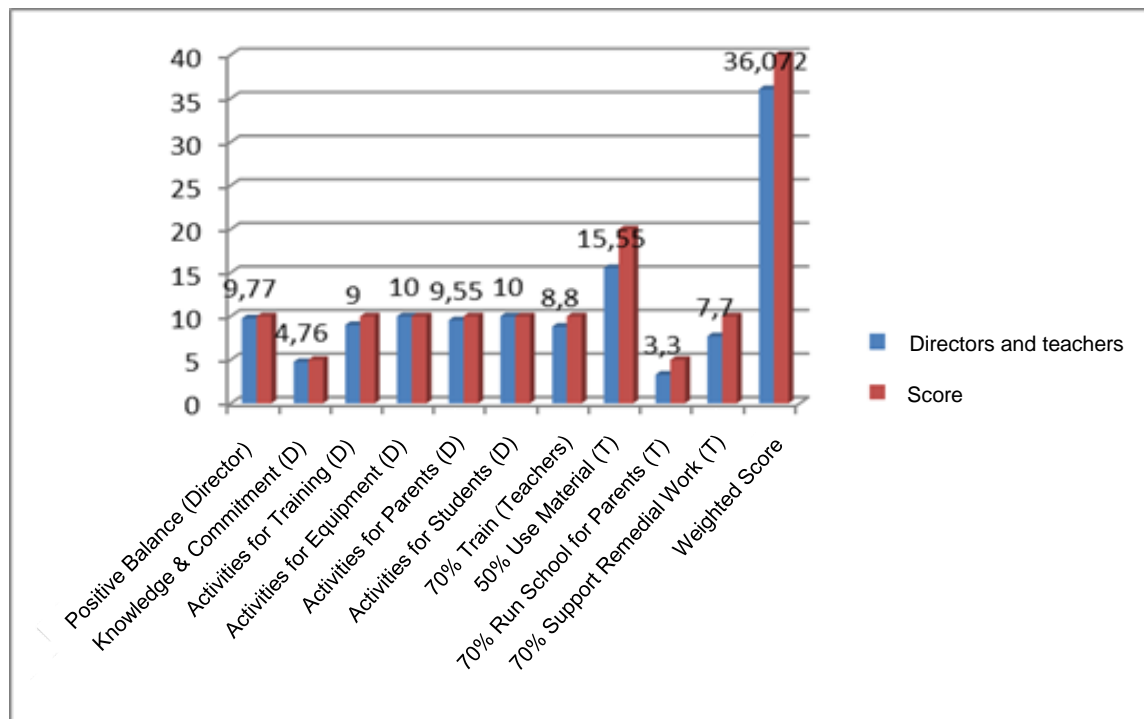


Figure 11: Variable 1.2, Region 4, Cochabamba

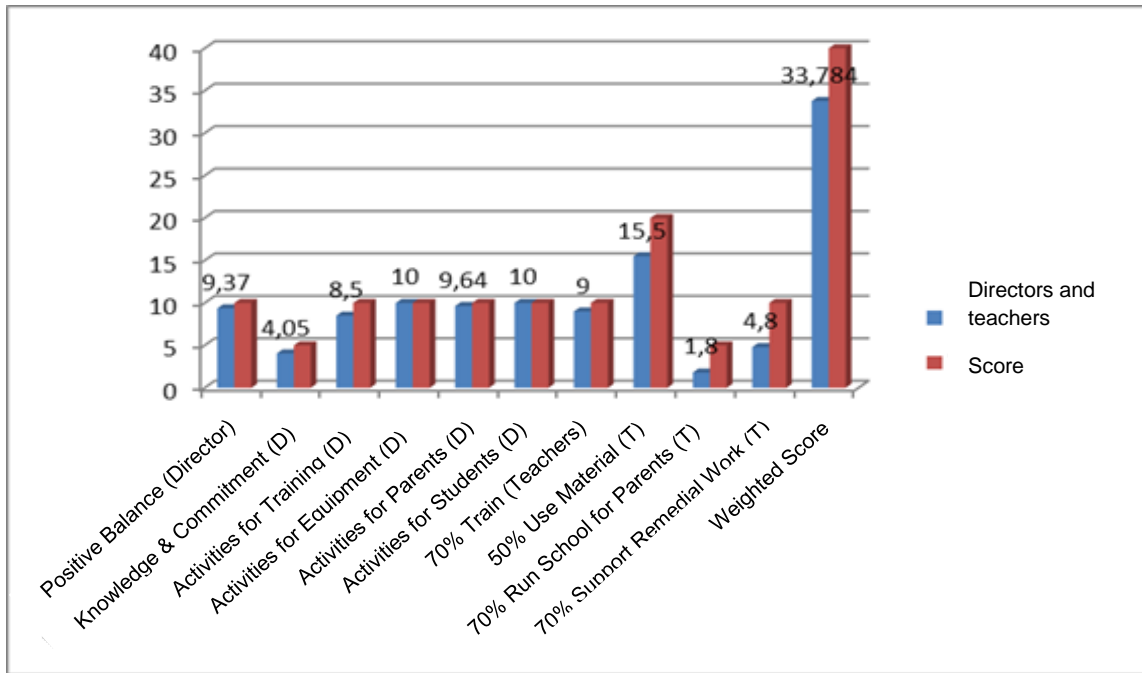


Figure 12: Variable 1.2, Region 5, Rurrenabaque

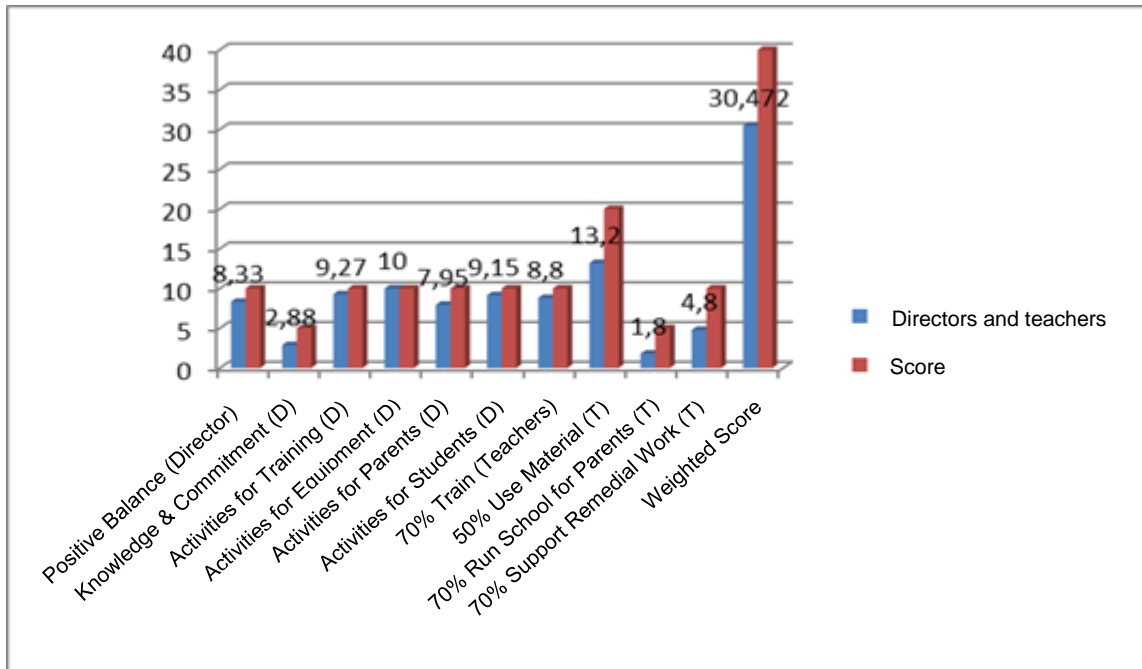


Figure 13: Variable 1.2, Summary of the Five Regions

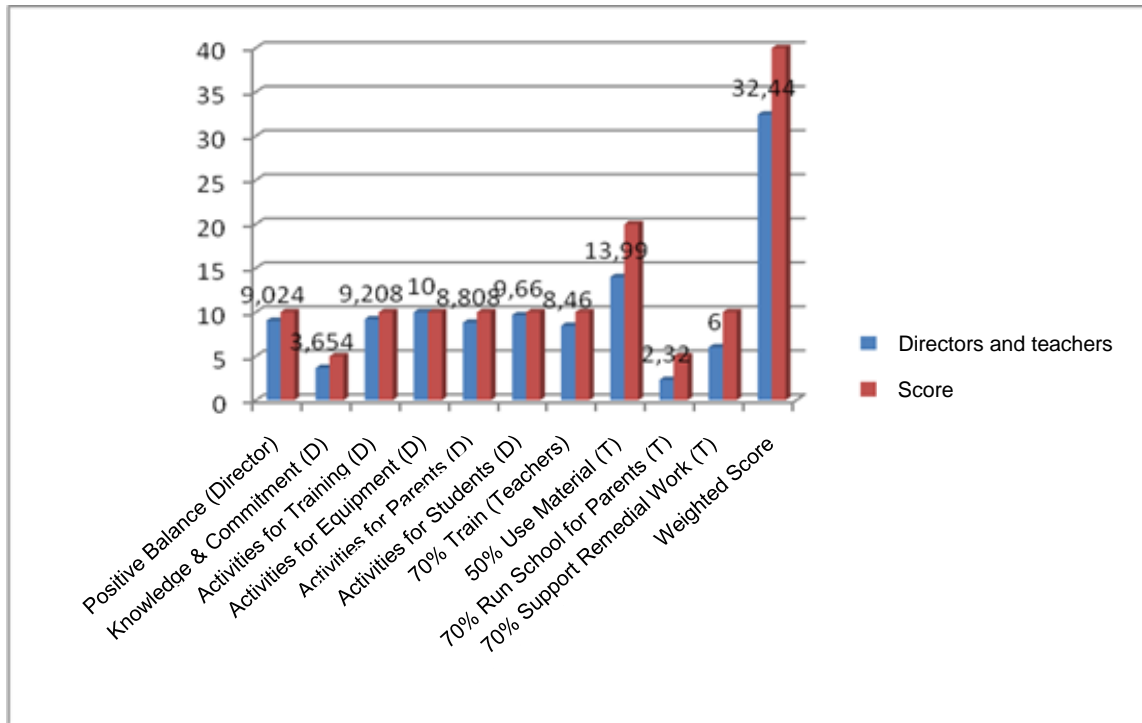


Figure 14: Variable 1.3, Summary of the Five Regions

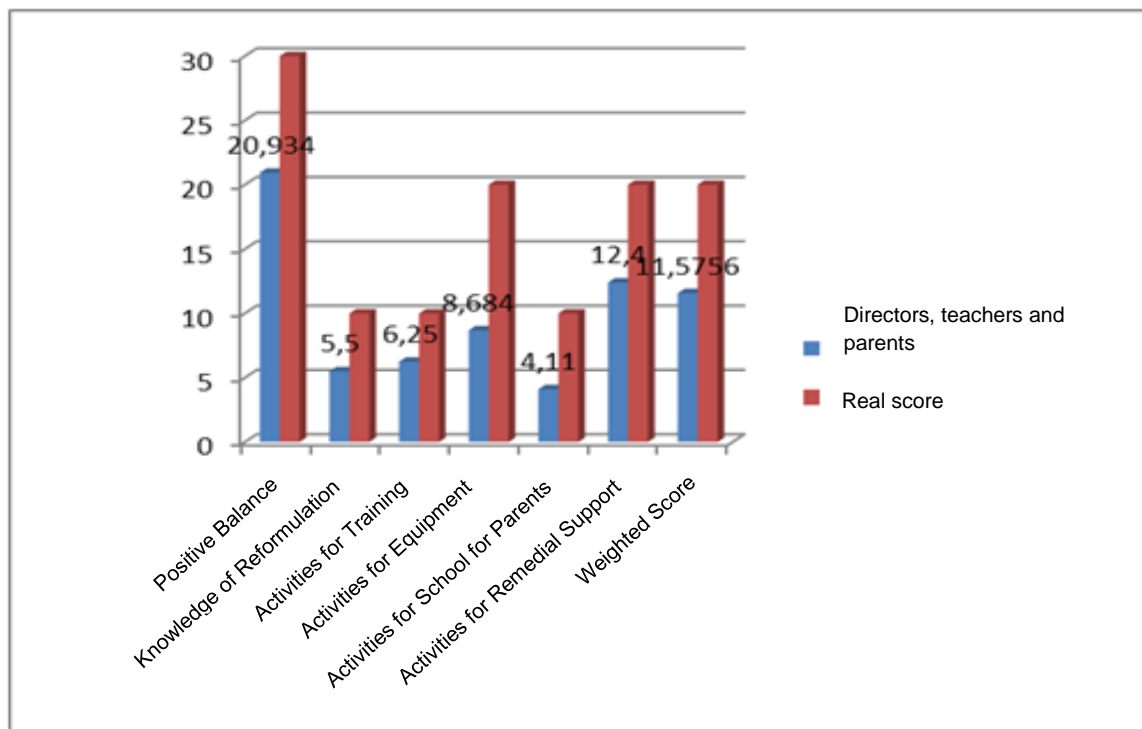


Figure 15: Variable 1.4, Summary of the Five Regions

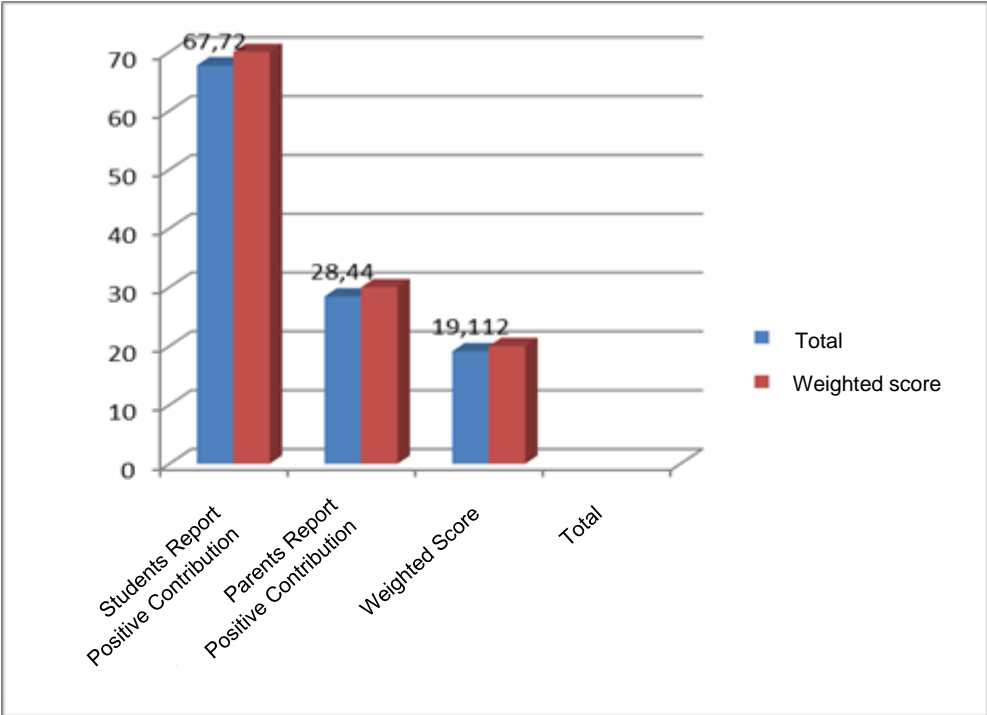


Figure 16: Summary of Variables, 1.1 + 1.2 + 1.3 + 1.4 = 81.64%

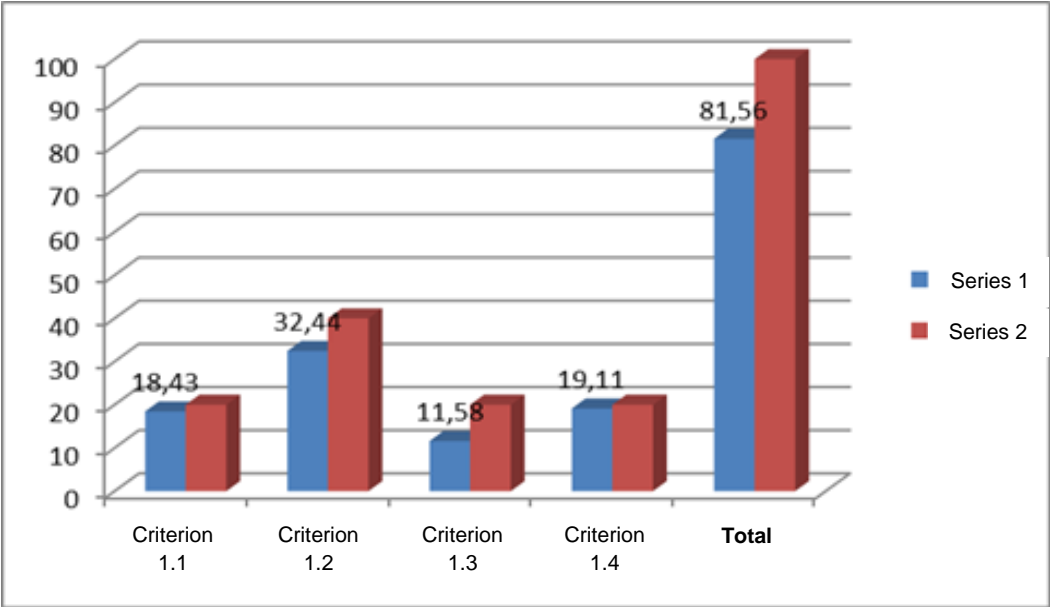


Figure 17: Variable 2.1, National Directorate and Coordinators

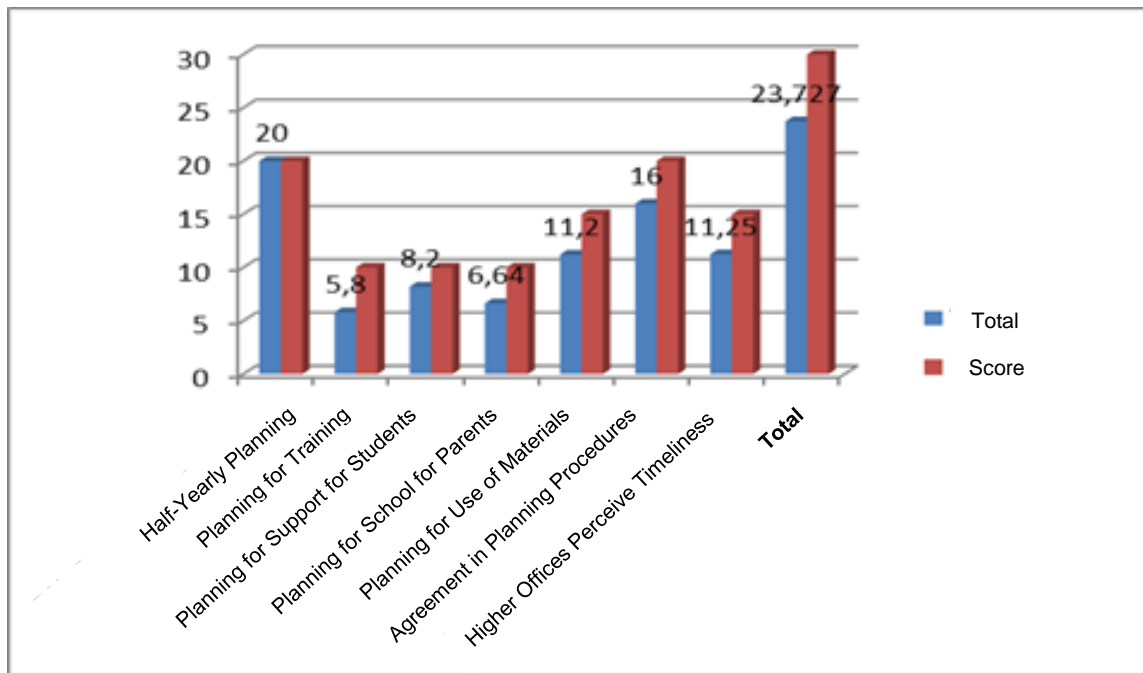


Figure 18: Variable 2.2, National Directorate and Coordinators

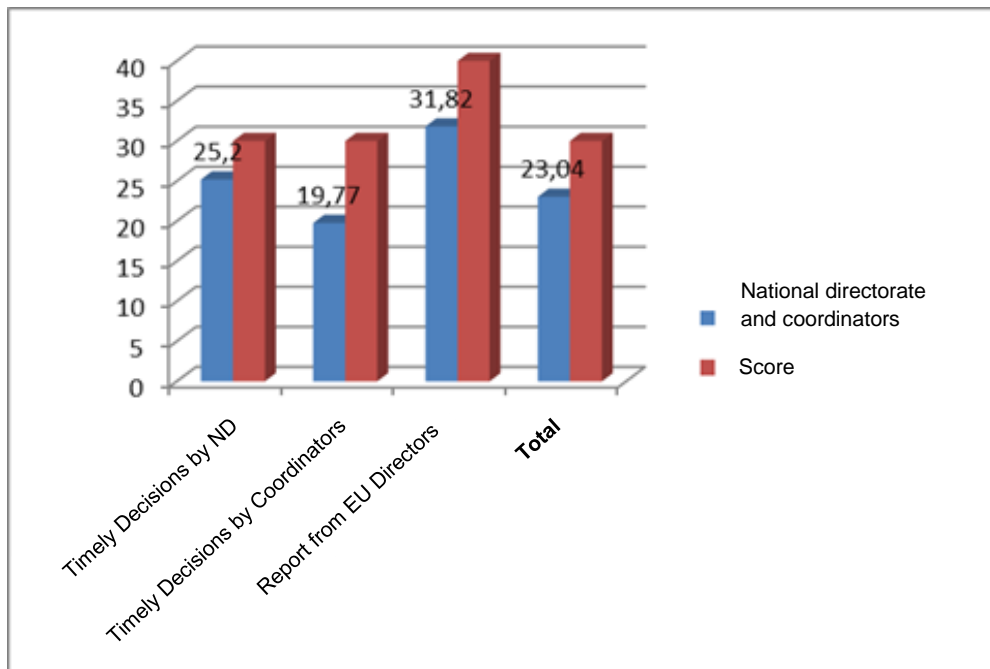


Figure 19: Variable 2.3, National Directorate and Coordinators

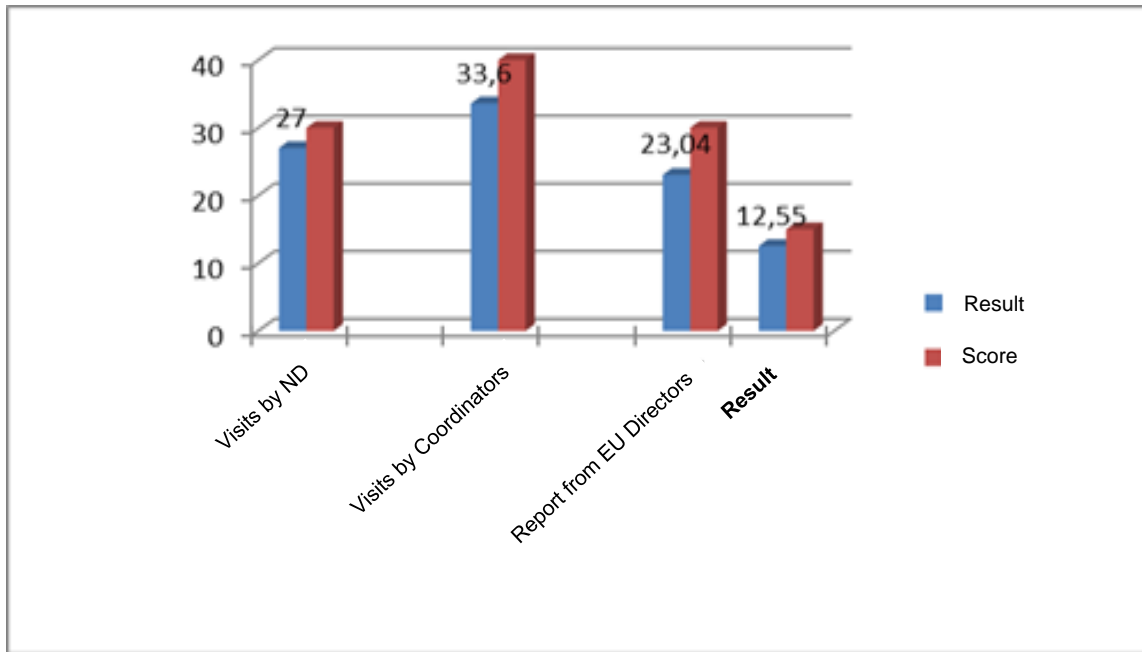


Figure 20: Variable 2.4, National Directorate (ND) and Regional Coordinators (RC)

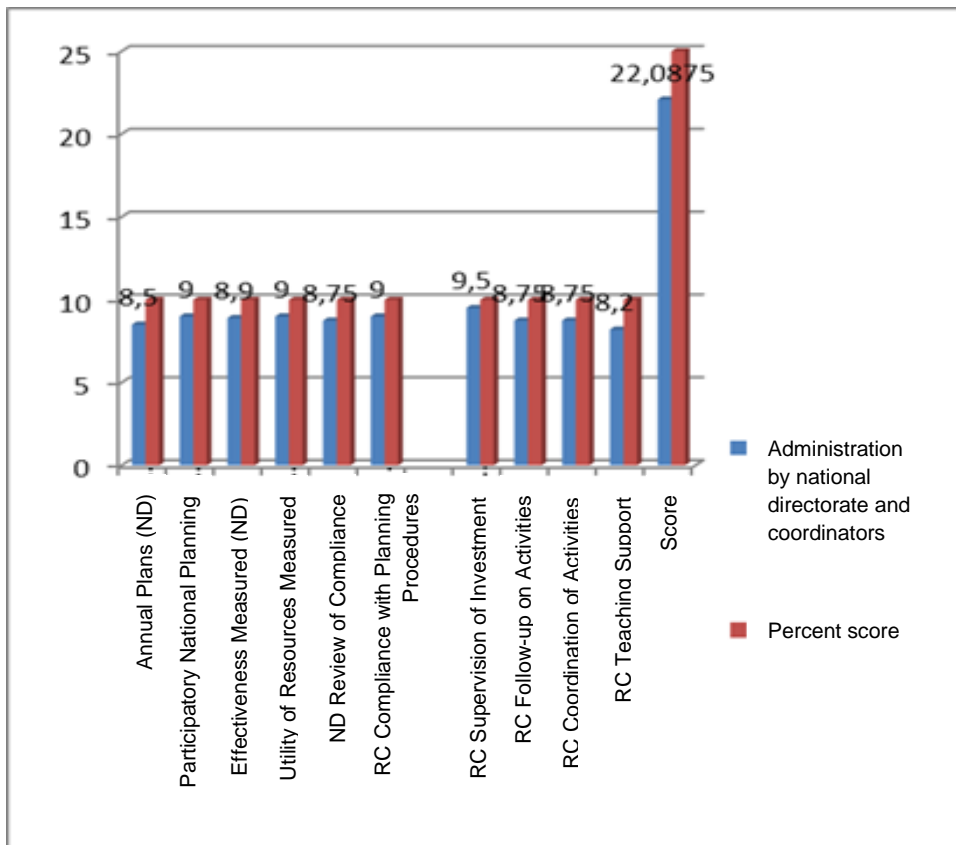
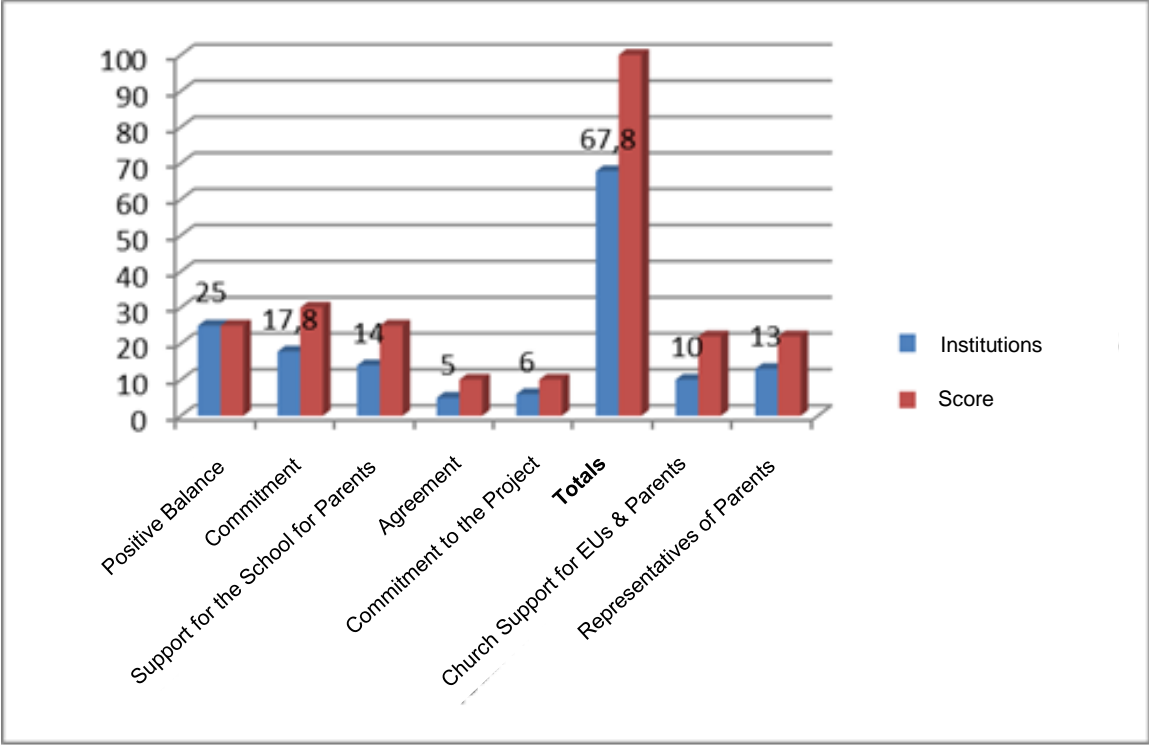


Figure 21: Summary of Variables, 2.1 + 2.2 + 2.3 + 2.4 = 81.39%



Figure 22: Commitments with Institutions and Support in Values and Principles



Appendix 12: Surveys and Interviews

Survey of Students

City: **Province:** **Education Unit:**

Course: **Name:**

1. (Indicator 1.2.1) If you had to rate (on a scale of 1 to 10) PDI-BOL's support of the education unit, how would you rate it? (40% of the indicator's total value)

1 (10%)	2 (20%)	3 (30%)	4 (40%)	5 (50%)	6 (60%)	7 (70%)	8 (80%)	9 (90%)	10 (100%)
------------	------------	------------	------------	------------	------------	------------	------------	------------	--------------

2. (Indicator 1.3.3) Would you like the project to continue in your education unit?

Yes (100%)	No (0%)
---------------	------------

Why?.....
.....

3. (Indicator 1.3.4) Do you learn better with the PDI-BOL-supplied audio-visual equipment (TV, DVDs and digital projector)?

Much better (100% - 75%)	Better (74% - 40%)	Not at all better (39% - 0%)
-----------------------------	-----------------------	---------------------------------

4. (Indicator 1.3.6) Did you receive project support in subjects where your performance was low?

If not, why?

Mathematics	Language	Both	None
-------------	----------	------	------

Mention one way in which you or a classmate has benefitted.

.....

5. What do you like most about the PDI-BOL project so far?

.....

6. (Indicator 1.4.1) Mention some positive and negative features of the PDI project with regard to its impact on your education unit. You can check several options.

Positive Features

- 1. Easy to learn
- 2. More motivation to learn
- 3. We are all trained
- 4. Better communication among everyone
- 5. Better grades in math and language
- 6. Units equipped with fun and interactive audio-visual material

Other:

Negatives Features

- 1. No agreement reached with the director regarding the training schedule
- 2. Lack of support and monitoring by the director
- 3. Lack of continuous training for managing audio-visual resources
- 4. Lack of project monitoring by coordinators
- 5. Weak participation by parents
- 6. Other:

7. (Indicator 1.4.1) How do you assess the PDI-BOL project, after considering its positive and negative features?

Very good (100% - 75%)	Good (74% - 40%)	Fair to poor (39% - 0%)
------------------------	------------------	-------------------------

8. (Indicator 1.4.1) Do you think that the project helped you to learn better or to pay more attention in class?

Yes (100%)	No (0%)
---------------	------------

Why?

.....

9. (Indicator 1.4.1) What do you consider to be the PDI-BOL project's most important contribution?

.....

10. Relevant observations made during visits to classrooms:

.....

.....

Survey of Parents

City District/Province

Education Unit

Dear Parent: This questionnaire is part of a self-assessment by PDI-BOL, so your answers will greatly help us to make changes and improvements in how we support the education units.

1. (Indicator 1.2.1) If you had to rate (on a scale of 1 to 10) PDI-BOL's support of the education unit, how would you rate it? (40% of the total value of the indicator)

1 (10%)	2 (20%)	3 (30%)	4 (40%)	5 (50%)	6 (60%)	7 (70%)	8 (80%)	9 (90%)	10 (100%)
------------	------------	------------	------------	------------	------------	------------	------------	------------	--------------

2. (Indicator 1.3.1.) Do you support PDI-BOL project implementation in your education unit?

Yes (100%)	No (0%)
---------------	------------

In what way?
.....

3. (Indicator 1.3.1) Mention some positive and negative features of the PDI project with regard to its impact on your education unit. You can check several options.

Positive Features

- 1. Improved instruction for learning throughout the education community
- 2. Students better prepared for the community
- 3. Training for the whole education community
- 4. Improved relations among students and between students and parents at home
- 5. Reduced failure rate in language and math
- 6. Units equipped with play and interactive audio-visual material
- Other:

Negative Features

- 1. No agreement reached with the director regarding the training schedule
- 2. Lack of support and monitoring by the director
- 3. Lack of continuous training for managing audio-visual resources
- 4. Lack of project monitoring by coordinators
- 5. Weak participation by parents
- 6. Other:

4. (Indicator 1.3.1) How do you assess the PDI-BOL project, after considering its positive and negative features?

With a very high opinion (100% - 75%)	Without a very high opinion (74% - 40%)	With a negative opinion (39% - 0%)
--	--	---------------------------------------

5. (Indicator 1.3.2.) Do you know about 2013 reformulation of PDI-BOL, and do you agree with it? (20% of the total value of the indicator)

Yes, knows and is up to date (80%)	Has heard of its existence and had an idea about its content (20%)	Knows nothing of it (0%)
---------------------------------------	--	--------------------------

6. (Indicator 1.3.2.) Have you clearly understood PDI-BOL's new approach in its work?

Yes (100%)	No (0%)
---------------	------------

Comments:

7. (Indicator 1.3.3) Have you heard about the audio-visual resources used in class for your child?

Yes (100%)	No (0%)
---------------	------------

Comments:

8. (Indicator 1.3.3) Would you assume the challenge of continuing to pursue PDI-BOL objectives for the benefit of your children and of the education community?

Yes (100%)	No (0%)
---------------	------------

Why?

9. (Indicator 1.3.4) How have you contributed to the PDI-BOL project implementation?

1. Donation of labor
2. Donation of money
3. Other:

10. (Indicator 1.3.5) Have you participates in the school for parents?

Yes (100%)	No (0%)
---------------	------------

What was the most important issue that you remember?

11. (Indicator 1.3.5) Do you know how often the school for parents meets?

More than three times a year (100% - 75%)	Two to three times a year (74% - 40%)	Less than twice a year (39% - 0%)
--	--	--------------------------------------

What suggestions do you have for the school for parents?

.....

12. (Indicator 1.3.5) Do you know whether there is any agreement with another institution for continuing the school for parents?

Yes (100%)	No (0%)
---------------	------------

Please name the institution:

13. (Indicator 1.3.5) In your opinion, how should the school for parents improve?

- 1. Encouraged participation in the school for parents
- 2. More support from other institutions
- 3. Annual planning of activities and dissemination of the schedule
- 4. Increased budget for activities
- 5. Other:

14. (Indicator 1.3.6) If any of your children were supported by PDI-BOL with remedial courses, do you think that the courses improved their learning?

Please explain.

15. Have you received any information from PDI-BOL on progress in this or previous project cycles?

Yes (100%)	No (0%)
---------------	------------

Please explain.

Survey of Education Units' Administration

City District/Province

Education Unit

Dear Secretary: This questionnaire is part of a self-assessment by PDI-BOL, so your answers will greatly help us to make changes and improvements in how we support the education units.

1. (Indicator 1.1.1) If you had to rate (on a scale of 1 to 10) PDI-BOL's support of education units in your community, how would you rate it? (30% of the total value of the indicator)

1 (10%)	2 (20%)	3 (30%)	4 (40%)	5 (50%)	6 (60%)	7 (70%)	8 (80%)	9 (90%)	10 (100%)
------------	------------	------------	------------	------------	------------	------------	------------	------------	--------------

2. (Indicator 1.1.1) Could you briefly explain this score? (40% of the total value of the indicator)

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
--	---	--

Comment on whether the change was positive or negative.

3. What are some on the positive ways in which the PDI-BOL project's support has benefited your community?

1. Improved instruction for learning throughout the education community
2. Students better prepared for the community
3. Training for the whole education community
4. Improved relations among students and between students and parents at home
5. Other:

4. (Indicator 1.1 .1) How do you assess the PDI-BOL project, after considering its positive and negative features?

With a very high opinion (100% - 75%)	Without a very high opinion (74% - 40%)	With a negative opinion (39% - 0%)
--	--	---------------------------------------

5. (Indicator 1.1.1.) Is PDI-BOL support of education units being carried out properly and in such a way that it should make a visible impact on the education units' development?

Very effectively (100% -85%)	Well (84% -65%)	To a minor extent (64% -45%)	Not evidently (44-25%)	Ineffectively (24% -0%)
---------------------------------	--------------------	---------------------------------	---------------------------	----------------------------

Why?.....

6. What specific actions have you performed in your education unit?

- 1. Administrative support
- 2. Cleaning
- 3. Supporting parents
- 4. Approving activities in coordination with teachers, principals, parents and students
- 5. Keeping track of PDI-BOL-supplied materials
- Other.....

7. If you chose to support to the PDI-BOL project, how would you do it?

.....
.....

8. What significant contributions has the PDI-BOL project made to your education unit?

.....
.....

9. Have you received any information from PDI-BOL on progress in this or previous project cycles?

Yes/ No. If so, do you verify any of it?

.....

Survey of Teachers

Dear Teacher: This questionnaire is part of a self-assessment by PDI-BOL, so your answers will greatly help us to make changes and improvements in how we support the education units.

City District Education Unit

1. (Indicator 1.2.1) If you had to rate (on a scale of 1 to 10) PDI-BOL's support of education units in your community, how would you rate it? (40% of the total value of the indicator)

1 (10%)	2 (20%)	3 (30%)	4 (40%)	5 (50%)	6 (60%)	7 (70%)	8 (80%)	9 (90%)	10 (100%)
------------	------------	------------	------------	------------	------------	------------	------------	------------	--------------

2. (Indicator 1.2.2.) Do you support PDI-BOL project implementation in your education unit?

Yes (100%)	No (0%)
---------------	------------

How.....
.....

3. (Indicator 1.2.7) Have you received training in the use of resources supplied to improve students' learning?

Yes (100%)	No (0%)
---------------	------------

How would you suggest that training be improved?
.....

4. (Indicator 1.2.8) Do you use audio-visual, play and educational materials supplied by PDI-BOL?

Yes (100%)	No (0%)
---------------	------------

How often?

5. (Indicator 1.2.8) Do you follow a plan for using these resources?

Yes (100%)	No (0%)
---------------	------------

6. (Indicator 1.2.9.) Do you know you about the school for parents, do you know how often it meets and have you collaborated in running it?

Yes (100%)	No (0%)
---------------	------------

Comments

7. (Indicator 1.2.10.) Of the group of students needing of tutoring in math and language, what percent has overcome the difficulty learning? Please explain.

.....

8. (Indicator 1.2.10.) You know that support for students with needs in strategic subjects is a condition for PDI-BOL's support in providing your education unit with educational equipment. What do you think about this activity? **(You can select one of the three options or, if you prefer, write in a percentage).**

With a very high opinion (100% - 75%)	Without a very high opinion (74% - 40%)	With a negative opinion (39% - 0%)
--	--	---------------------------------------

9. (Indicator 1.2.10.) Please offer reasons, explaining your answer. *(Sort reasons, when this response is tabulated).*

.....

.....

10. (Indicator 1.2.10.) *If you are a math or language teacher, being self-critical, could you assert that you have done everything in your power to support students in these strategic areas, especially in 2013? (You can select one of the three options or, if you prefer, write in a percentage).*

Believes that he/she did everything necessary (100% - 75%)	Believes that he/she did the minimum (74% - 40%)	Believes that he/she did almost <i>nothing</i> (39% - 0%)
---	---	--

11. (Indicator 1.3.1) Mention some positive and negative features of the PDI project with regard to its impact on your education unit. You can check several options.

Positive Features

1. Improved instruction for learning throughout the education community
2. Students better prepared for the community
3. Training for the whole education community
4. Improved relations among students and between students and parents at home
5. Reduced failure rate in language and math
6. Units equipped with play and interactive audio-visual material

Other:

Negative Features

1. No agreement reached with the director regarding the training schedule
2. Lack of support and monitoring by the director
3. Lack of continuous training for managing audio-visual resources
4. Lack of project monitoring by coordinators

- 5. Weak participation by parents
- 6. Other:

12. (Indicator 1.1 .1) How do you assess the PDI-BOL project, after considering its positive and negative features?

With a very high opinion (100% - 75%)	Without a very high opinion (74% - 40%)	With a negative opinion (39% - 0%)
--	--	---------------------------------------

13. (Indicator 1.3.2.) Do you know about 2013 reformulation of PDI-BOL, and do you agree with it? (20% of the total value of the indicator)

Yes, knows and is up to date (80%)	Has heard of its existence and had an idea about its content (20%)	Knows nothing of it (0%)
---------------------------------------	--	--------------------------

14. (Indicator 1.3.2.) Have you clearly understood PDI-BOL's new approach in its work?

Yes (100%)	No (0%)
---------------	------------

Mention the most relevant features of the new approach.
.....

15. (Indicator 1.3.3) How have you facilitated project implementation in your education unit?

- 1. Faithfully attending workshops
- 2. Applying in the classroom techniques learned at workshops
- 3. Using the supplied equipment appropriately
- 4. Managing activities for the school for parents
- 5. Supporting underperforming students
- 6. Other:.....

16. Would you assume the challenge of continuing to pursue PDI-BOL objectives for the students' benefit?

Yes (100%)	No (0%)
---------------	------------

Why?

17. What has been your experience with the project in relation to the six variables?

.....
.....

18. (Indicator 1.3.3.) What is your opinion of teacher training through interactive tutorials? (**You can select one of the three options or, if you prefer, write in a percentage**).

With a very high opinion (100% - 75%)	Without a very high opinion (74% - 40%)	With a negative opinion (39% - 0%)
--	--	---------------------------------------

19. (Indicator 1.3.3.) Please offer reasons, explaining your answer.

.....

20. (Indicator 1.3.3.) Being self-critical, could you assert that you, personally, have done everything necessary to take advantage of the teacher training? **(You can select one of the three options or, if you prefer, write in a percentage).**

Yes, I did everything necessary (100% - 75%)	I did the minimum (74% - 40%)	I did almost <i>nothing</i> (39% - 0%)
---	----------------------------------	---

Do you commit to making more of this opportunity?

.....

21. (Indicator 1.3.4.) You know that the classroom notebook has been implemented to verify the use of teaching equipment provided by PDI-BOL to the education units. What do you think of this tool for monitoring the use of teaching materials? **(You can select one of the three options or, if you prefer, write in a percentage).**

With a very high opinion (100% - 75%)	Without a very high opinion (74% - 40%)	With a negative opinion (39% - 0%)
--	--	---------------------------------------

22. (Indicator 1.3.4) Please offer reasons, explaining or expanding upon your answer.

.....

23. (Indicator 1.3.5) You know that PDI-BOL has left the management and implementation of the school for parents to the education units, in some cases with the support of local evangelical churches. What do you think of this delegation of the task (by PDI-BOL to the education unit)? **(You can select one of the three options or, if you prefer, write in a percentage).**

With a very high opinion (100% - 75%)	Without a very high opinion (74% - 40%)	With a negative opinion (39% - 0%)
--	--	---------------------------------------

24. (Indicator 1.3.5.) Please offer reasons, explaining your answer. *(Sort reasons, when this response is tabulated).*

.....

25. (Indicator 1.3.5) Being self-critical, could you assert that you have done everything necessary to help run the schools for parents in the last twelve months, considering the subject you teach? **(You can select one of the three options or, if you prefer, write in a percentage).**

Believes that he/she did everything necessary (100% - 75%)	Believes that he/she did the minimum (74% - 40%)	Believes that he/she did almost <i>nothing</i> (39% - 0%)
---	---	--

26. (Indicator 1.2.1) If you had to rate (on a scale of 1 to 10) the PDI-BOL project's coordinator, how would you rate him/her? (40% of the total value of the indicator)

1 (10%)	2 (20%)	3 (30%)	4 (40%)	5 (50%)	6 (60%)	7 (70%)	8 (80%)	9 (90%)	10 (100%)
------------	------------	------------	------------	------------	------------	------------	------------	------------	--------------

Guide for Interview with EU Directors

Dear EU Director: This questionnaire is part of a self-assessment by PDI-BOL, so your answers will greatly help us to make changes and improvements in how we support the education units.

City District Education Unit

1. (Indicator 1.2.1) If you had to rate (on a scale of 1 to 10) PDI-BOL's support of the education unit under your management, how would you rate it? (40% of the total value of the indicator)

1 (10%)	2 (20%)	3 (30%)	4 (40%)	5 (50%)	6 (60%)	7 (70%)	8 (80%)	9 (90%)	10 (100%)
------------	------------	------------	------------	------------	------------	------------	------------	------------	--------------

2. (Indicator 1.2.1.) What are some positive and negative features of the PDI-BOL project with regard to its impact on your education unit?

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
--	---	--

3. (Indicator 1.2.1) Could you briefly explain your score? (60% of the total value of the indicator)

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
--	---	--

4. (Indicator 1.2.2.) Do you know about 2013 reformulation of PDI-BOL, and do you agree with it? (20% of the total value of the indicator)

Yes, knows and is up to date (80%)	Has heard of its existence and had an idea about its content (20%)	Knows nothing of it (0%)
---------------------------------------	---	--------------------------

5. (Indicator 1.2.2.) What do you think about this change in the way the PDI-BOL supports the education units? (80% of the total value of the indicator)

With a very high opinion (100% - 75%)	Without a very high opinion (74% - 40%)	With a negative opinion (39% - 0%)
--	--	---------------------------------------

6. (Indicator 1.2.2) Have you clearly understood PDI-BOL's reformulated approach in its work? Mention the most relevant features of this approach.

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

7. (Indicator 1.2.3) You know that this year’s teacher training has taken the shape of an interactive tutorial on creating educational presentations with PowerPoint. What do you think of this training? (30% of the total value of the indicator)

With a very high opinion (100% - 75%)	Without a very high opinion (74% - 40%)	With a negative opinion (39% - 0%)
---------------------------------------	---	------------------------------------

8. (Indicator 1.2.3.) Please offer reasons, explaining your answer. (Sort reasons, when this response is tabulated).

.....

9. (Indicator 1.2.3.) Being self-critical, could you assert that you have done everything necessary to facilitate teacher training in your education unit? (You can select one of the three options or, if you prefer, write in a percentage).

Believes that he/she did everything necessary (100% - 75%)	Believes that he/she did the minimum (74% - 40%)	Believes that he/she did almost nothing (39% - 0%)
--	--	--

10. (Indicator 1.2.4.) You know that the classroom notebook has been implemented to verify the use of teaching equipment provided by PDI-BOL to the education units. What do you think of this tool for monitoring the use of teaching materials? (30% of the total value of the indicator)

With a very high opinion (100% - 75%)	Without a very high opinion (74% - 40%)	With a negative opinion (39% - 0%)
---------------------------------------	---	------------------------------------

If you have any suggestions, please note them here:

11. (Indicator 1.2.4.) Did you register attendance at workshops for teachers?

There is evidence of controls (100% - 75%)	There are informal controls (74% - 40%)	There are no controls (39% - 0%)
--	---	----------------------------------

12. (Indicator 1.2.4.) Being self-critical, could you assert that you have done everything necessary to facilitate control of the use of equipment provided by PDI-BOL to your education unit? (70% of the total value of the indicator)

Believes that he/she did everything necessary (100% - 75%)	Believes that he/she did the minimum (74% - 40%)	Believes that he/she did almost <i>nothing</i> (39% - 0%)
---	---	--

Could you strengthen your commitment? If so, how would you do that?

.....

.....

13. (Indicator 1.2.5) How have you helped run the school for parents?

Preparing the schedule of activities, coordinating the meeting of parents, evaluating results (100% -75%)	Only one of the previous (74% - 40%)	Shows ignorance of what has actually been done (39% - 5%)
--	---	--

14. (Indicator 1.2.5.) You know that PDI-BOL has left the management and implementation of the school for parents to the education units, in some cases with the support of local evangelical churches. What do you think of this delegation of the task (by PDI-BOL to the education unit)? (30% of the value of the indicator)

With a very high opinion (100% - 75%)	Without a very high opinion (74% - 40%)	With a negative opinion (39% - 0%)
--	--	---------------------------------------

15. (Indicator 1.2.5.) Please offer reasons, explaining your answer. (Sort reasons, when this response is tabulated).

.....

.....

.....

16. (Indicator 1.2.5.) Being self-critical, could you assert that you have done everything necessary to run the school for parents in the last twelve months in your education unit? (70% of the total value of the indicator)

Believes that he/she did everything necessary (100% - 75%)	Believes that he/she did the minimum (74% - 40%)	Believes that he/she did almost <i>nothing</i> (39% - 0%)
---	---	--

Please explain your answer:

.....

17. (Indicator 1.2.6) How have you helped manage support for underperforming students?

Defining the policy of support for students, verifying compliance with the schedule, evaluating reports (100% -75%)	Only one of the previous (74% - 40%)	Shows ignorance of what has actually been done (39% - 5%)
--	---	--

18. (Indicator 1.2.6) How do you register participation by math and language teachers in activities that support underperforming students? (30% of the total value of the indicator)

There is evidence of controls (100% - 75%)	There are informal controls (74% - 40%)	There are no controls (39% - 0%)
---	--	-------------------------------------

Have you received from teachers a diagnostic of the student population requiring support?

Yes/No. What is the degree of progress made?.....
.....

19. (Indicator 1.2.7.) What percentage of teachers participates in teacher training?

70% or more participating (100%)	Less than 70% participating (0%)
-------------------------------------	-------------------------------------

20. Do you support PDI-BOL project implementation in your education unit? How?

Yes (100%)	No (0%)
---------------	------------

.....
.....
.....

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually been done and a seemingly unfounded score (39% - 5%)
--	---	--

.....
.....

21. Would you assume the challenge of continuing to pursue PDI-BOL objectives for the benefit of the education community?

With a very high opinion (100% - 75%)	Without a very high opinion (74% - 40%)	With a negative opinion (39% - 0%)
--	--	---------------------------------------

Please explain.
.....

22. How would you, as an authority, rate the PDI-BOL project's coordinator on a scale of 1 to 10? (40% of the total value of the indicator)

1 (10%)	2 (20%)	3 (30%)	4 (40%)	5 (50%)	6 (60%)	7 (70%)	8 (80%)	9 (90%)	10 (100%)
------------	------------	------------	------------	------------	------------	------------	------------	------------	--------------

Please explain.
.....

23. (Indicator 2.2.3) Do you think that the decisions made by the regional coordinators and national directorate in your region and for your education unit were timely and suitable?

Yes No

Why?.....

24. (Indicator 2.3.3) Do you think that visits by regional coordinators or the national directorate are appropriate in frequency?

Yes No

Why?.....

25. (Indicator 2.3.3) Do you think that visits by regional coordinators or the national directorate are of sufficient quality and that special attention is given to the variables evaluated?

Yes No

Why?.....

26. Do you whether teachers, parents or students have had any outstanding experience?

.....
.....

Interview with District Directors

City:

Province:

1. (Indicator 1.1.4) If you had to rate (on a scale of 1 to 10) PDI-BOL's support of the education units in your municipality, how would you rate it? (40% of the total value of the indicator)

1 (10%)	2 (20%)	3 (30%)	4 (40%)	5 (50%)	6 (60%)	7 (70%)	8 (80%)	9 (90%)	10 (100%)
------------	------------	------------	------------	------------	------------	------------	------------	------------	--------------

2. (Indicator 1.1.4) Could you briefly explain your score? (60% of the total value of the indicator)

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
--	---	--

3. (Indicator 1.1.1.) Is PDI-BOL support of education units being carried out properly and in such a way that it should make a visible impact on the education units' development?

Very effectively (100% -85%)	Well (84% -65%)	To a minor extent (64% -45%)	Not evidently (44-25%)	Ineffectively (24% -0%)
---------------------------------	--------------------	---------------------------------	---------------------------	----------------------------

Why?

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
--	---	--

4. (Indicator 1.1.4) Mention some positive and negative features of the PDI project with regard to its impact on your education unit. You can check several options.

Positive Features

1. Improved instruction for learning throughout the education community
2. Students better prepared for the community
3. Training for the whole education community
4. Improved relations among students and between students and parents at home
5. Reduced failure rate in language and math
6. Units equipped with play and interactive audio-visual material

Other:

Negative Features

1. No agreement reached with the director regarding the training schedule
2. Lack of support and monitoring by the director
3. Lack of continuous training for managing audio-visual resources
4. Lack of project monitoring by coordinators
5. Weak participation by parents
6. Other:

5. (Indicator 1.1.4) How do you assess the PDI-BOL project, after considering its positive and negative features?

With a very high opinion (100% - 75%)	Without a very high opinion (74% - 40%)	With a negative opinion (39% - 0%)
--	--	---------------------------------------

6. (Indicator 1.1.5) How do you support PDI-BOL project implementation for the benefit of your education community?

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
--	---	--

7. (Indicator 1.1.5.) If you were to work with PDI-BOL in the near future, under what conditions would you do so?

Under present conditions (100% - 75%)	Under improved conditions (74% - 40%)	Under different conditions (39% - 5%)
--	--	--

8. (Indicator 1.1.5.) If PDI-BOL were to cease to exist in the region, how could management under your authority continue the work?

Realistic view of the future (100% - 75%)	Unrealistic view of the future (74% - 40%)	Almost no view of the future (39% - 5%)
--	---	--

9. (Indicator 1.1.6.) Would you assume the challenge of continuing to pursue PDI-BOL objectives for the benefit of the education community?

Yes (100%)	No (0%)
---------------	------------

Why?

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
--	---	--

10. Please speak to any significant contributions the PDI-BOL project has made to fulfilling "Avelino Siñani Elizardo Pérez" Education Law No. 070?

With a very high opinion (100% - 75%)	Without a very high opinion (74% - 40%)	With a negative opinion (39% - 0%)
--	--	---------------------------------------

11. Have you received any information from PDI-BOL on progress in this or previous project cycles?

Yes (100%)	No (0%)
---------------	------------

About PDI-BOL operations, in other words, actions and events carried out by the project?

About PDI-BOL finances, budget implementation and balance?

If you have received information, did you verify any of it?

.....
.....

12. How would you suggest that PDI-BOL strengthen its support of the EUs in cooperation with the education district? *(Sort reasons, when this response is tabulated)*

.....
.....

7.⁷ *Evaluators' comments on their perceptions formed on the basis of the interview (These questions are answered after the interview: How did you perceive the interviewees' attitude towards PDI-BOL? Did you perceive any political variables that could affect the future of the project? etc.)*

⁷ Translator's note: The number seven follows twelve in the original text.

Interview with the Mayor and His Staff, Especially the Director of Human Development

Dear Mayor: This questionnaire is part of a self-assessment by PDI-BOL, so your answers will greatly help us to make changes and improvements in how we support the education units.

1. (Indicator 1.1.1) If you had to rate (on a scale of 1 to 10) PDI-BOL's support of the education units in your municipality, how would you rate it? (30% of the total value of the indicator)

1 (10%)	2 (20%)	3 (30%)	4 (40%)	5 (50%)	6 (60%)	7 (70%)	8 (80%)	9 (90%)	10 (100%)
------------	------------	------------	------------	------------	------------	------------	------------	------------	--------------

2. (Indicator 1.1.1) Could you briefly explain your score? (40% of the total value of the indicator)

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
--	---	--

3. (Indicator 1.1.1) Mention some positive and negative features of the PDI project with regard to its impact on your education unit. You can check several options.

Positive Features

1. Improved instruction for learning throughout the education community
2. Students better prepared for the community
3. Training for the whole education community
4. Improved relations among students and between students and parents at home
5. Reduced failure rate in language and math
6. Units equipped with play and interactive audio-visual material
- Other:

Negative Features

1. No agreement reached with the director regarding the training schedule
2. Lack of support and monitoring by the director
3. Lack of continuous training for managing audio-visual resources
4. Lack of project monitoring by coordinators
5. Weak participation by parents
6. Other:

4. (Indicator 1.1.1) How do you assess the PDI-BOL project, after considering its positive and negative features?

With a very high opinion (100% - 75%)	Without a very high opinion (74% - 40%)	With a negative opinion (39% - 0%)
--	--	---------------------------------------

5. (Indicator 1.1.2) Do you have the number for how much money the MAG has invested as a local contribution in the last twelve months? (30% of the total value of the indicator)

Invested what was expected (100% -60%)	Did not invest what was expected (59% -5%)
---	---

6. (Indicator 1.1.1.) Is PDI-BOL support of education units being carried out properly and in such a way that it should make a visible impact on the education units' development?

Very effectively (100% -85%)	Well (84% -65%)	To a minor extent (64% -45%)	Not evidently (44-25%)	Ineffectively (24% -0%)
---------------------------------	--------------------	---------------------------------	---------------------------	----------------------------

Why?.....

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
--	---	--

7. (Indicator 1.1.2.) If you were to work with PDI-BOL in the near future, under what conditions would you do so?

Under present conditions (100% -75%)	Under improved conditions (74% -40%)	Under different conditions (39% -5%)
---	---	---

8. (Indicator 1.1.3.) If PDI-BOL were to cease to exist in the region, how could the MAG continue the work?

Realistic view of the future (100% -75%)	Unrealistic view of the future (74% -40%)	Almost no view of the future (39% -5%)
---	--	---

9. (Indicator 1.1.3) Would you assume the challenge of continuing to pursue PDI-BOL objectives for the benefit of the education community?

Yes (100%)	No (0%)
---------------	------------

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
--	---	--

10. (Indicator 1.1.2.) Has your municipality signed an agreement with the PDI-BOL project?

Yes (100%)	No (0%)
---------------	------------

Briefly describe the extent to which the project has benefitted your municipality?

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
--	---	--

11. Please speak to any significant contributions the PDI-BOL project has made to fulfilling "Avelino Siñani Elizardo Pérez" Education Law No. 070?

With a very high opinion (100% - 75%)	Without a very high opinion (74% - 40%)	With a negative opinion (39% - 0%)
--	--	---------------------------------------

12. Have you received any information from PDI-BOL on progress in this or previous project cycles?

Yes (100%)	No (0%)
---------------	------------

About PDI-BOL operations, in other words, actions and events carried out by the project?

About PDI-BOL finances, budget implementation and balance?

If you have received information, did you verify any of it?

13. Would you recommend another municipality to PDI-BOL for project implementation in that area?

Yes (100%)	No (0%)
---------------	------------

Which municipality would you recommend? ,,.....

13.⁸ *Evaluators' comments on their perceptions formed on the basis of the interview (These questions are answered after the interview: How did you perceive the interviewees' attitude towards PDI-BOL? Did you perceive any political variables that could affect the future of the project? etc.)*

⁸ Translator's note: This number thirteen follows the previous thirteen in the original text.

Interview with PDI-BOL Regional Coordinators

City:

1. (Indicator 2.1.1) How many times a year do you participate in planning together with the national directorate? *(25% of the total value of the indicator)*

2 (90%)	1 (10%)	0 (0%)
---------	---------	--------

2. (Indicators 2.1.2, 2.2.3, 2.2.4 and 2.2.5) How do you participate in planning the implementation of teacher training, support for students in strategic subject areas, the school for parents and the use of PDI-BOL supplied audio-visual and teaching material? *(50% of the value of each indicator)*

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
--	---	--

3. (Indicator 2.1.6.) Do you agree with the planning procedures adopted by the national directorate? *(100% of the value of the indicator)*

With a very high opinion (100% - 75%)	Without a very high opinion (74% - 40%)	With a negative opinion (39% - 0%)
--	--	---------------------------------------

4. (Indicator 2.2.1.) Do you think that decisions and guidelines are offered by the national directorate in a timely manner? *(30% of the value of the indicator)*

With a very high opinion (100% - 75%)	Without a very high opinion (74% - 40%)	With a negative opinion (39% - 0%)
--	--	---------------------------------------

5. (Indicator 2.2.1.) Do you think that decisions and guidelines adopted by the national directorate yield positive outcomes? *(30% of the value of the indicator)*

With a very high opinion (100% - 75%)	Without a very high opinion (74% - 40%)	With a negative opinion (39% - 0%)
--	--	---------------------------------------

6. (Indicator 2.2.2.) Being self-critical, do you think that decisions made about the education units in your regions yield positive outcomes? How? *(50% of the value of the indicator)*

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
--	---	--

7. (Indicator 2.2.3.) Being self-critical, do you think that the decisions you make regarding the education units' directors are suitable? How? *(60% of the total value of the indicator)*

Believes that they are suitable (100% - 75%)	Believes they are usually suitable (74% - 40%)	Believes that they are inadequate (39% - 0%)
---	---	---

8. (Indicator 2.3.2.) Do you visit the education units? (10% of the total value of the indicator)

Yes (90%)	No (0%)
-----------	---------

9. (Indicator 2.3.2.) How often do you visit the education units? (10% of the total value of the indicator)

Four or more times a month (90%)	Two to four times a month (10%)	Less than twice a month (0%)
----------------------------------	---------------------------------	------------------------------

10. (Indicator 2.3.2.) Could you mention which variables are subject to evaluation on the visits to education units? (40% of the total value of the indicator)

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

11. (Indicator 2.3.3.) Being self-critical, could you assert that you have done everything necessary to ensure that visits to the education units are suitable in terms of frequency and quality? (30% of the value of the indicator)

Believes that he/she did everything necessary (100% - 75%)	Believes that he/she did the minimum (74% - 40%)	Believes that he/she did almost <i>nothing</i> (39% - 0%)
--	--	---

12. (Indicator 2.4.6.) Being self-critical, could you assert that you comply with the planning procedures adopted by the national directorate? (30% of the total value of the indicator)

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

13. (Indicator 2.4.7.) How do you supervise the preparation and implementation of investment portfolios for equipment, and could you name some of the controls? (30% of the total value of the indicator)

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

14. (Indicator 2.4.8) Do you monitor the planned activities? (10% of the total value of the indicator)

Yes (90%)	No (0%)
-----------	---------

15. (Indicator 2.4.8) How do you monitor the planned activities? Could you give some examples of the monitoring you perform, including how you measure certain indicators? (40% of the value of the indicator)

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

16. (Indicator 2.4.9) Do you coordinate all of the activities in your region? Could you name some of the activities that you coordinate (e.g. workshops for the region’s teachers and education community or the school for parents, according to the signed agreement)? How? (50% of the total value of the indicator)

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

Education Unit	Time in the Project	Rating of the director	Rating of the teachers	Monitoring

17. (Indicator 2.4.10.) Do you support your region according to the strategic guidelines provided by the national directorate? (10% of the total value of the indicator)

Yes (90%)	No (0%)
-----------	---------

18. (Indicator 2.4.10) What kind of support you provide to your region? Name it, and elaborate. (40% of the total value of the indicator)

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

19. (Indicator 1.1.1) If you had to rate (on a scale of 1 to 10) PDI-BOL’s support of the education units in your municipality, how would you rate it? (30% of the total value of the indicator)

1 (10%)	2 (20%)	3 (30%)	4 (40%)	5 (50%)	6 (60%)	7 (70%)	8 (80%)	9 (90%)	10 (100%)
---------	---------	---------	---------	---------	---------	---------	---------	---------	-----------

20. Do you help strengthen the education community’s involvement in implementing the PDI-BOL project?

Yes No
How?.....

21. Do you help the education units prepare plans?

Yes No

How?
.....

22. How can outcomes be better achieved?

.....
.....

23. Do you centralize information about education performance according to all of the variables?

Yes No

How?
.....

Survey of PDI-BOL's Accountant

Name.....

1. Do you have a budgeting system for managing all project information?

Yes (100%)	No (0%)
------------	---------

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

.....

2. Is your organization's budget system fully tailored to your needs?

Yes (100%)	No (0%)
------------	---------

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

3. Do you believe that the current system allows you to achieve the expected project outcomes and to facilitate project growth?

Yes (100%)	No (0%)
------------	---------

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

.....

4. In the implementation of investment portfolio budgets, what registries do you carry for inventory?.....

.....

5. Have you carried inventory registries for all investment portfolios for all education units to date?

Yes (100%)	No (0%)
------------	---------

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

.....

.....

6. Is the information you handle on investment portfolios suitably transferred to the education units for their use?

Yes (100%)	No (0%)
------------	---------

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

.....

.....

7. If you had to transfer all investment portfolios to the municipality, would you have no difficulty doing so in a short time?

.....

.....

8. How do you manage budgetary items that are not being spent?

.....

.....

9. BOL According PDI standards ever step on the budget mentioned comment?

.....

10. Have expenses for a budget line item ever exceeded the budgeted amount, according to PDI-BOL standards? Comment.

.....

.....

11. Do you measure efficiency by comparing budgets with budget implementation?

Yes (100%)	No (0%)
------------	---------

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

.....
.....
12. Do you periodically review compliance in budget implementation to avoid divergence?
.....
.....

13. You believe that the financial management is effective? Explain.
.....
.....

14. Is all available cash in a single account, or are there multiple PDI-BOL accounts?
.....
.....

15. Is the bank available to implement the investment portfolios for all expenses?
.....
.....

16. Are all expenses authorized by the director in the payment process?
.....
.....

17. Are 100% of expenses supported with receipts?
.....
.....

18. If expenses are reported without receipts, is the corresponding amount withheld?
.....
.....

19. Are financial reports approved on a monthly, quarterly, half-yearly or yearly basis?
.....
.....

20. Are accounts receivable closed on a monthly basis?
.....
.....

21. Does the balance sheet show the fixed assets it should?
.....
.....

22. Where are PDI-BOL's assets registered?
.....
.....

23. Why do social benefits not appear on the balance sheet?
.....
.....

Survey of PDI-BOL's Secretary

Is the information that you handle by region current?⁹

Yes (100%)	No (0%)
------------	---------

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

1. Do you also have a record of the information that coordinators handle with regard to authorities?

Yes (100%)	No (0%)
------------	---------

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

2. In all of the monitoring that you perform of events, is something is missing, or is everything alright? How is it? Do you think that some operations need to be based in each region?

Yes (100%)	No (0%)
------------	---------

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

3. All petty cash expenses are cleared at the end of each month.

⁹ Translator's note: Numbers begin with the next survey element in the original text.

4. Do you believe that files are classified effectively?

Yes (100%)	No (0%)
------------	---------

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

.....

5. What improvements should be made to optimize expenses?

.....

6. Is there a system of control for reviewing files?

Yes (100%)	No (0%)
------------	---------

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

.....

7. Do you believe that all changes are being documented as a backup?

.....

8. There is are working relationships with all education units. How do you think that these relationships can improve?

.....

Questions for Student Focus Groups

Education Unit Region

City

1. 1.4.1. Based on your findings, how should PDI-BOL be regarded?

With a high opinion	Without a high opinion	With a low opinion
---------------------	------------------------	--------------------

.....

2. How does the project help you to learn better?

.....

3. (1.3.6.) Have you received support in language and math? How do you assess this assistance, and how has it benefitted you as a student?

--	--

.....

4. (1.2.8.) How are the digital projectors supporting your training?

.....

5. (1.3.4.) On the subject of the classroom notebooks, do you support control of the use of materials?

With a high opinion	Without a high opinion	With a low opinion
---------------------	------------------------	--------------------

.....

6. Would you like the project to establish a virtual office allow secondary schools to exchange experiences with one another and to network with other education units that are with the project?

--	--

.....

7. (1.2.8.) Through the project, teachers have learned more about using technology and applying it in the classroom. Are teachers using the materials provided by PDI-BOL?

Materials and Audio-visual Resources

M1	2	3	4	5	6	7	8	9	10
A1	2	3	4	5	6	7	8	9	10

.....

How do you perceive their commitment to the project?

Questions for Teacher Focus Groups

Education Unit Region

City

1. (1.2.8.) Describe the use of PDI-BOL supplied teaching and audio-visual materials. How satisfied are you with them?

--	--

.....
.....

2. (1.2.8.) What can you highlight about the use of the technological tools and materials?

.....

3. (1.2.10.) How do you assess support in language and mat? How has it benefitted students?

--	--

.....
.....

4. (1.3.1.) Considering PDI-BOL's positive outcomes, how should the project's contribution be regarded?

With a high opinion	Without a high opinion	With a low opinion
---------------------	------------------------	--------------------

.....
.....

5. (1.3.3.) How is the tutorial helping you with your training?

.....

6. (1.3.4.) What do you think of the classroom notebook as a tool for monitoring the use of teaching materials?

With a high opinion	Without a high opinion	With a low opinion
---------------------	------------------------	--------------------

.....

7. If POI-BOL were to support you with a virtual office to ensure continuity in training and to make it possible for education units in the project to network and exchange experiences, would you be committed to using this resource?

--	--

.....
.....

8. How can training be improved?

.....

9. What is the relationship between the PDI-BOL project and "Avelino Siñani Elizardo Pérez" Education Law No. 070?

.....

10. How are principles and values taught to students?

.....

.....

11. How do you perceive commitment to the project?

.....

.....

Survey of Local Institutions

City/Province Institution

Dear Parent: This questionnaire is part of a self-assessment by PDI-BOL, so your answers will greatly help us to make changes and improvements in how we support the education units.

1. (Indicator 1.1.1.) If you had to rate (on a scale of 1 to 10) PDI-BOL's support of education units in your community, how would you rate it? (30% of the total value of the indicator)

1 (10%)	2 (20%)	3 (30%)	4 (40%)	5 (50%)	6 (60%)	7 (70%)	8 (80%)	9 (90%)	10 (100%)
------------	------------	------------	------------	------------	------------	------------	------------	------------	--------------

2. (Indicator 1.1.1.) Could you briefly explain your score? (40% of the total value of the indicator)

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
--	---	--

Comment on whether changes were positive or negative.
.....

3. How has the PDI-BOL project's support benefitted your community?

1. Improved instruction for learning throughout the education community
2. Students better prepared for the community
3. Training for the whole education community
4. Improved relations among students and between students and parents at home
5. Other:

4. (Indicator 1.1 .1) How do you assess the PDI-BOL project, after considering its positive and negative features?

With a very high opinion (100% - 75%)	Without a very high opinion (74% - 40%)	With a negative opinion (39% - 0%)
--	--	---------------------------------------

Please comment.
.....

5. (Indicator 1.1.1.) Is PDI-BOL support of education units being carried out properly and in such a way that it should make a visible impact on the education units' development?

Very effectively (100% -85%)	Well (84% -65%)	To a minor extent (64% -45%)	Not evidently (44-25%)	Ineffectively (24% -0%)
---------------------------------	--------------------	---------------------------------	---------------------------	----------------------------

Why?.....
.....

6. How, specifically, have you worked within your institution?

1. Financial support
 2. Support for conferences
 3. Support for parents
 4. Approving activities with teachers
- Other:.....

7. (Indicator 1.1.2.) Has your institution signed an agreement with the PDI-BOL project?

Yes (100%)	No (0%)
------------	---------

Briefly describe the extent to which this agreement has benefitted your institution.

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	--

8. Are you committed to continuing to pursue PDI-BOL project objectives?

Yes No

Please comment.
.....

9. Which of the PDI-BOL project's six variables would you, as an authority in your institution, like support? Check one or more.

1. Authorities' commitment (and degree of satisfaction with the project)
2. Participatory management by authorities (the community social council or school board) of the education unit (and degree of satisfaction with the project)
3. Teacher training
4. Use of equipment provided by PDI-BOL
5. Running the school for parents
6. Support for students "underperforming" in strategic areas (catching up in mathematics and language)
7. Other:

If you chose to do so, how would support the above variable(s)?
.....

10. What significant contributions has the PDI-BOL project made to your institution?

.....
.....

11. Have you received any information from PDI-BOL on progress in this or previous project cycles?

Yes/No. If you did receive information, can you attest to whether the communication was effective?

Interview with PDI-BOL's National Director

1. (Indicator 2.1.1) How many times a year do you participate in planning together with the national coordinators? (25% of the total value of the indicator)

Twice (90%)	Once (10%)	None (0%)
-------------	------------	-----------

2. (Indicators 2.1.2, 2.2.3, 2.2.4 and 2.2.5) How do you participate in planning the implementation of teacher training, support for students in strategic subject areas, the school for parents and the use of PDI-BOL supplied audio-visual and teaching material? (50% of the value of each indicator)

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

3. (Indicator 2.2.1.) Being self-critical, do you think the decisions that you make regarding your regions' education units yield positive outcomes? How? (50% of the total value of the indicator)

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

4. (Indicator 2.2.1.) Being self-critical, do you think the decisions that you make regarding your regions' education units are suitable and timely? How? (50% of the total value of the indicator)

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

6.¹⁰ (Indicator 2.2.2.) Do you think that the decisions and guidelines adopted by the regional coordinators yield positive outcomes? (30% of the total value of the indicator)

With a very high opinion (100% - 75%)	Without a very high opinion/ at least one case a month (74% - 40%)	With a negative opinion (39% - 0%)
---------------------------------------	--	------------------------------------

7. (Indicator 2.3.1.) Do you visit the education units? (10% of the total value of the indicator)

Yes (100%)	No (0%)
------------	---------

9.¹¹ (Indicator 2.3.2.) How often do you visit the education units? (40% of the total value of the indicator)

Two or more times a year (90%)	Once a year (10%)	Not at all (0%)
--------------------------------	-------------------	-----------------

¹⁰ Translator's note: In the original text, the number six follows four.

¹¹ Translator's note: In the original text, the number nine follows seven.

10. (Indicator 2.3.2.) Could you explain which variables are subject to evaluation on visits to education units? (50% of the total value of the indicator)

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

11. (Indicator 2.3.3.) Being self-critical, could you assert that you have done everything necessary to ensure that your visits to the education units are suitable in terms of frequency and quality? (30% of the total value of the indicator)

Believes that he/she did everything necessary (100% - 75%)	Believes that he/she did the minimum (74% - 40%)	Believes that he/she did almost <i>nothing</i> (39% - 0%)
--	--	---

12. (Indicator 2.4.6.) How do you verify compliance with annual plans? Could you give examples of this control? (30% of the total value of the indicator)

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

13. (Indicator 2.4.2.) Do you participate in project implementation? Could you give examples of your participation? (30% of the total value of the indicator)

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

14. (Indicator 2.4.3.) Do you measure effectiveness by the extent to which objectives have been achieved? Could you name the tools used to measure effectiveness? (10% of the total value of the indicator)

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

15. (Indicator 2.4.4.) Do you think that resources are used efficiently? (10% of the total value of the indicator)

Yes (100%)	No (0%)
------------	---------

16. (Indicator 2.4.4.) How do you measure the utility of resources invested to meet objectives? Are the expected outcomes achieved? Is there value for money? How? (40% of the total value of the indicator)

Very coherent explanation with concrete data (100% - 75%)	Inconsistent explanation without concrete data (74% - 40%)	Ignorance of what has actually has been done and a seemingly unfounded score (39% - 5%)
---	--	---

