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EVALUATION

Mid-term Impact Evaluation of the Afro-Colombian and Indigenous Program 2011-2016

May, 2016

This evaluation was made possible by the support of the American People through the United States Agency for International Development (USAID). The contents of this evaluation are the responsibility of Jorge Gallego, Keri Culver, Centro Nacional de Consultoría, and Management Systems International and do not necessarily reflect the views of USAID or the United States Government.

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We offer our thanks and a photo credit to the USAID/Colombia Flickr site for the cover photo of an ACIP participant with her flourishing cacao, all rights reserved.

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MIDTERM IMPACT EVALUATION OF THE AFRO-COLOMBIAN AND INDIGENOUS PROGRAM (ACIP) 2011-2016

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DISCLAIMER

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ACRONYMS

ACIP	Afro-Colombian and Indigenous Program
ARL	Aseguramiento por Riesgos Profesionales, workers' compensation insurance
COR	Contracting Officers' Representative
CRIC	Consejo Regional Indígena del Cauca (Regional Indigenous Counsel of Cauca)
DEC	Development Experience Clearinghouse
EPS	Entidades Promotoras de Salud, health promoting entities
FCR	Findings, Conclusions and Recommendations
FY	Fiscal Year
ICIAE	Índice de Capacidad Institucional de Atención Étnica, (in English, Assessment of State Institutional Capacity for Attention to Ethnic Minority Needs)
ICOE	Índice de Capacidad Organizacional Étnica (in English, Ethnic Organizational Capacity Index)
INCODER	Instituto Colombiano para el Desarrollo Rural
MADR	Ministerio de Agricultura y Desarrollo Rural
MAIS	Movimiento Alternativo Indígena y Social
PMP	Performance Management Plan
SOW	Statement of Work
USAID	U.S. Agency for International Development

EXECUTIVE SUMMARY

This report summarizes the mid-term measurement of the USAID-funded Afro-Colombian and Indigenous Program (ACIP) impact evaluation. The evaluation design and baseline were undertaken by DevTech and Econometría, while the mid-term was conducted by Management Systems International (MSI) and Centro Nacional de Consultoría (CNC), consistent with the initial design. The mid-term impact evaluation found important gains in formal employment and food security among its Afro-Colombian and indigenous beneficiary households.

EVALUATION PURPOSE AND EVALUATION QUESTIONS

USAID/Colombia requested an external mid-term impact evaluation of ACIP efforts after three years of implementation, to capture progress on indicators defined for baseline data collection in 2013. Key audiences for this evaluation report are the USAID/Colombia Mission Front Office, Technical Offices, and Program Office, and the implementing partners.

The evaluation measures the extent to which ACIP is achieving its goals with target populations. Evaluation results can inform decision-making for the remaining implementation period. The evaluation also identifies best practices and lessons learned to date to maximize the final impacts of the program. The evaluation questions are as follows:

1. To what extent has ACIP increased the socio-economic and political inclusion of ethnic minorities in targeted intervention areas? (Main objective)
2. To what extent has GOC attention to the needs of ethnic minorities increased? To what extent has the capacity of the GOC to protect and grant ethnic minorities their legal and political land rights increased? (Result 1)
3. To what extent did Community-based Organizations participate in policy design and enforcement (i.e., free, prior, and informed consent (FPIC) processes)? (Result 2)
4. To what extent has governance improved in ethnic territories? (Results 1 and 2)
5. To what extent has ACIP increased economic opportunities for Afro-Colombian and indigenous populations? (Result 3)
 - Rural: Program contribution to value chain sustainability and market alliances?
 - Urban: Program contribution to increased formal employment for ethnic minorities?
6. How effective were the strategies in empowering women and youth? (Cross-cutting)

PROJECT BACKGROUND

USAID created its first program for Colombia's Afro-Colombian and indigenous populations, to build human and institutional capacity in ethnic groups and communities, state institutions and the private sector. ACIP implements activities in three geographic regions—Pacific, Caribbean, and Central. With the support from the GOC, the program aims to achieve four results:

- Result 1: Strengthen State institutional capacity;
- Result 2: Strengthen community-based organizations;
- Result 3: Increase access to economic opportunity for ethnic minorities; and
- Result 4: Increase positive messaging of ethnic minority issues.

ACIP includes among its interventions the following cross-cutting themes: gender equality, youth participation, promotion of a culture of legality and improving the living conditions of beneficiaries by improving livelihood, food security and environmental protection.

EVALUATION DESIGN, METHODS AND LIMITATIONS

The impact evaluation design was set at baseline including the main outcomes of interest. Together, the evaluation examines three of the four ACIP results. Methods used are appropriate to each intervention, including a rigorous quasi-experimental survey design (Result 3), qualitative interviews and focus groups (all Results), and the construction of indices (Results 1 and 2.) Result 4 was studied alongside Result 3, and in qualitative research, but without a telephone survey that was used at baseline. Result 4's design, therefore, does not constitute an impact evaluation. At mid-term, sample units paralleled those at baseline, to conduct the comparative analysis, and in the case of the survey, both treatment and control groups.

The design allows for an impact evaluation only of Result 3 on economic opportunities, with treatment and control groups and measures at baseline and midline. The index measures created at baseline for Results 1 and 2 do not meet that standard, but do provide for a comparison over time of treated institutions and organizations. The main study limitation is a high level of attrition among Result 3 survey respondents in both urban and rural areas. Though this round of the impact evaluation of Result 3 is complete in line with the original design, the third round of the impact evaluation, in 2017, will have to re-contact and re-interview nearly all who were interviewed in the mid-term in order to meet the standard for rigor for the endline measure. A second limitation, common to performance evaluations, is the small sample size of government agencies and organizations interviewed. The sample sought was in line with the original design, but should not be construed to be representative.

FINDINGS AND CONCLUSIONS

The findings of the evaluation revolve around the four central results to which ACIP is aimed: the institutional capacity of the State (R1), community and ethnoterritorial organizations (R2), economic opportunities in the countryside and the city (R3), and positive messages and self-identification (R4). The interventions also included cross-cutting themes: the empowerment of women and young people, and land. Finally, we investigate beneficiaries' perceptions of the program. Below we present the main evaluation findings for each of these elements.

The clearest conclusions of the evaluation pertain to the generation of economic opportunities (R3), both in cities and in rural areas. ACIP-supported training and job-seeking strategies in cities increased beneficiaries' employability (including formal employment) and income. Urban beneficiaries were more likely to have a job and a written employment contract, and to be affiliated with the health and pension systems, and their expected monthly income from formal employment is almost COP\$100,000 higher than for similar individuals in the control group. Some focus group participants reported staying in the jobs they obtained, and others reported being promoted. Still others reported not being satisfied with the jobs that they obtained, and continued to look for other opportunities. This is not necessarily negative: respondents simply had higher expectations for themselves, and felt they had wider opportunities because of the training

In the countryside, the program increased households' food security and their ability to pay for their food, the likelihood that they are engaged in a productive activity, the percentage of the land used productively, and the likelihood of having received technical assistance. There were no detectable effects on rural household income or expenditures; however, these results may become apparent later, as productive projects come to fruition.

ACIP also addresses perceptions of ethnic minorities regarding their socio-economic and political inclusion (Result 4). The evaluation of this component is partial, in that there was no relevant

evaluation question linked to the component, and the evaluation design does not meet the standard of an impact evaluation. Among rural R3 respondents, the program has had a positive impact on the perception that the government is concerned about ethnic issues, and on ethnic minorities' participation in activities to claim their rights. However, participants in productive projects perceive that their knowledge of cultural traditions has lessened. This is not uncommon in programs to increase awareness, because their new awareness may include learning about realms of life with which they were previously unfamiliar. The sample for the R3 survey did not include participants from messaging activities directly,¹ so that, too, helps to explain why knowledge gain in these topics was not part of their experience. Among urban R3 respondents, there is a positive impact on participation in activities for claiming rights as well as on knowledge about cultural traditions. This divergence in results demonstrates a difference in the nature of the interventions in rural and urban areas, and in the lifestyles of ethnic groups in the countryside and the cities. R3 respondents had the same perception at midline that they had at baseline, that there is discrimination against minorities or that their issues tend to be ignored.

To evaluate the institutional capacity of the State, we applied the Índice de Capacidad Institucional de Atención Étnica, (in English, Assessment of State Institutional Capacity for Attention to Ethnic Minority Needs) (ICIAE) for a second time (as designed at baseline), through interviews with 10 municipal, departmental and national institutions. Overall, changes were more positive in sites with a majority ethnic population, than for those without such a majority. The qualitative and quantitative data show changes in the following dimensions:

- **Public policy and planning:** Capacity improvement in public policy formulation, but limited evidence of implementation of these very recent policy changes.
- **Investment resources:** Several territories increased resources for ethnic communities, or have included the development of these communities in strategic budget lines.
- **Human and organizational resources:** Only a handful of offices showed an increase in human resources for attending to minority populations.
- **Capabilities and projects:** Ethnic majority sites showed a slight improvement in their perceptions on this dimension, but some reports indicated that there is still resistance to dedicating resources to ethnic issues at the departmental and municipal level.
- **Participatory management:** Sites without ethnic minorities showed a decline in perceptions on this dimension, while sites with ethnic minorities showed improvement.
- **Information systems:** There was improvement in perceptions of information systems but only among sites with ethnic majorities.

The evaluation team conducted 37 semi-structured interviews with organization leaders, with a set of questions based on ACIDI/VOCA's multi-dimensional Índice de Capacidad Organizacional Étnica (in English, Ethnic Organizational Capacity Index) (ICOE) (developed by ACIDI/VOCA during the Program's first year), to track changes in organizational strengths and weaknesses of grassroots ethnic minority organizations (R2). Key findings, by major dimensions, are as follows:

Democracy and participation: *stronger* in both assembly participation and in how decisions are made; *weaker* in committee participation of young people and in training for leadership roles.

¹ Participants in messaging activities were likely included, however, in focus groups.

Autonomy and administration: *stronger* in organizational plans; *weaker* in capital for their organizations' operations and projects.

Cultural identity and human and social development: *stronger* in both cultural preservation and shared knowledge of organizational plans.

Territorial management and control: *greater strength* in the cartographic delimitation of their collective territories.

Representation: *stronger* in participation in the formulation of public policies.

Management of rights: *stronger* in prior consultation; *weaker* in the effective exercise of rights by children and young people.

In terms of cross-cutting themes of the intervention, R2 results show advances in the participation of women in assemblies and in holding management positions. There are no clearly differentiated gender-related results in the urban and rural components of R3. Positive program impacts are found in youth across the urban program, because the program had positive results overall and its target population was young people. With R2 interventions, however, many leaders indicated that youth were not participating more widely in ethnic organization activities. This, despite ACIP having organized a number of important activities with youth organizations in particular. With respect to land, it is clear that there are institutional bottlenecks that affect these processes, particularly in relation to the Colombian Rural Development Institute (INCODER)²; however, restitution cases through the Land Restitution Unit fared better. Participants' perceptions of ACIP are quite positive. They say it has met their expectations, while recognizing aspects that could be improved. Fully 84% of those interviewed in the countryside and 93% in the city would recommend that a relative or friend participate in the program.

² It was announced in November 2015 that INCODER would be abolished and replaced with new institutions.

INTRODUCTION: EVALUATION PURPOSE & QUESTIONS

EVALUATION PURPOSE

USAID/Colombia requested an external mid-term impact evaluation of ACIP efforts after three years of program implementation. The evaluation was designed to capture progress on indicators defined for baseline data collection in 2013. The key intended audiences of the evaluation report are the USAID/Colombia Mission Front Office, Technical Offices, and Program Office, and the implementing partners, at both prime and sub levels.

The evaluation measures the progress on impact and outcome indicators defined under each of the four program results, to determine the extent to which ACIP is achieving its goals with target populations. The results are designed to help improve decision-making for the remaining implementation period, in order to achieve program goals. Finally, the evaluation identifies best practices and lessons learned to date to maximize the final impacts of the program and offers recommendations to support ACIP.

EVALUATION QUESTIONS

The evaluation questions are listed below, and related to their program results.

Figure 1: Evaluation questions³

QUESTION	STRATEGIC LEVEL
1. To what extent has the Program increased the socio-economic and political inclusion of ethnic minorities in the Program's targeted intervention areas?	Main Objective
2. To what extent has GOC attention to the needs of ethnic minorities increased? - To what extent has the capacity of the GOC to protect and grant ethnic minorities their legal and political land rights increased?	Result 1
3. To what extent did Community-based Organizations (CBOs) participate in policy design and enforcement processes (i.e., free, prior, and informed consent (FPIC) processes)?	Results 1 and 2
4. To what extent has governance improved in ethnic territories?	Result 2
5. To what extent has ACIP increased economic opportunities for Afro-Colombian and indigenous populations? • Rural area: Program contribution to value chain sustainability and market alliances? • Urban area: To what extent has the Program increased formal employment for ethnic minorities?	Result 3
6. How effective were the strategies in empowering women and youth?	Cross-cutting

³ We note that there is no evaluation question specifically on Result 4, which likely explains the baseline design, which does not include a specific and methodologically sound design for impact evaluation of that result.

PROJECT BACKGROUND

ACIP is funded through Cooperative Agreement No. AID-514-A-11-00004, as amended, for a five-year period through August 29, 2016, in the sum of \$61.4 million. Its purpose is to increase socio-economic and political inclusion of Afro-Colombian and indigenous populations in three regions of Colombia: Pacific, Caribbean and Central. These groups face social, economic and institutional marginalization, exploitation, and discrimination. Government policies target these groups to raise them from negative cycles of marginalization and poverty, but with mixed effects. This is USAID's first program fully dedicated to improving the lives of Afro-Colombian and indigenous people.

ACIP was launched in 2011. It focuses on building human and institutional capacity of ethnic minorities and communities, state institutions and private sector organizations. It works directly with local communities to develop improvement strategies that will result in social, economic and political inclusion. The ACIP approach includes cross-cutting themes promoting gender equality, youth participation, a legality culture, and enhancement of beneficiaries' living conditions by improving livelihoods, food security, land rights for ethnic communities, and environmental protection. ACIP's target area is comprised of nine urban areas and five rural regions with large ethnic populations, selected by USAID to take advantage of enabling conditions with the local governments and the private sector.⁴

ACIP's results framework is included in the Evaluation Scope of Work (Annex G). It is shaped by the following objectives:

- State Institutional Capacity Strengthened
- Ethnic Minority Community-based Organizations Strengthened
- Rights to Land for Ethnic Communities Increased
- Ethnic Minority Access to Economic Opportunities Increased
- Positive Messaging of Ethnic Issues Increased
- Cross-Cutting Themes

EVALUATION DESIGN & LIMITATIONS

DESIGN

EVAl and CNC used a mixed methods – qualitative and quantitative – approach to examine a set of indicators for each ACIP result. The evaluation sought to understand changes in policies, practices, attitudes and decision-making among community based organizations and partner institutions with respect to ethnic populations. The evaluation also surveyed 2,368 participants in economic opportunity programming. Full detail on methods is included at Annex A.

⁴ “Afro-Colombian and Indigenous Program (ACIP) Year Four Work Plan, October 2014 – September 2015.” Publication prepared by ACDI/VOCA for review by USAID, dated December 18, 2014, and provided to the evaluation team for purposes of background knowledge of the Program.

The survey design, instruments (Annex H) and samples established at baseline were continued in this mid-term measure, to ensure comparability. A control sample interviewed at baseline was re-interviewed, in a longitudinal, quasi-experimental panel approach, allowing detection of program impact over time. The evaluation also replicated the baseline data collection on attitudes and perceptions of ethnic groups, to measure possible ACIP influence through cultural activities and promoting ethnic heritage in the media. As a panel design, only individuals and groups interviewed at baseline were sought for interviews at mid-term.

The team also conducted structured interviews with the institutions and organizations involved with ACIP, using the same instruments (Annex H) used at baseline to capture change over time on indices related to attention to ethnic needs, institutionality and community representation. This evaluation component is not an impact evaluation. For both institutions and organizations, the evaluation team posed additional questions about the progress to date of their ACIP participation. The instrument differed slightly for institutions in sites with and without a majority ethnic population.

LIMITATIONS

The evaluation design followed in this study has certain limitations. First, the design does not allow us to determine a *causal* effect of the program on the State’s attention to ethnic needs (Result 1) or ethnic organizations’ strength (Result 2). Because the design did not include sufficient or sufficiently matched entities or organizations in a quasi-experimental comparison design, the analysis of these results does not correspond to a strict technical definition of an impact evaluation as defined in USAID’s Evaluation Policy.⁵ Instead, the evolution of outcomes is tracked over time, to determine if a particular result is seen or not, and triangulated with focus group and interview data to understand the program and external factors affecting any findings. A further limitation is the small sample size of these evaluation components, particularly for Result 1, reflecting the original design, attrition/refusals, and early beneficiary offices. ACIP has worked with many more government offices (58 in total) and organizations (197 in total)⁶ than could be included in field work, and these results cannot be said to be representative of all of ACIP’s work. As with most evaluations, resource limitations make it impossible to visit all intervention sites, and the original design did not allow for a representative sample, but does provide examples from major categories of intervention.

For Result 3 (economic opportunities) an impact evaluation is conducted, using quasi-experimental techniques. However, for Result 4, only a selection of the original design was repeated. The baseline included telephone surveys with non-ethnic citizens. Unfortunately, this element was not rigorously replicable. Because we could not replicate the sample in a rigorous fashion, results would not provide useful evidence of a change over time in positive messages about ethnic issues among non-ethnic populations, so we excluded this element from the midline measurement. This was the only part of the design for R4 that we did not repeat. The baseline data collection measured

⁵ USAID’s evaluation policy defines an impact evaluation as those that “measure the change in a development outcome that is attributable to a defined intervention; impact evaluations are based on models of cause and effect and require a credible and rigorously defined counterfactual to control for factors other than the intervention that might account for the observed change.” (USAID Evaluation Policy, 2011, p. 2). The baseline design for Results 1, 2 and 4 did not meet the standard of a “credible and rigorously defined counterfactual” with either an experimental or quasi-experimental design; the design for Result 3 did indeed meet this standard, by rigorously matching treatment and comparison samples.

⁶ As of the end of ACIP’s fourth year of programming, per the Afro-Colombian and Indigenous Program (ACIP), Quarter 4 – FY2015, July-September. October 31, 2015, pp. 37-45.

Result 4 only through the Result 3 survey (which does not systematically include Result 4 activity participants) and through this incomplete telephone survey design, and as such does not qualify as an impact evaluation of Result 4.

Second, there was a high degree of attrition in each component. In the case of Result 1, for instance, in this midline the team was able to interview 10 out of 16 entities who were surveyed during the baseline. Two of the six non-respondent entities were not interviewed because they no longer exist and the others refused the interview. In the case of Result 2, we interviewed 37 of the original 42 organizations. The five organizations that were not interviewed at midline were lost because of logistical challenges and the unwillingness of some organizations to be interviewed. The indices of R1 and R2 were adjusted and recalculated so that baseline and midline results were comparable.

The highest level of attrition was suffered in the quantitative survey carried out to measure Results 3 and 4, as about 30% of the interviewees could not be re-interviewed. This was as true for the urban sample as for the rural. Some individuals could not be located, particularly among the urban attrition. Among the lost rural sample were a large number who refused to be interviewed, and respondents who were unavailable. In the case of the quantitative survey, statistical techniques were employed in order to correct the pervasive consequences of attrition,⁷ and to verify whether the results remain robust when considering the remaining sample – which, indeed they did. A full description of these techniques and their outcomes are included in Annex A to this report.

⁷ Power calculations reveal that moderate increases in sampling error occur as a result of the attrition. For instance, in order to find a 15% difference between treatment and control groups, sampling error increases from 4% to 4.9%. To find a difference of 5% the sampling error increases from 4.1% to 5.1%. For more information, see Table A.8 in Annex A.

FINDINGS

RESULT I (RI): INSTITUTIONAL CAPACITY OF THE STATE

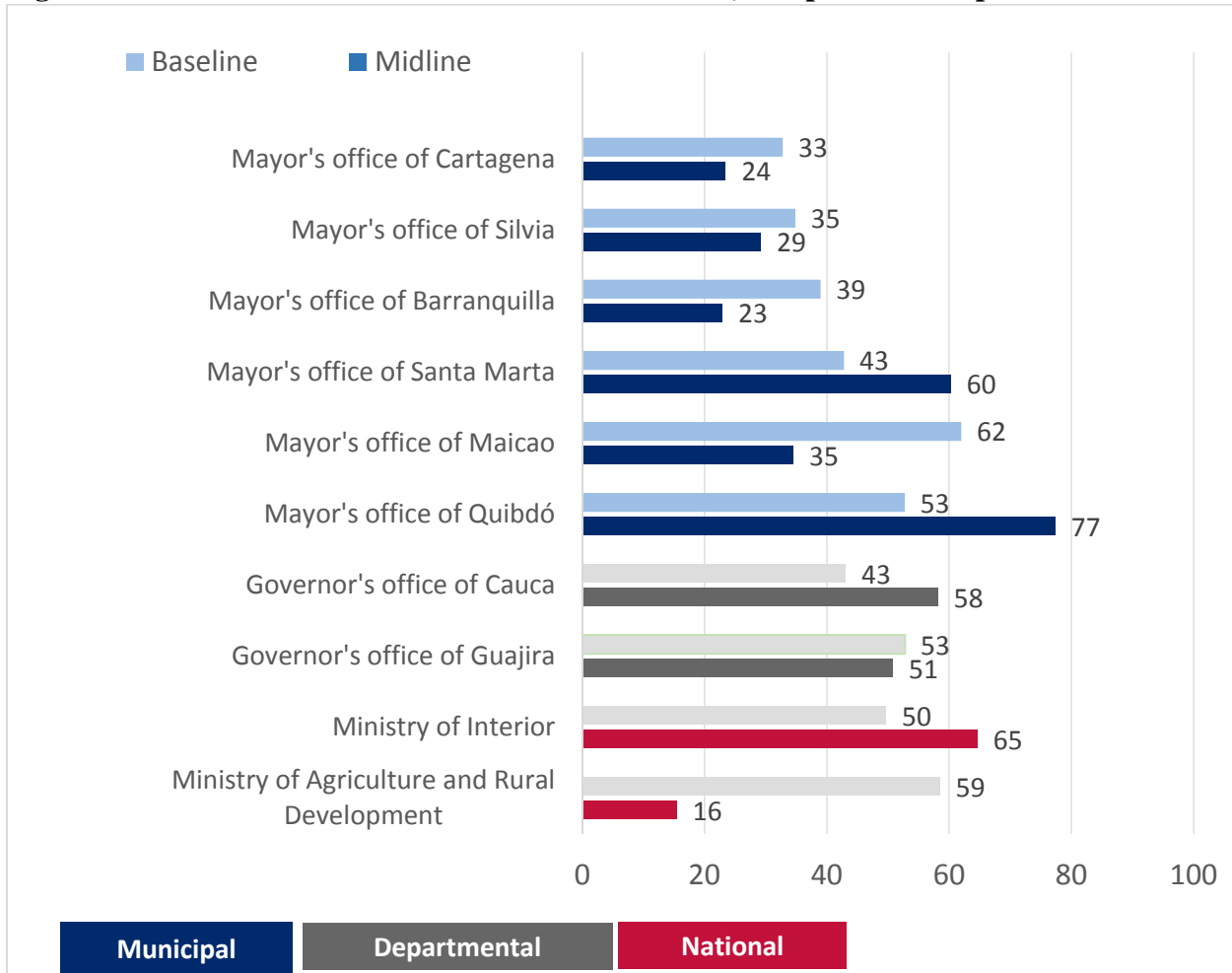
SUMMARY: Changes were more positive in sites with a majority ethnic population, than for those without such a majority. Data show the formation of dozens of new public policies but that the trickier tasks of implementation and evaluation are not yet evident – in some cases because the policies are very recent. Resources budgeted for programs for minority communities increased, but governments do not yet track whether actual expenditures are accruing. Some offices felt more able to implement ethnic-focused projects and others expressed an ongoing lack of capacity for such activities.

In this section, we present the main results of the intervention with State institutions. The team interviewed an array of national, departmental and municipal institutions to measure changes in the Índice de Capacidad Institucional de Atención Étnica, (in English, Assessment of State Institutional Capacity for Attention to Ethnic Minority Needs) (ICIAE). To ensure consistency with the baseline, interviews with officials from the selected entities were guided by the semi-structured ICIAE instrument, grouped into six dimensions of attention to the needs of ethnic minorities. The team completed the index for 10 of the 16 entities treated, and two of the three comparison entities analyzed at the baseline.⁸ In only four interviews were the same respondents interviewed, due to staff turnover and availability, which can affect responses in ways that the evaluation team cannot predict – new respondents may know less or more about the program, or have greater or lesser willingness to discuss the issues, for example. The quantified responses therefore should be considered in light of this potential variation: the fact that there are numeric scores does not make those scores absolute or more robust.

ICIAE scores items on a 0-100 scale, with higher scores indicating greater state capacity. Figure 1.1, below, compares ICIAE scores at baseline and midline for the ten institutions. The pale color shows baseline and the deeper color shows midline scores. The overall score is at the top, followed by scores for municipal, departmental and national institutions. Only four institutions showed significant improvement.

⁸ The six treated institutions that were not interviewed at midline were: the Governor's Office of Chocó, the Mayor's Office of Bojayá, the Mayor's Office of Uribíá, INCODER, and the Presidential Offices of Afro Affairs and Indigenous Affairs. The latter two agencies closed, while the remaining four were unwilling to receive the evaluation team.

Figure 1.1: ICIAE results for treated state institutions, of a possible 100 points



In overall terms, there has been no major change from baseline to midline in the ICIAE measure. The composite ICIAE for these ten institutions fell slightly, from 46.8 to 43.7.^{9,10} But the composite score masks differences in experiences among institutions. Some scores improved compared to baseline (the Mayor’s Offices of Santa Marta and Quibdó, the Governor’s Office of Cauca, and the Ministry of the Interior), while they fell for others (the Mayor’s Offices of Cartagena, Silvia, Barranquilla and Maicao, the Governor’s Office of La Guajira, and the Ministry of Agriculture). The Ministry of Agriculture registered the greatest decline, while the Mayor’s Office of Quibdó showed the greatest improvement. The evaluation’s interviews in Quibdó revealed a very active and engaged leadership in the areas promoted by ACIP, which helps to explain that outcome: one ingredient of success that development projects often mention is having a program “champion” with similar goals and the necessary authority to enact them. For the Ministry of Agriculture, high turnover probably affected negatively the degree of change.

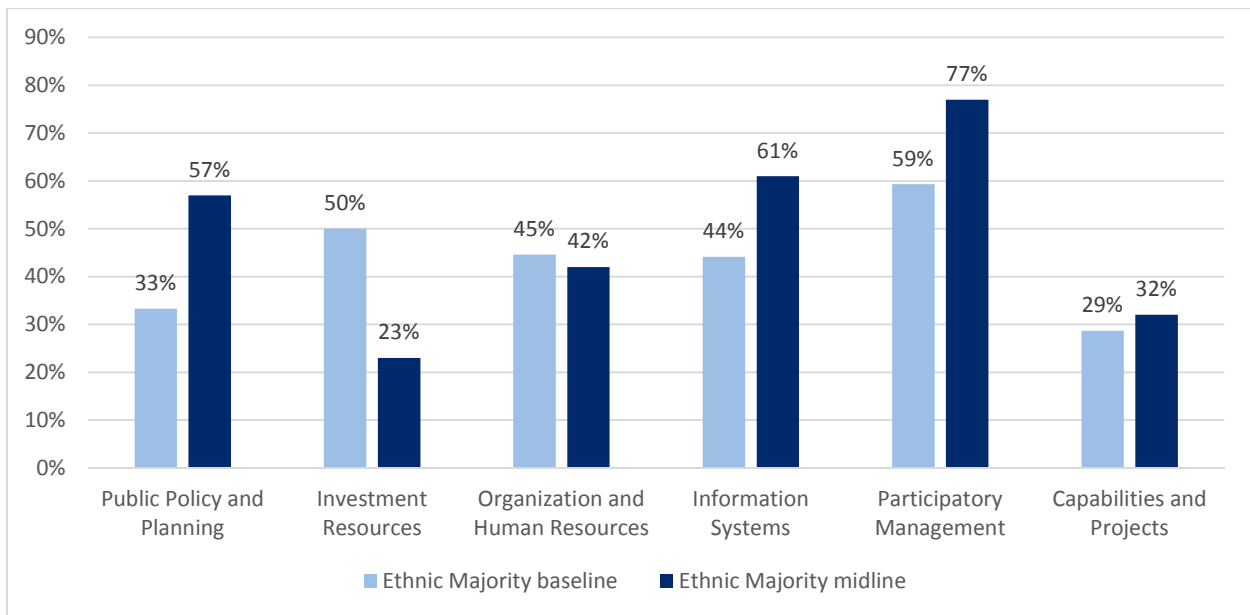
⁹ Whether comparing our ten interviews to the same ten interviewed at baseline, or to all sixteen, the change is the same. The baseline index for all 16 entities was 46.9, essentially the same obtained by limiting analysis to the 10 re-interviewed entities.

¹⁰ Indicator data on these scores for the ACIP Performance Management Plan (PMP) is found in Annex E, including totals and relevant disaggregation.

Institutions serving ethnic majority sites had an average gain of 8 percentage points (pp) across all dimensions combined, while those without an ethnic majority saw a decline of 7 pp.

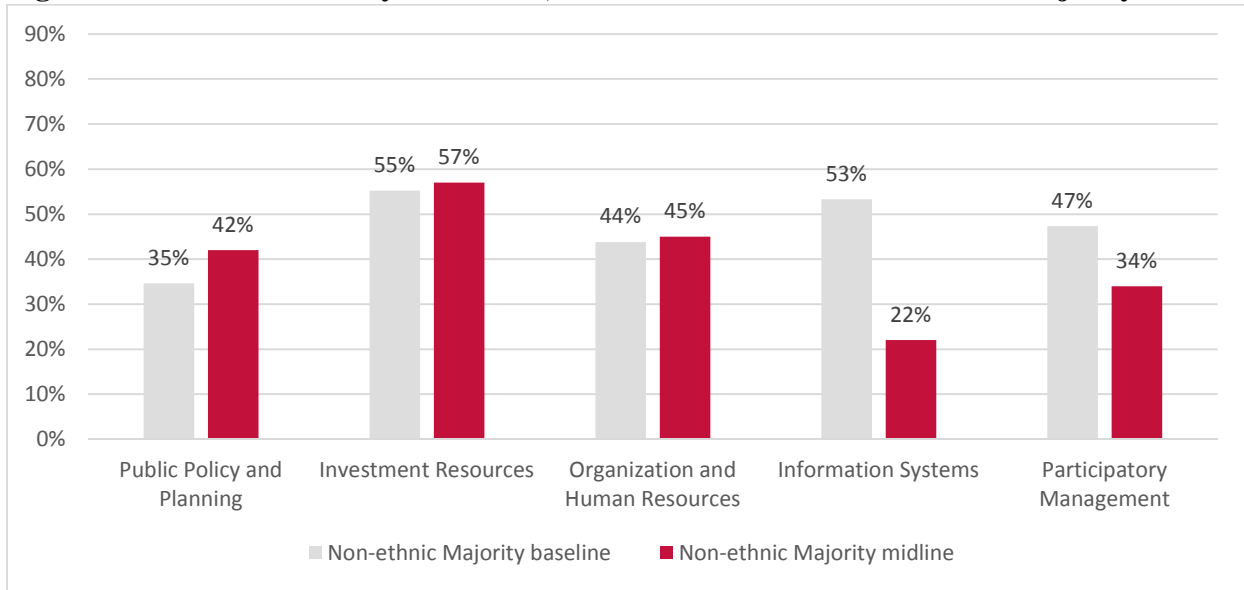
Figure 1.2 breaks down the ICIAE by key activity dimensions: public policy and planning, investment resources, organization and human resources, information systems, participatory management, and capabilities and projects¹¹. This figure and the one that follows show scores for each of these dimensions and by type of entity (that is, a territorial entity with or without an ethnic majority.) Since maximum possible scores among the categories differ, comparisons are based on the percentage of the maximum score achieved by each institution in each dimension.

Figure 1.2: ICIAE results by dimension, for ethnic majority institutions



¹¹ The capabilities and projects category is used only for entities located in areas with ethnic majorities.

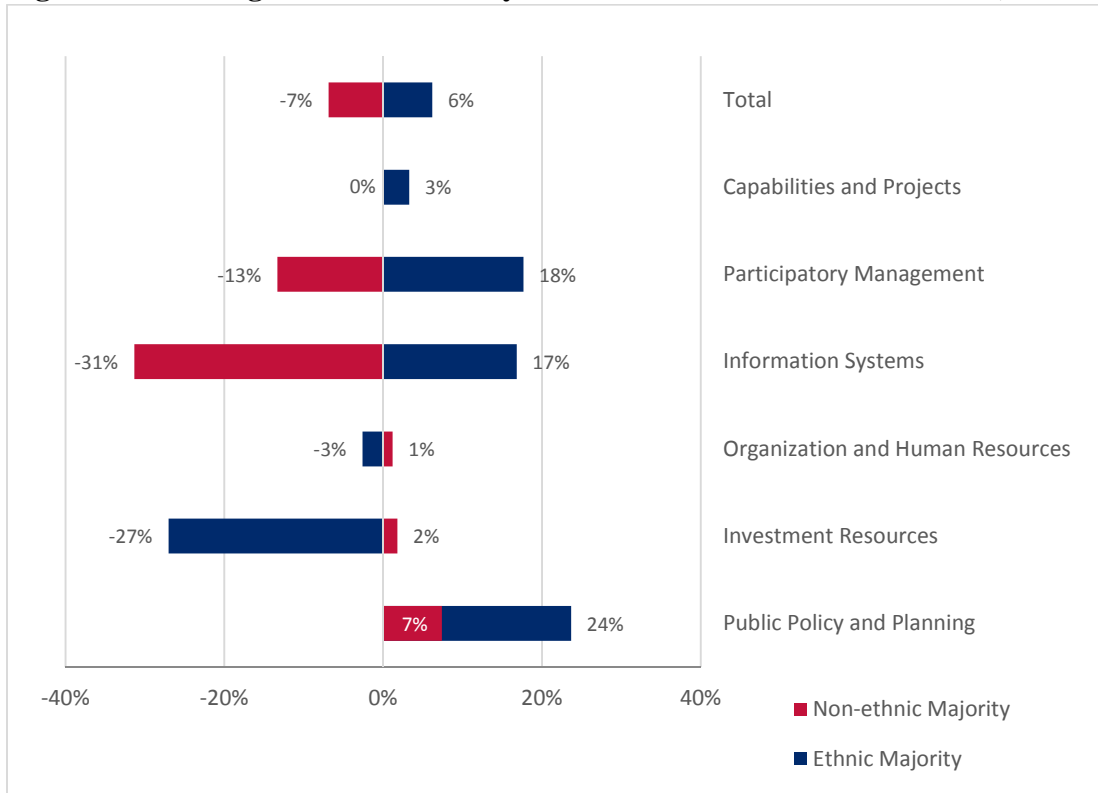
Figure 1.2: ICIAE results by dimension, for institutions without an ethnic majority



Sites with and without ethnic majorities had nearly the same scores at baseline. However, at midline there was a difference of 13 points in favor of entities with an ethnic majority.¹² The entities without an ethnic majority scored lower in general, and when they did improve, they did not do so by much. The entities with an ethnic majority improved in four dimensions, and very significantly in three of these. As a national-level institution, the Ministry of Agriculture, does not have an ethnic majority; its strongly negative score from baseline to midline affects the negative trend overall of those sites. The percent changes from baseline to midline in the ICIAE dimensions are depicted in Figure 1.4.

¹² Entities with ethnic majorities have more than 50% population of indigenous or Afro-Colombian populations, or both. The firm that carried out the baseline made that distinction in the design, given that these types of sites might react differently to ethnic groups' needs. The results suggest such a difference, though answering that question was not part of this study.

Figure 1.4: Average ICIAE results by dimension for treated institutions (% change)



It is clear that for entities with ethnic majority there is an increase in most categories. From baseline to midline, entities with an ethnic majority show improvements in capabilities and projects, participatory management, information systems, and public policies and planning. They also show declines in human and organization resources and in investment resources. The entities without an ethnic majority show advances in human and organizational resources, investment resources, and public policies and planning, while they decline in participatory management and information systems. The magnitude of the positive changes for ethnic majority sites is also greater than any gains enjoyed in non-ethnic majority sites, resulting in the disparity in the overall scores. In any implementation with government institutions, external factors are at play and highly influential: budgets and staffing decisions are outside the control of the institution itself, and further out of the hands of the ACIP team. The degree to which external factors affect entities in sites with and without an ethnic majority is not known, but the comparison is strong: sites with ethnic majorities appeared to make greater progress across several dimensions of change.

ACIP leveraged significant funds through public sector sources – USD1.43 billion at the end of the fourth year of the project – and private sector sources – USD 18 million. The program reached their ambitious goals on both counts, and exceeded these goals for the private sector sources by 38%.¹³ Funding sources included national-level Ministries, departmental and municipal governments, specialized agencies such as the Servicio Nacional de Aprendizaje (SENA) and the governmental body working for the sustainable development of the San Andrés, Providencia and Santa Catalina archipelago, known as CORALINA.

¹³ Afro-Colombian and Indigenous Program, Quarter 4 – FY2015, July-September. October 31, 2015, p. 27.

ACIP also leveraged funds for ethnic interventions through the royalties and Contrato Plan funding mechanism, starting early in their implementation with projects such as technical assistance to the government of Chocó. ACIP helped the government access the Gran Darien Contrato Plan to leverage USD615 million for efforts to fight extreme poverty across the region.¹⁴ ACIP assisted the government in Cauca to access USD11.6 million over eight projects funded by royalties.¹⁵ ACIP also undertook such efforts at the local level, for ethnic communities such as the Raizal in San Andrés, where ACIP supported three groups in securing organizational strengthening grants, with cost-share support from the departmental government and the local environmental authority.¹⁶ Through the Contrato Plan funding mechanism, ACIP leveraged USD3.6 million for the construction of a hospital in Acandí, 85% of whose population is Afro-Colombian, indigenous or Raizal.¹⁷

In overall terms, the largest positive change experienced by entities with and without an ethnic majority was in public policy and planning, in line with the results of focus groups and interviews as shown below and in more detail in Annex C (the Findings, Conclusions and Recommendations (FCR) table). For example, the 2013 National Policy on Gender Equality includes a component for Afro-Colombian and indigenous women. ACIP played a significant role in this achievement. Another example in line with these results is that the Governor's Office of Cauca, with ACIP support, formulated and submitted three projects to the General System of Royalties. Several additional examples are found in Annex C (Findings, Conclusions and Recommendations.)

By any reckoning, ACIP's efforts to promote the national government's attention to ethnic minorities was not easy. Two national institutions focused on ethnic issues closed during the period since the baseline, and a high turnover of personnel in the Ministry of the Interior during the same period was reported. It is also apparent that there have been problems with the institutional commitment at a national level from the beginning. INCODER staff refused to be interviewed, which was crucial for the interests of this evaluation. Since data collection ended for the evaluation, INCODER was abolished and two new institutions have been created in its place.

ACIP supported and strengthened the entities in terms of the formulation of public policies, 52 as of the end of ACIP's fourth year,¹⁸ and in their inclusion in official development plans. This result holds for both governors and mayors, and for places with and without ethnic majority populations. At the national level, ACIP provided technical assistance around the Ministry of Interior and National Planning Department's response to 115 free, informed prior consent processes with Afro-Colombian communities.¹⁹ There were not enough national level entities to draw conclusions, including those that closed and those whose staff refused to be interviewed. Both conditions support the hypothesis that ACIP faced significant challenges at the national level. Evidence from in-depth interviews in the field supports the formulation of public policies in territories such as Cauca,²⁰ Guajira, Valledupar,²¹ and Barranquilla,²² and their inclusion in development plans for

¹⁴ Afro-Colombian and Indigenous Program, Quarter 4 – FY2012, July-September. October 31, 2012, p. 8.

¹⁵ Afro-Colombian and Indigenous Program (ACIP), Quarter 4 – FY2013, July-September. October 31, 2013, pp. 5, 8.

¹⁶ Afro-Colombian and Indigenous Program (ACIP), Quarter 4 – FY2013, July-September. October 31, 2013, p. 12.

¹⁷ Afro-Colombian and Indigenous Program (ACIP), Quarter 4 – FY2014, July-September. October 31, 2014, pp. 8-9.

¹⁸ Afro-Colombian and Indigenous Program (ACIP), Quarter 4 – FY2015, July-September. October 31, 2015, pp. 8-9.

¹⁹ Afro-Colombian and Indigenous Program (ACIP), Quarter 4 – FY2014, July-September. October 31, 2014, p. 8.

²⁰ National Public Policy on Gender Equality, approved in 2013.

²¹ Training of personnel of the Office of Indigenous Affairs in La Guajira Department and the Valledupar Mayor's Office.

²² Support for meetings and awareness-raising related to public policy for Afro-descendants, Mayor's Office of Barranquilla.

those sites. In Santa Marta,²³ Chocó and Quibdó, implementation was to be monitored by ACIP-supported information systems.²⁴ ACIP provided logistical support for meetings and events for the formulation of policies, advice to the staff of territorial entities, and well-received workshops and/or training for nearly 1,300 government personnel.²⁵ However, it is important to note that there is no evidence of improvements in the government's capacity to implement and monitor the policies formulated, as reflected in ICIAE and interview data from Barranquilla, Cartagena, Cali, Lloró and Cauca (please see findings 2.9 to 2.15 in Annex C). However, in some cases the policies were said to be quite newly passed, and as such had not had time to be implemented yet.

Regarding the planning and investment of public resources in ethnic communities, territories such as Cauca,²⁶ Cartagena,²⁷ Guajira²⁸ and Barranquilla²⁹ increased resources for ethnic communities, or have included the development of these communities in strategic budget lines. There is little evidence of budget increases by the mayor's offices of Santa Marta, Maicao and Valledupar for purposes related to ethnic minorities, though interviewees in these sites stated that there is constant support for investment projects with the ethnic communities.

As for organization and human resources, only the Mayor's Offices of Quibdó³⁰ and Riohacha and the Governor's Office of Cauca³¹ showed an increase in human resources for attending to minority populations, while in municipalities such as Silvia, San Andrés,³² Cartagena and Barranquilla³³ there was no evidence of increased personnel for assisting this population. Capacity building with Some interviewees praised ACIP for the enrichment and value of training, while some responses also indicated that cooperation was not as strong as hoped. One respondent felt that ACIP did not make every effort to include the government in policy development debates, while another felt closer coordination would be helpful. Another trend seen in the data was that resistance to dedicating time and resources to ethnic issues still exists in some institutions.

RESULT 2 (R2): ETHNIC MINORITY GRASSROOTS ORGANIZATIONS

SUMMARY: Organization leaders reported improvements in assembly participation and organizational planning, as well as in participation in public policy development. This aligns well with the ACIP experience with local governments, reported under Result 1. Leaders were pleased with progress in cultural preservation, sharing plans with their communities, and prior consultation. Leaders report that the organizations are weak in youth participation and getting capital for operations. However, ACIP supported many

²³ Afro-Colombian and Indigenous Program (ACIP), Quarter 4 – FY2014, July-September. October 31, 2014, p. 27.

²⁴ Afro-Colombian and Indigenous Program (ACIP), Quarter 4 – FY2013, July-September. October 31, 2013, p. 21.

²⁵ Afro-Colombian and Indigenous Program (ACIP), Quarter 4 – FY2015, July-September. October 31, 2015, p. 27.

²⁶ There was an increase in 2014 resources for “Afro-Colombians and indigenous people in territorial coexistence” and six royalty projects in three thematic lines (ethno-education, culture and productive projects). There were also specific budgets for activities related to ethnic groups planned in development plans and supported with their POAIs.

²⁷ Ethnic issues are part of the strategic focus areas of the secretariat responsible for such matters.

²⁸ We found budget increases for ethnic population in La Guajira with respect to executing the 2008-2011 Investment Plan.

²⁹ In the program's first phase, the Mayor's Office funded projects totaling COP 700,000,000, or 19% of the budget.

³⁰ The Quibdó Mayor's Office has one official and two contractors dedicated to addressing issues of minority ethnic groups.

³¹ The Land Restitution Unit and Cauca's Governor's Office have staff responsible for responding to needs of ethnic groups.

³² Several officials and contractors reported that they were not integrated in the processes for the formulation of public policy instruments and reports conducted by the Raizal consultants hired by ACDI VOCA.

³³ The Mayor's Office of Barranquilla does not have a specific group/office for the indigenous and Afro-Colombian population.

youth-oriented activities, including a ground-breaking Youth Policy in Quibdó, now incorporated into its development plan.

This section presents evaluation results related to the strengthening of ethnic minority grassroots organizations, which include community and territorial organizations. Semi-structured interviews were conducted with staff of 37 organizations³⁴ to track changes in organizational strengths and weaknesses since baseline using complementary surveys with leaders of Indigenous and Afro-Colombian organizations. Interviews, consistent with the baseline, focused on the following capacity dimensions:

- Democracy and participation
- Autonomy and administration
- Cultural identity and social and human development
- Territorial management and control
- Representation and advocacy

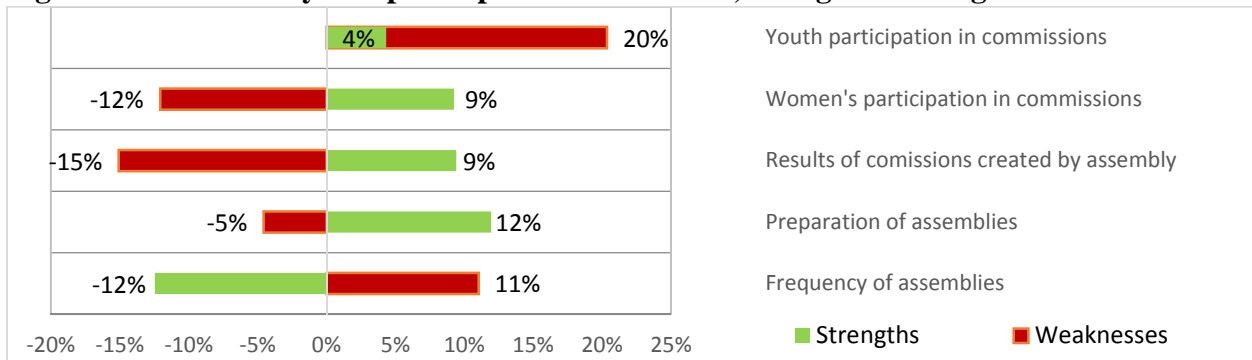
Fieldwork included extended in-depth interviews with organizational respondents in addition to their responses to the semi-structured instrument. For each dimension in the instrument, the leaders identified three strengths and three weaknesses of their organizations. The evaluation presents the percentage of leaders who identified a component as a strength and the percentage who identified it as a weakness. As each leader identified three strengths and three weaknesses, the percentages do not add up to 100. The analysis that follows shows the change in percentages of leaders citing a given element as a strength or weakness. This design means that new strengths or weaknesses can emerge, both objectively and as subjective perceptions. For example, something cited as a great strength at baseline may drop, not because it is no longer a strength, but because the leaders have focused on new elements as a result of their participation in ACIP. Or an element may emerge as a weakness, primarily because leaders are now more aware of it, also due to their exposure through ACIP, or for some other reason. The results, therefore, should not be read as having succeeded or failed with a given component, but rather as focus areas for further intervention that the organizations themselves have identified.

Figure 2.1 presents results for the democracy and participation dimension of ACIP interventions with organizations. The principal positive change is in preparing assemblies. There is also marked improvement from baseline to midline in that the degree to which women participate in commissions is now seen more widely as a strength. From 2013 to 2015, there is a nine percent increase in the number of leaders that consider this aspect a strength, and at the same time there is a 12 percent decrease in the perception that it is a weakness. This suggests that ACIP had a positive effect on women's participation in commissions.³⁵

³⁴ Of 42 organizations interviewed at baseline, three could not be interviewed for logistical reasons and two refused the interview.

³⁵ Indicator data on these women's and youth participation data for the ACIP PMP is found in Annex E, including totals and relevant disaggregation.

Figure 2.1: Democracy and participation: Assemblies, changes in strengths and weaknesses



However, the results are not similarly positive with respect to youth participation. There is a 20 percent increase in leaders who see this as a weakness likely reflecting ACIP’s awareness-raising effect on the issue. Focus groups and interviews support the hypothesis that inclusion of women was stronger than was the case for youth. For instance, leaders and functionaries in the Caribbean region acknowledge that for training activities ACIP required a minimum 40% of women participation. Equivalent evidence of quotas or other incentives for youth is not evident. However, evidence from ACIP’s reporting shows the program’s involvement with youth chapters of ethnic organizations, such as their support to the Youth Platform which comprises 30 organizations and 1,400 members, and which participated in the development of Quibdó’s youth public policy.³⁶ ACIP has worked with other youth organizations as well, such as the Helping Youth Organization in Providencia and Santa Catalina,³⁷ and Fundación SER AFRO in Santa Marta with technical assistance for public policy involvement and leveraging funds for projects.³⁸

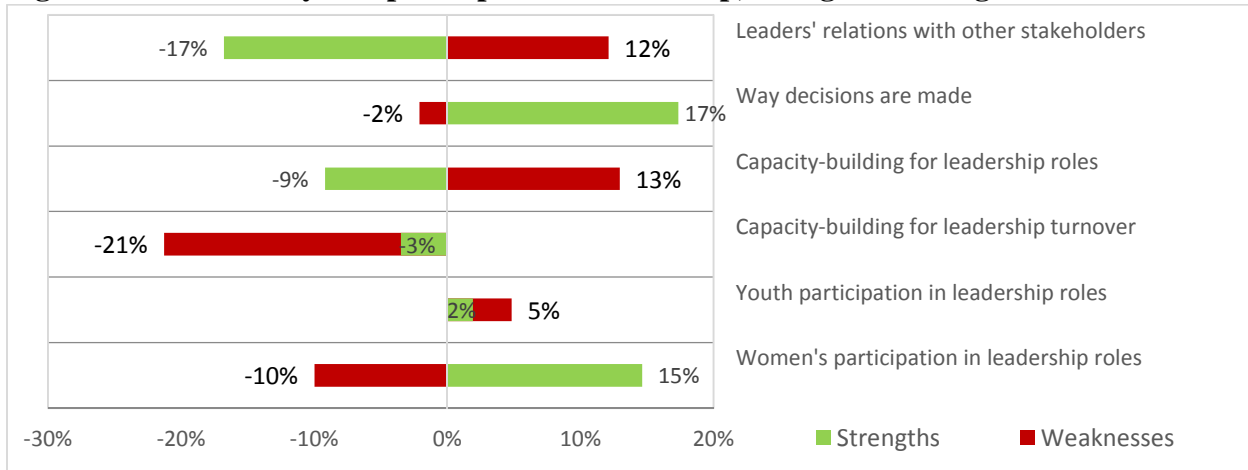
Figure 2.2 presents results in the dimension of management positions and leadership. The main strengths identified are the way in which decisions are made, and the participation of women in management positions, with notable improvements against baseline for both.

³⁶ Afro-Colombian and Indigenous Program (ACIP), Quarter 1 – FY2016, October-December. January 31, 2016, p. 9.

³⁷ Afro-Colombian and Indigenous Program (ACIP), Quarter 3 – FY2015, April-June. July 31, 2015, p. 13.

³⁸ Afro-Colombian and Indigenous Program (ACIP), Quarter 1 – FY2015, October-December. January 31, 2015, p. 15.

Figure 2.2: Democracy and participation: Leadership, changes in strengths and weaknesses



On the other hand, the weaknesses that grew at midline were leadership training, leaders' relationships with other stakeholders, and the participation of young people in such positions. Leaders increasingly felt their organizations were weak in this area, showing that the youth component has not progressed as expected, and as mentioned above, possibly reflecting a new-found awareness owing to ACIP activities. The evaluation team inferred from some comments that leaders may feel threatened by youth participation, possibly suggesting new avenues to pursue in attempting to change this dynamic. ACIP has indeed prioritized activities with youth in these organizations, such as leadership training, cultural and sport activities, unique educational opportunities, and support to youth chapters of those organizations.

Aligned with the results presented in Figures 2.1 and 2.2, findings from the in-depth interviews also support an overall conclusion that ACIP's activities may have helped foster a more prominent role for women in some organizations. For example, ACIDI/VOCA supported several Afro-Colombian women's organizations to conduct a women's event during the World Summit of Afro Mayors held in Cali in 2013. Also in that year, ACIP supported more than 100 Afro-Colombian women leaders in an international conference focusing on women with African roots. These activities³⁹ support the strong performance of women's participation in the interview results. It is one of the strongest gains found by the evaluation.

Figure 2.3 presents changes in perceived strengths and weaknesses with respect to organizations' autonomy and administration. The greatest positive changes are seen in the administration and accounting training (25% more see it as a strength), in the existence of financial statements (9% more) and progress on their own plan (13%). Leaders more frequently cited weaknesses in terms of the organizations' budgets, the articulation of their own development plans with those of the department or *municipio*, and management during the last two years. These findings seem quite consistent with organizations' coming to be more aware of certain aspects through ACIP programming, taking steps to address them, but not yet being fully self-sustainable. They are also consistent with the lack of resources; as at baseline, the existence of capital was the most frequently cited weakness at midline. Focus groups and interviews suggest positive results in some

³⁹ And several others: please see the Findings, Conclusions and Recommendations table in Annex C for further detail.

organizations, but almost all asserted that they do not yet have sufficient administrative capacities for their own management.

Figure 2.3: Autonomy and management, changes in strengths and weaknesses

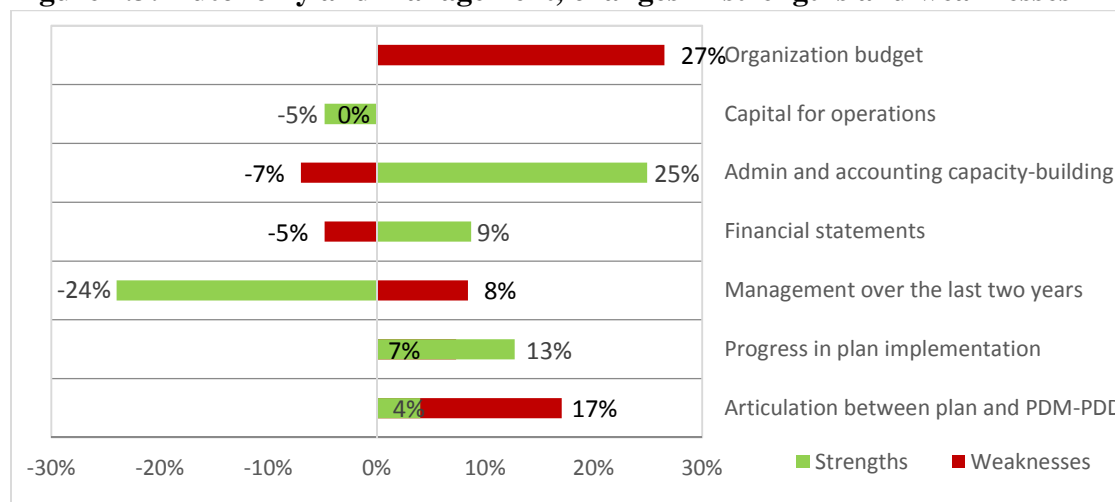


Figure 2.4 presents the results in terms of cultural identity and human and social development. The change in strengths favored members’ knowledge about their organizations’ plans and management of tensions, differences and conflicts in the community. Leaders also identified these elements as notable strengths in the baseline. A cooperative of the Wayuu Epinayu Clan said that it has reestablished and strengthened its cultural identity and organizational autonomy thanks to the ACIP-supported cemetery improvements. Six urban indigenous councils in Cali recognized strengthening of cultural identity, stating that ACIP support helped them recover their cultural identity. Fewer leaders said that women’s participation was a weakness, though few also said it was a strength. Slightly fewer leaders called identifying vital elements of cultural cohesion a strength at midline than at baseline.

Figure 2.4: Cultural identity, social/human development, changes in strengths and weaknesses

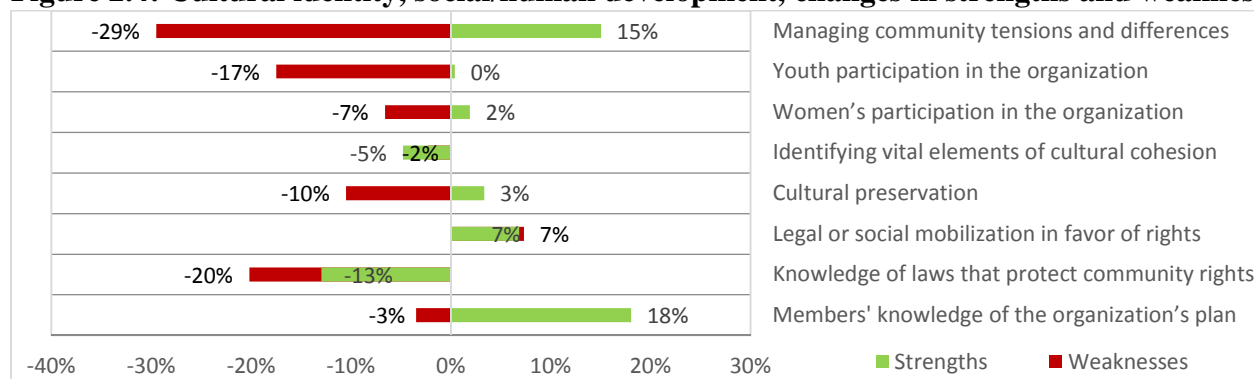
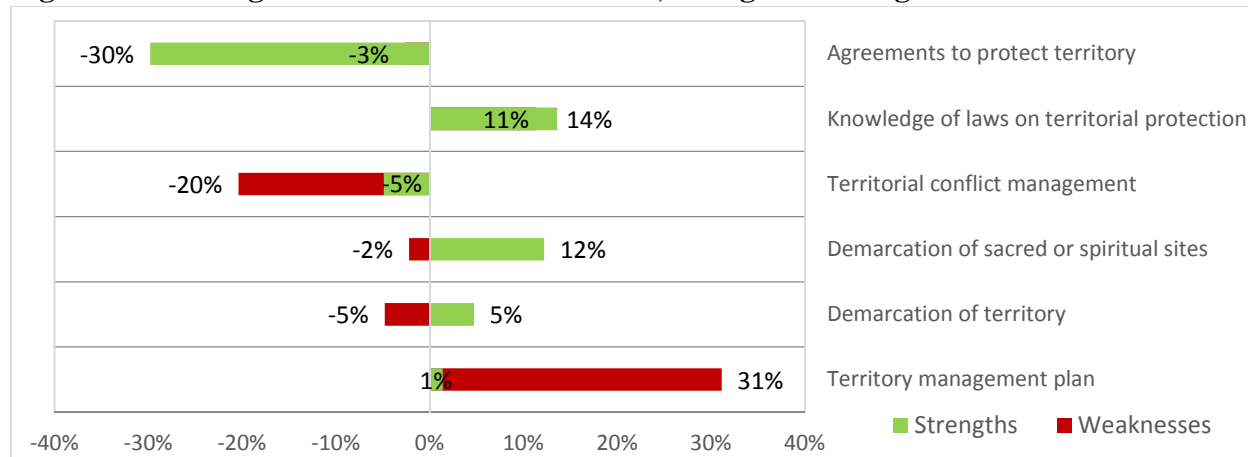


Figure 2.5 presents the changes in strengths and weaknesses with regard to the management and control of the organizations’ territory. The most positive changes include knowledge of legislation about territorial protection, and demarcation of sacred sites. It is notable that percentages are low overall in this dimension; there are several important negative changes as well since the program began. As mentioned above, there are significant government bottlenecks when it comes to efforts

in land restitution and titling. ACIP can only go so far in these efforts with the communities it supports, when the government response is slow or weak. As a result, the findings in management and territorial control are mixed.

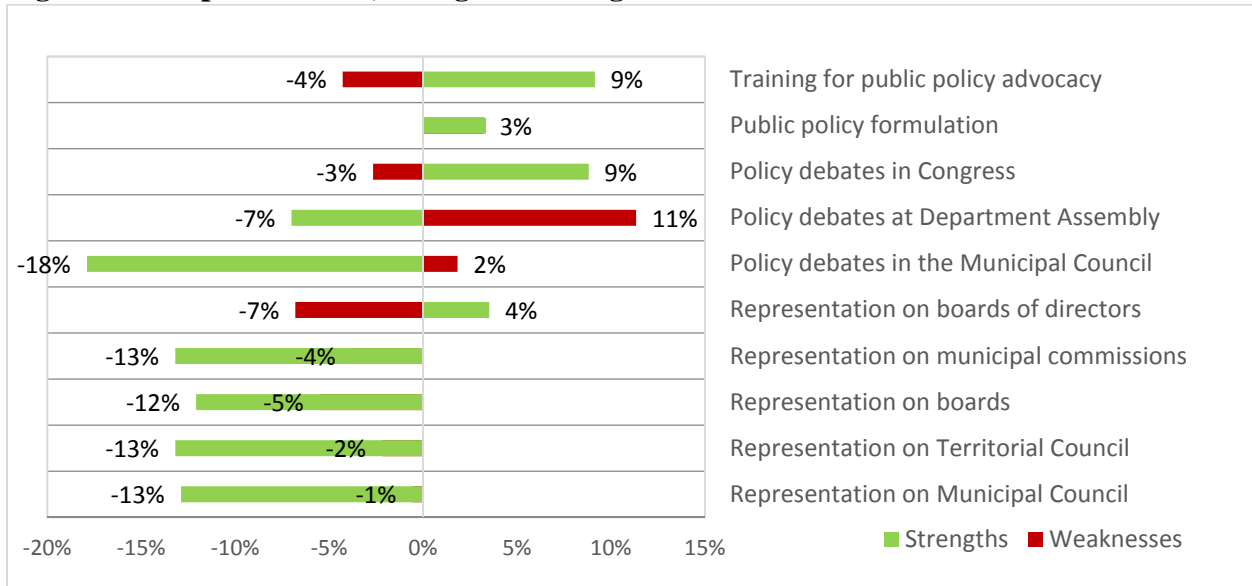
Figure 2.5: Management and territorial control, changes in strengths and weaknesses



Field interviews indicate that ACIP helped the Association of Community Councils of Northern Cauca (ACONC) to identify and describe 5,000 families in its territories and to send this information to the government and the Constitutional Court. This effort contributes to and fortifies their knowledge of the legislation relating to protection of their territories. On the other hand, across organizations, a majority identifies the territorial management plan as a weakness, and far fewer leaders said their internal agreements were a strength, as they had been at baseline. As has been seen throughout the data, the principal achievements have been seen in the acquisition of knowledge and skills, while there are still weaknesses – possibly exacerbated by new awareness – in the application of these knowledge and skill sets. This, too, feeds and is fed by the difficult relationships with national-level bodies, particularly INCODER.

The results for the dimension of representation are presented in Figure 2.6, below. The principal advances have been made in training to advocate in public policy processes and to debate public policy in Congress. In line with what was found in the qualitative field work and the findings regarding State institutions’ attention to ethnic issues, in absolute terms participants perceive a growing strength in the formulation of public policy. For example, the Kankuamo, Kogui and Malayo – Arhuaco indigenous *cabildos* make note of their consensual participation in policy formation through their representation in political parties and organizations. Some such organizations include the Wiwa Delegation, Consejo Regional Indígena del Cauca (CRIC) and Movimiento Alternativo Indígena y Social (MAIS), as well as associations of resguardos like Cooperativa Multiactiva Indígena Wayuu of the Epinayu clan. Civil society organizations in Barranquilla were trained by ACIP to participate in the formulation of public policy for Afro-Colombian populations. Nevertheless, these organizations report that they were not invited by the State to participate nor involved in the processes of implementing these same policies.

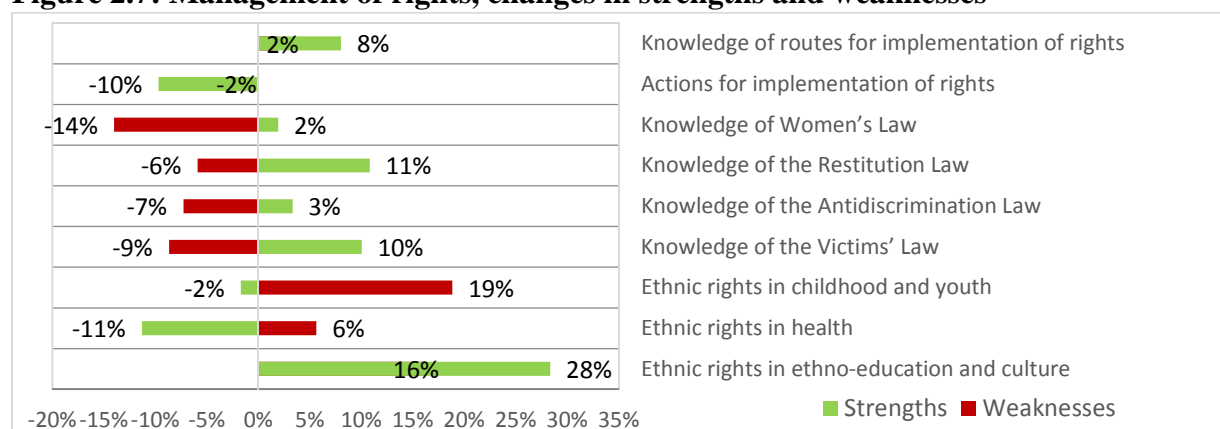
Figure 2.6: Representation, changes in strengths and weaknesses



Weaknesses that were more frequently mentioned were participation in public policy debates at the departmental and municipal levels. These findings show that in terms of governance, the space these communities find at the legislative organs of their own territories is very limited, which is consistent with their baseline responses. This makes the political inclusion of these historically marginalized communities even more difficult. These findings coincide with results from in-depth interviews. The organization respondents indicate that these spaces for civil society do exist at departmental and municipal levels but that they are not operative or functional. For example, in Chocó, respondents report that their political participation is limited and there is evident disinterest on the part of the government institutions to include the organizations in their processes.

Finally, Figure 2.7 presents results around rights management. The greatest positive changes are in the exercise of rights in ethno-education and culture, and knowledge of laws and routes for implementation of rights, while the negative changes most frequently cited were exercising ethnic rights for childhood and adolescence and taking actions for effective implementation of rights.

Figure 2.7: Management of rights, changes in strengths and weaknesses



RESULT 3 (R3): ECONOMIC OPPORTUNITIES FOR ETHNIC MINORITIES

3.1 Economic Opportunities for Ethnic Minorities in Urban Areas

SUMMARY: ACIP has increased urban beneficiaries' economic opportunities. In 2015, it is more probable that they are working, looking for other jobs, working part time, have a written contract, and are affiliated with the health, pension and ARL systems; it is less likely that they are studying. Their average monthly income from formal employment is almost \$100,000 COP higher (USD \$25-28, depending on exchange rate.)

ACIP seeks to enhance Afro-Colombian and indigenous access to the formal labor market through partnerships with the private sector. ACIP has provided training to 9,195 participants⁴⁰ to make them more competitive in the labor market and increase their chances of finding formal employment. ACIP reports that their targeted private sector firms saw a 90% change in the proportion of Afro-Colombian and indigenous employees hired during FY2015.⁴¹ This section of the report examines the causal effects of the intervention on impact indicators of economic opportunity, to determine ACIP's impact on economic opportunities for minority groups in targeted cities. The survey sample is shown in Figure 3.1.

Figure 3.1: Survey sample, urban participants, disaggregated by ethnic group and sex

	Treatment	Control	Total
Indigenous	86 ⁴²	55	141
Afro-Colombians	412	338	750
Not self-identified as either	7	60	67
Women	308	288	596
Men	197	165	362

⁴⁰ Afro-Colombian and Indigenous Program (ACIP), Quarter 4 – FY2015, July-September. October 31, 2015, p. 27. This figure represents 88% of the Life of Project goal. On average between urban and rural economic opportunities programming, women make up 55% of these participants.

⁴¹ Ibid.

⁴² The small number of indigenous respondents means findings are less likely to be statistically significant, as seen below. This appears to be because far more Afro-Colombians participated in the urban program, not any kind of over- or under-sampling.

Total surveyed persons	505	453	958
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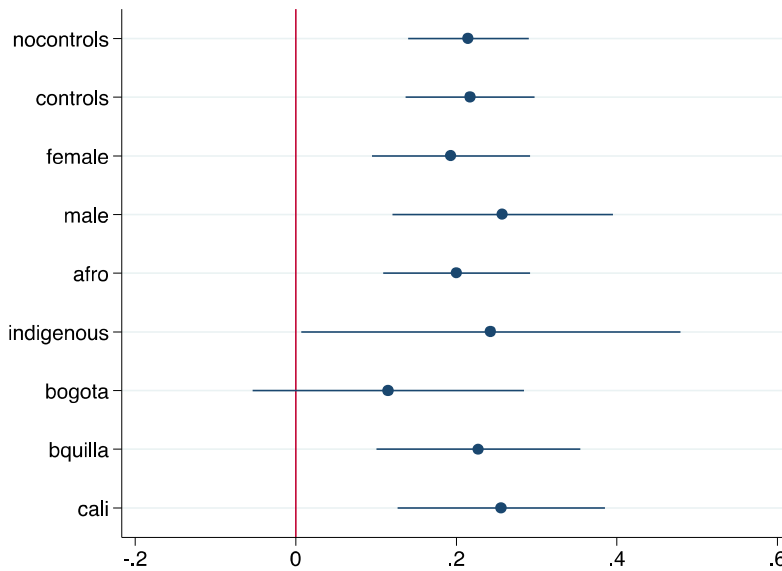
To estimate the causal effects of the program, the evaluation team followed the baseline design described in the introductory chapter of this report. Taking advantage of the longitudinal nature of the data, we used the differences-in-paired-differences method, described in Annex A with detail of methods and design. That is, we compared the changes over time in the average of each variable of interest between treatment and control groups. When the difference is greater than zero, it is because the program has had a positive impact on that variable. The variables examined are employability; time dedicated to work, studying and job hunting; work formality and affiliation with benefits; and income from formal employment.

Following are a series of graphical representations of the results obtained for the variables of interest. Each figure presents the coefficients estimated in the different models. We first present the estimates for the model that includes the entire sample of interviewees, but which does not control for the attributes of the individuals. The model then controls for individual attributes, like age, gender, ethnicity, household size, whether the head of household is a child, whether the head of household is a parent, displacement, victimization, receipt of State subsidies, education level and number of children.⁴³ The final set of models is their location: residents of Bogotá, Barranquilla, and Cali. The models check the robustness of the results and examine whether different subgroups have different impacts.

Figure 3.2 summarizes the results of the first variable, “employability.” The coefficient compares treatment and control groups for their probability of being employed in 2015 versus 2013. If the point is to the right of zero, the effect of the program is positive; if the point is to the left of zero, the program effect is negative. For employability, the point estimate is positive in all of the models, indicating that ACIP has had a positive effect. That is, from 2013 to 2015, the beneficiaries of the program showed an increase in the probability of being employed.

⁴³ In Annex D, all regression tables for the analyses are included, including the coefficients of the interactions, for treatment and control, from baseline to midline. Given that most variables are dummies, these changes are expressed in percentages.

Figure 3.2: Treatment effect on the probability of being employed



The horizontal line accompanying each estimate corresponds to the 95% confidence interval. If this line does not cross zero, the effect is statistically significant at a 95% confidence level. This is a high confidence level, and some of the evaluation's findings are significant at a slightly less rigorous 90% confidence level, also generally accepted in social science literature as significant. In Figure 3.2 ACIP can be seen to have had a positive and significant effect in almost all cases: for men and women, Afro-Colombians and indigenous people, in Barranquilla and in Cali. The only exception is Bogotá, in which the confidence interval line dips below zero; that is, there is slightly less confidence that Bogotá participants' positive result is statistically significant.

In terms of magnitude, as shown in Table D.1 in Annex D, the change in the probability of being employed is 22% higher for treated individuals than for control individuals, a large effect. Focus group and in-depth data support and explain these positive results on the employability of the beneficiaries. To cite just one example, of the 256 people in the District of Aguablanca who graduated as shoe manufacturing technicians, 203 were hired in the sector.

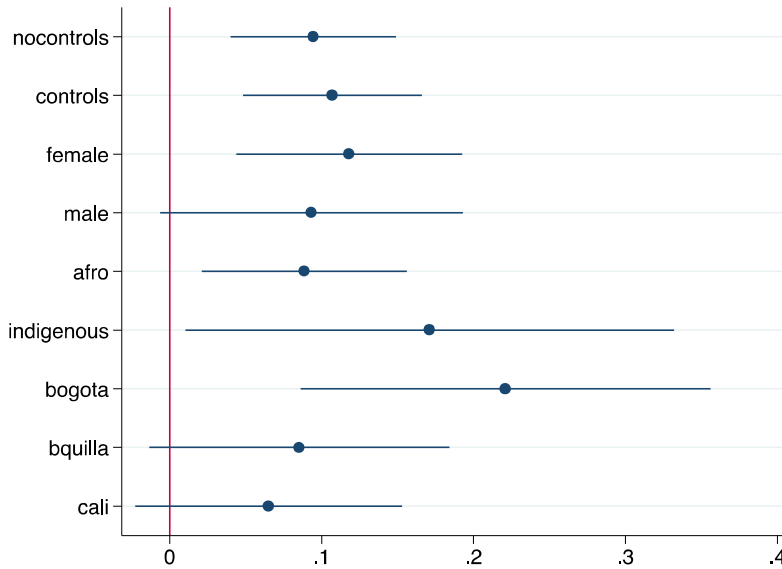
The positive result seems based on ACIP's moving beyond simply training, because it also helped beneficiaries find jobs. Upon forming partnerships with companies that need staff, ACIP then works to improve participants' soft and hard skills to meet those companies' needs. Companies interviewed for the evaluation expressed great motivation to continue with the work, and at least one *municipio* developed a public-private partnership that uses the ACIP approach.

In focus groups, the evaluation team heard from participants who had stayed in the jobs they obtained, and others who had been promoted. Still others reported not being satisfied with the jobs that they obtained, and continued to look for other opportunities, as illustrated by the following results. This is not necessarily negative: respondents simply had higher expectations for themselves, and felt they had wider opportunities because of the training.

Figure 3.3 shows that ACIP has a positive impact on the probability of looking for work. While the training increased the probability that the beneficiaries had jobs, they also continued looking

for work – women more so than men, and those in Bogotá more so than in Barranquilla and Cali.⁴⁴ The qualitative evidence is in line with this finding. For example, the beneficiaries of the Corporación de Desarrollo Productivo (CDP) del Cuero project reported that the program opened new and better paying employment opportunities for them, in general.

Figure 3.3: Treatment effect on the probability of looking for a job



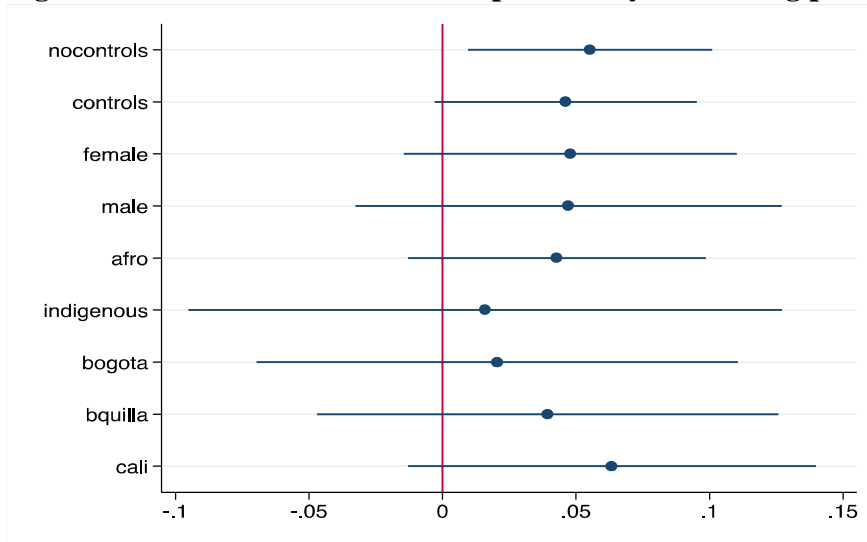
At the same time, the probability of currently studying generally fell for the treated individuals, more so than for control respondents. ACIP beneficiaries now spend less time studying than their peers, after completing the training course with ACIP and now working.

The evaluation team examined the time that respondents spent at work. Figure 3.4 shows that ACIP has a slight positive effect on the probability of working part time or less.⁴⁵ There is a similar slight (5%) negative effect on participants' probability of working full time or greater. These results suggest that the beneficiaries have been employed for less than four hours per day, which may also help explain why they are looking for other jobs.

⁴⁴ Bogotá's results deserve a separate explanation. First, figure 3.1 shows that for this city the program has a null or very small effect on the probability of being employed. Meanwhile, figure 3.2 shows that the largest effect of ACIP on the probability of looking for employment occurs in Bogotá. This evidence suggests that in Bogotá, jobs were more difficult to secure, either for scarcity or some other reason.

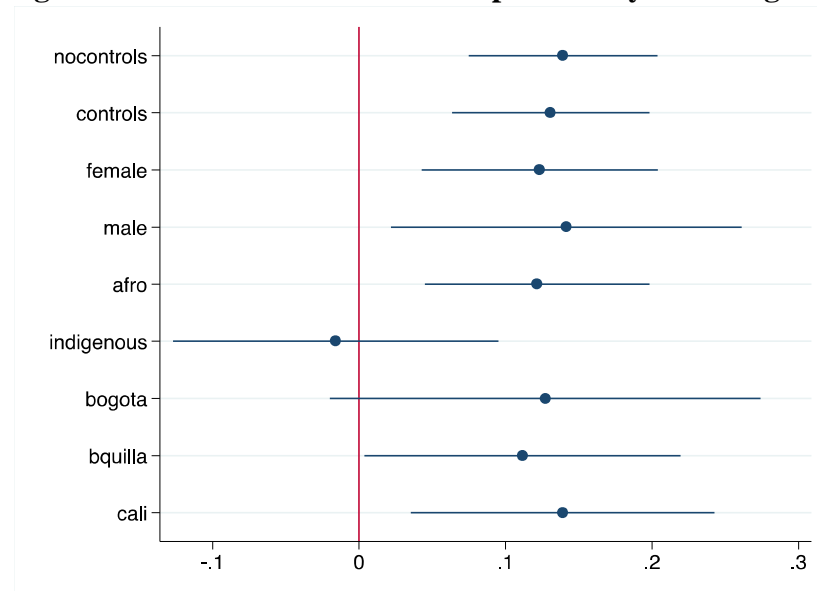
⁴⁵ The effect is significant to 95% in the model without attributes, and 90% in the model that includes attributes.

Figure 3.4: Treatment effect on the probability of working part time or less



ACIP seeks not only to help participants find jobs, but also to ensure that their employment is formal and provides them with benefits. Figure 3.5 shows that ACIP has a positive effect on the probability of having a written contract, which reflects an important advance toward formality. There is also focus group evidence of ACIP’s positive effects on formality. In Barranquilla, for example, participants valued the fact that the program enabled them to move from an informal work dynamic to a formal one, and to manage their own savings. Many respondents cited this move from informal to formal employment as an important change for them, opening greater opportunities and more stable income. Indigenous respondents did not have greater likelihood of a written contract, but the sample for that group was quite small, and the results therefore are not statistically significant.

Figure 3.5: Treatment effect on the probability of having a written contract

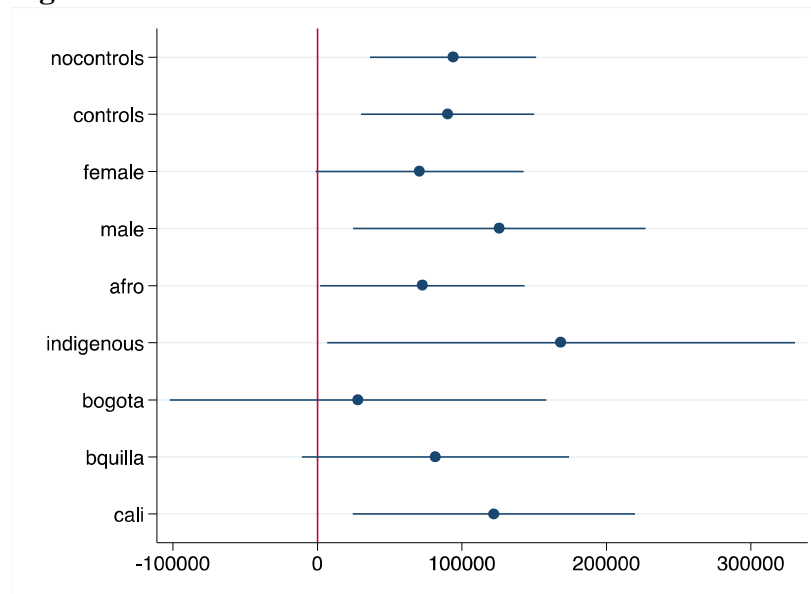


ACIP had no impact on the probability of having a verbal contract. This confirms that the positive impacts of the training are being channeled through formal employment.

It is expected that greater formality will correlate with increased affiliation with the health (EPS), pension and occupational risk insurance (ARL) systems. Women, Afro-Colombians, and those in Cali are significantly more likely to have health care, though the magnitude is low. Women, Afro-Colombians, and those in Bogotá and Cali are significantly more likely than control respondents to be affiliated with the pension system. There is also some evidence that participants are more likely to be affiliated with the ARL, though not in Barranquilla.

Finally, it is expected that ACIP would have repercussions on participants' formal income. Figure 3.6 a positive and significant effect for the treatment versus the control populations in income derived from a formal job.⁴⁶ The difference is over COP\$90,000⁴⁷ higher per month for participants.

Figure 3.6: Treatment effect on formal labor income



This evidence, added to that presented above, leads us to respond affirmatively to the central question of this chapter: has the Afro-Colombian and Indigenous Program (ACIP) increased economic opportunities for minority groups in Colombia (referencing in particular the urban beneficiaries)? In fact, this impact on income is significant for all cases except Bogotá.⁴⁸ The program increases income from formal employment for women, men, Afro-Colombians and indigenous people, in Barranquilla and Cali. The effect is slightly less significant (90% confidence level) for women and for Barranquilla.

The training offered in ACIP's urban program gave many participants important new economic opportunities, in large part because of ACDI/VOCA's efforts to partner proactively with companies looking to hire new employees with the right skill sets. There were a few respondents from the urban program who said they would prefer different types of training: technical or technological training, help with being entrepreneurs, and more challenging topics. Other training

⁴⁶ Due to the design of the baseline survey, it was not possible to recover the income except in cases of formal employment.

⁴⁷ Approximately USD\$30, at exchange rates valid at the time of writing.

⁴⁸ In the case of Bogotá, there is no significant difference in income. This might be because the income is null, or that the sample size is too small to detect any differences.

programs worldwide have failed by providing content that doesn't meet the needs of business, resulting in trained people without work. Input from participants could provide additional lines of training that call for other types of business partnerships.

3.2 Economic Opportunities for Rural Beneficiaries

Summary: ACIP has had modest impacts on rural participants. First, it has increased their levels of food security and the probability that they are able to pay for their food, important factors in a rural economy. There are significant and positive effects on the probability of being involved in productive activities and on the percentage of land area used productively. However, no impacts are found on total expenditures and income.

ACIP seeks to increase economic opportunities in rural communities by providing technical assistance, infrastructure and equipment for productive projects. ACIP projects include the cultivation of cacao, coffee, citrus fruits and bananas, goat farming, forestry activities and fishing. The program has worked with the private sector and rural producer associations to ensure the competitiveness of the productive units in existing markets, and to promote strategic value chain partnerships. The program had supported 3,297 rural households, or 110% of its Life of Project goal, by the end of FY2015.⁴⁹ Figure 3.7 shows the rural survey sample used for the evaluation.

Figure 3.7: Survey sample, rural participants, disaggregated by ethnic group and sex

	Treatment	Control	Total
Indigenous	174	164	338
Afro-Colombians	139	196	335
Not self-identified as either	0	3	3
Women	56	189	245
Men	257	174	431
Total surveyed persons	313	363	676

Participants interviewed from these activities reported positive outcomes, such as improved quality and production based on the ACIP technical assistance (TA) with a Kankuamo group in the Sierra Nevada. They cite improved product selection and processing, as well as packaging for wider markets. Another example is among San Andrés fisheries producers, who cite successful renegotiation of prices and terms with new customers. Survey data supports some positive outcomes for these participants. The empirical strategy used to evaluate the impact in the rural sector is the same as that used for the urban component: paired differences, to compare the changes in the outcome variables of interest between the baseline and the midline in the treatment and control groups.

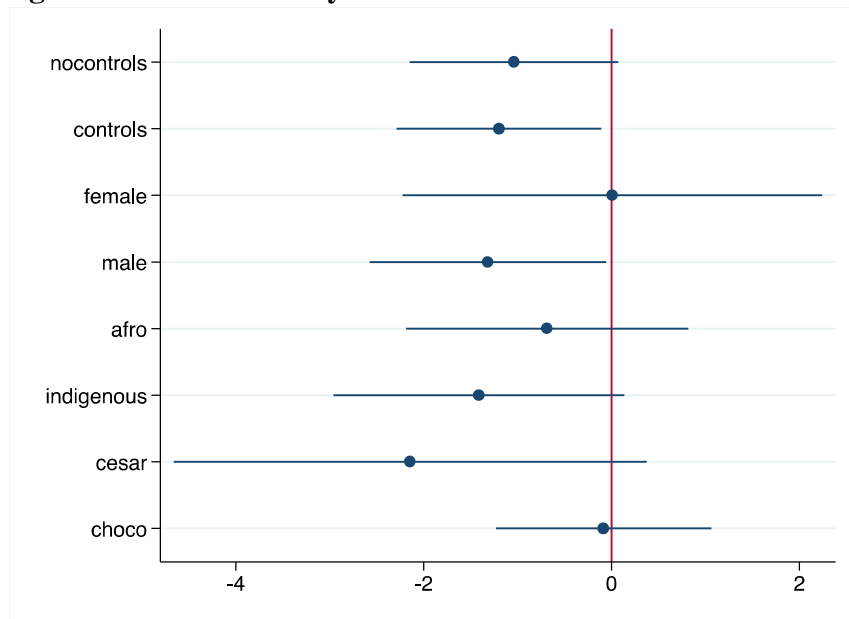
As with the urban analysis, each figure reflects the coefficients associated with the treatment effect and its confidence interval. Each model presented in the figures shows the estimated treatment effect and its respective confidence interval. If that interval, shown in the figures as a line radiating out from the points, crosses the 0 bar, the treatment effect is not significant at the 5% level. Some

⁴⁹ Afro-Colombian and Indigenous Program (ACIP), Quarter 4 – FY2015, July-September. October 31, 2015, p. 27.

findings, as noted below, cross that 0 bar only very slightly, and are significant at the slightly less rigorous 10% level.

Figure 3.8 shows the program’s impact on respondents’ food security. In order to measure this aspect, we used the Latin American and Caribbean Scale of Household Food Security,⁵⁰ validated in Colombia in 2007. This indicator is based on the responses to 17 questions related to food security. It has a range of 0 to 17, with *lower* values indicating greater security. Since ACIP is focused directly on households’ agricultural production capacities, it is expected that its interventions would have a positive effect on beneficiaries’ food security.

Figure 3.8: Food security index



In the models with⁵¹ and without attributes,⁵² we find a negative effect on the scale (i.e., greater security is a lower index number), indicating a positive impact on the households’ food security, across the full rural sample. This result, which is highly positive given ACIP’s aspirations, is also evident in the case of men⁵³ and to a lesser degree for indigenous people. Focus group and interview data support this finding. Participants report that projects developed under the traditional farm model have improved the families’ food security by diversifying the type of food available on their land.

This effect on food security is linked to the households’ capacity to pay for the food that they consume. That is, if the program has a positive effect on households’ economic opportunities, it would be expected that food security would increase due to the greater resources available to pay

⁵⁰ Mayo 2012. Escala Latinoamericana y Caribeña de Seguridad Alimentaria Manual de Uso y Aplicación. <http://www.fao.org/3/a-i3065s.pdf>

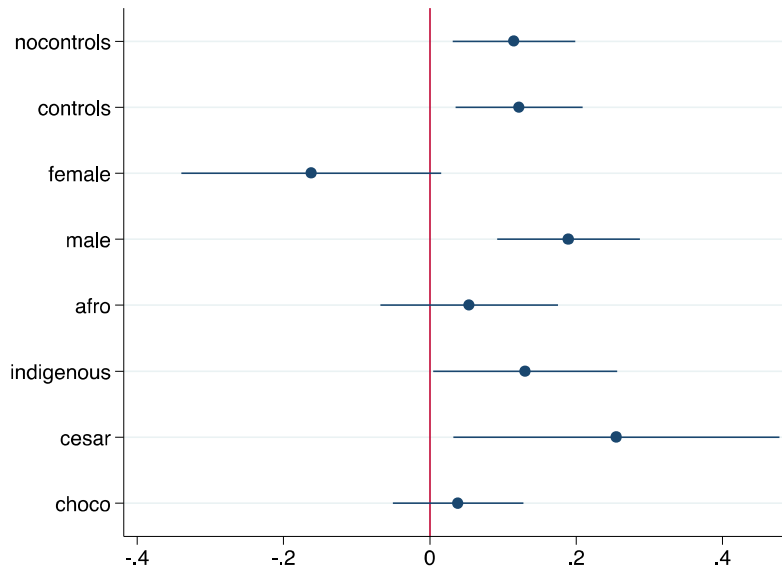
⁵¹ For these models, we controlled for aspects such as the head of household’s age, gender, ethnicity and level of education, the number of children in the home, and whether or not they were displaced as a result of the armed conflict.

⁵² In the case without attributes, the significance is at 10%, as is the case for indigenous respondents.

⁵³ No effect is found for female-headed households, a result which is true throughout the analysis. Rather than showing that the effect is not true for women, this is very likely a consequence of the fact that few rural households in the sample are female-headed. It is therefore difficult to find gender effects in the rural component, since the unit of analysis is the (generally male-headed) household, and not the individual, as in the urban component.

for food, and not necessarily due to greater household consumption, given the characteristics of the projects supported, which were mainly cash crops. Indeed, Figure 3.9 shows that the program has a positive effect on households' ability to purchase food they consume. This effect is evident in the models with and without controls for households headed by a man, for indigenous people, and in the Department of Cesar.

Figure 3.9: Food purchases



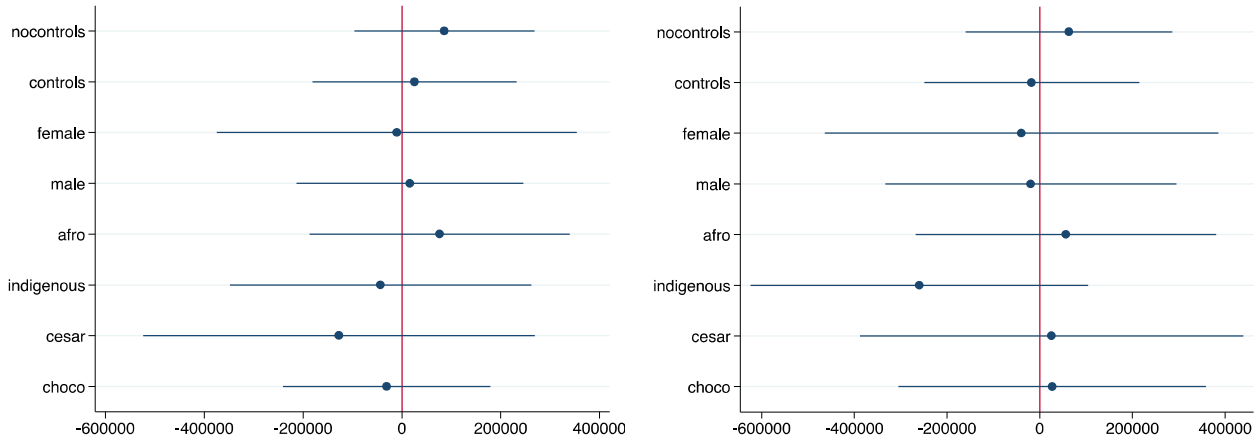
Project participants cite income from their projects that nevertheless remains below their needs. The analysis goes on to examine whether ACIP impacts household income. There are two ways to verify this hypothesis: by directly examining the households' self-reported income, or by analyzing the aggregation of expenditures. The second way is usually more reliable given respondents' tendency to under-report income.⁵⁴ Figures 3.10 and 3.11 illustrate the effects of the program on these two variables. The results are clear: the program has neither positive nor negative impacts on household income or expenditures.

Positive impacts on food purchases and no effect on overall expenditures or income implies a reduction in other expenses. This makes sense, as the program provides rural households certain inputs that otherwise they would have purchased. Also important to consider is that income reporting in rural areas is far from an exact science: people don't always use their funds in ways that are expected, or report them with precision. People may misreport unintentionally, or because

⁵⁴ This phenomenon has been documented over decades, including in developing country and Latin American contexts. See, for example, Lustig, Nora and Ann Mitchell, *Poverty in Mexico: Adjusting Survey Data for Under-reporting* available at: . Also Pettersson, Hans. (2005). "Chapter XXIV: Survey design and sample design in household budget surveys." In "Household Sample Surveys in Developing and Transition Countries" Department of Economic and Social Affairs Statistics Division, Studies in Methods Series F No. 96. Accessed February 15, 2014 online at <http://unstats.un.org/unsd/pubs/gesgrid.asp?id=349>. Another paper cites extensive expenditures data reported at "multiples" of reported income "Several papers have pointed out that the reported expenditures of those who report low incomes often are multiples of their reported incomes (Rogers and Gray 1994; Jencks 1997; Sabelhaus and Groen 2000)"; from Meyer and Sullivan, 2003, below, p. 18. Also Meyer, Bruce D., and James X. Sullivan. (2003). "Measuring the well-being of the poor using income and consumption." National Bureau of Economic Research Working Paper Series; Working Paper 9760 accessed February 2, 2014 at <http://www.nber.org/papers/w9760>. Created for the Joint IRP/ERS Conference on Income Volatility and Implications for Food Assistance, May 2-3, 2002.

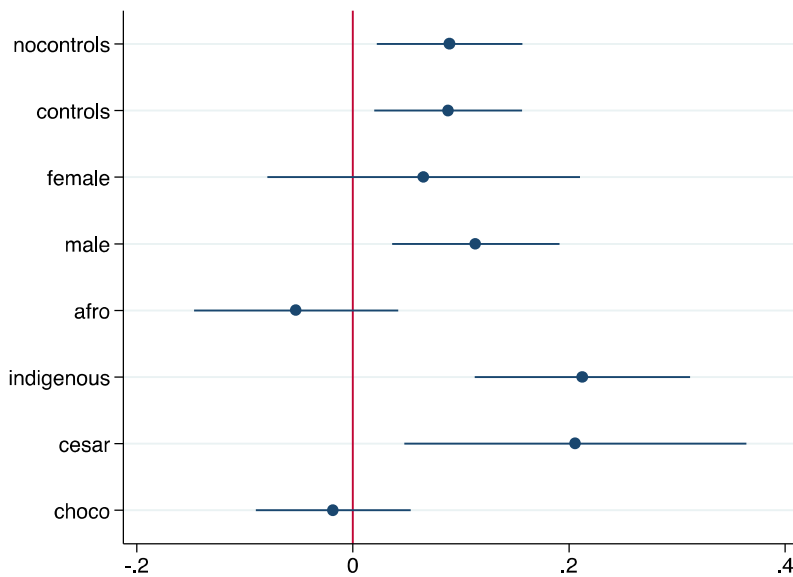
they think if they report increased income, they could prejudice their future participation. Since respondents say they still don't have sufficient income to live, the latter possibility seems like it could have affected reporting.

Figure 3.10: Treatment effect on family income (left) and total expenditure (right)



Though no impacts are found on expenditures nor income compared to control groups,⁵⁵ certain favorable effects on economic opportunities are reflected in other ways. As shown in Figure 3.11, ACIP has a positive effect on the probability that households are dedicated to productive activities.

Figure 3.11: Treatment effect on productive activity



Second, participating households have increased the percentage of hectares used for productive activities by virtue of participation in ACIP.⁵⁶ This is clear in the case of projects based on the

⁵⁵ Indicator data on rural income for the ACIP PMP is found in Annex E, including totals and relevant disaggregation.

⁵⁶ Effects are significant at a 90% confidence level for the no controls and controls models.

traditional farm model. Focus group respondents reported that production is improved through this model because there is an emphasis on soil improvement, sowing, and product harvesting.

Households in the program are also more likely than control households to have received technical assistance, which was widely used in the ACIP regions. In a focus group, Kankuamo respondents stated that their operating capacity increased as a result of the technical strengthening of the coffee growers whom the program supported. For them, the technical assistance provided to the production and selection processes improved the indicators in the product's value chain.⁵⁷ In the Pacific region, in another focus group, farmers reported that specialized technical assistance helped them strengthen their skills in managing their cacao production. Other communities require additional attention, such as the Wiwa community in the Department of La Guajira. The members of that community stated that the project did not include a component on the sustainability of the value chain or marketing and distribution partners. A fisheries project participant focus group reported the need for more TA on sustainability of the catch, while other focus groups revealed strong desires for additional support as late yield crops come to fruition. They also request TA for administration and accounting around productive projects.

ACIP's positive effects on the rural sector are encouraging, particularly given that many of the supported projects involve medium- and long-term crops. Sufficient time has not yet passed in order to evaluate the economic impacts these kinds of projects.

3.3 Ethnic communities' perceptions

This subsection presents findings on ACIP's fourth component, though these results do not represent an impact evaluation design. Result 4 (R4) has focused on the identity and self-recognition of ethnic communities in Colombia. We interviewed the same samples interviewed for R3 described in the preceding sections, with module on self-recognition and perception by members of the communities studied, as designed at baseline.⁵⁸ However, we did not repeat the telephone survey of non-ethnic minorities undertaken at baseline, as the design lacked necessary robustness to attribute any detected changes to the ACIP interventions.⁵⁹ ACIP directed significant effort at changing those broader opinions, and at direct activity beneficiaries, but the quantitative data collected includes only those opinions held by R3 participants – who were not direct beneficiaries of the component. At the same time, the evaluation team conducted qualitative research work in various field sites to inform these findings on R4.

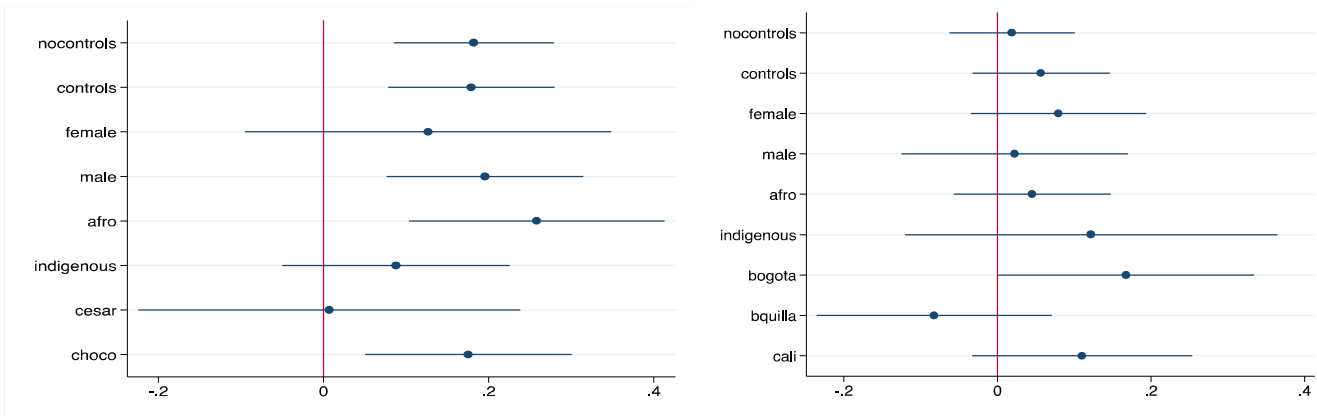
The urban and rural baseline and midline surveys asked about the perception of whether the government is attending to the needs of Afro-Colombians and indigenous people. Figure 3.12 presents ACIP's impact on this perception.

⁵⁷ Organization respondents report having packaged, marketable product that now meets the required technical conditions.

⁵⁸ As indicated above, the telephone survey was eliminated for midline because of the difficulty in making inferences from it.

⁵⁹ Result 4 does not appear in the evaluation questions as a formal line of inquiry, which is likely why the firm conducting the baseline did not design the study for wider and more rigorous inclusion of these topics among the sample.

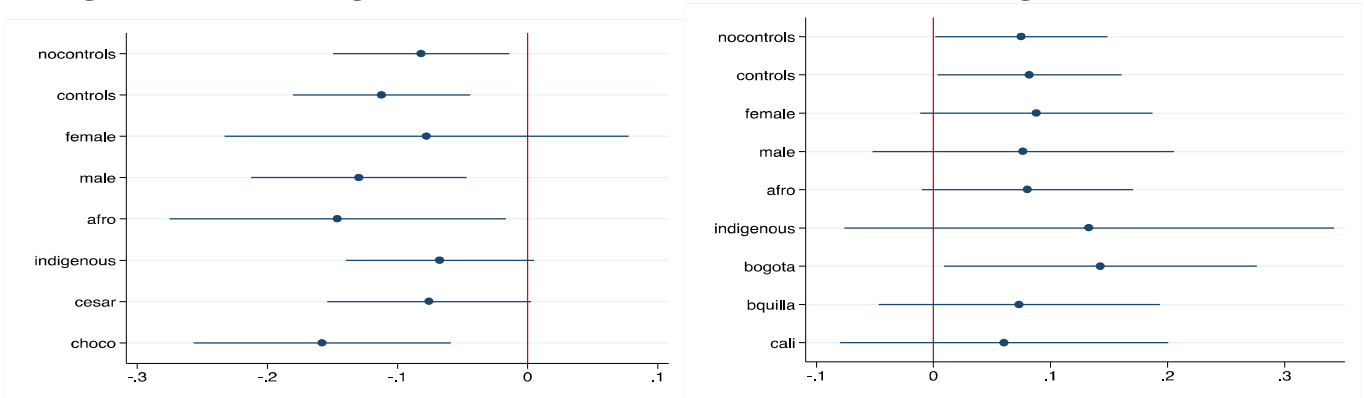
Figure 3.12: Government awareness of ethnic issues: rural (left) and urban (right)



The results show that ACIP has had a positive and significant impact for rural R3 respondents on perceptions of government attention. Urban R3 respondents reported no effect on this perception. Perhaps, in line with the qualitative information collected in this regard, the results are positive among rural R3 respondents because ACIP implemented strategies such as the equipping of specialized radio stations in rural communities. These strategies appear to contribute to individual empowerment and awareness-raising about what the government is able to do.

The results are also dissimilar in terms of impact on knowledge about cultural traditions. As shown in Figure 3.13, rural R3 respondents felt they had less knowledge, perhaps because their participation increased their awareness of “what they do not know.” Among urban R3 respondents the tendency was somewhat more positive. However, ACIP did not direct its cultural activities toward the participants in urban job training or rural productive projects. These results, therefore, are not the results experienced by direct beneficiaries.

Figure 3.13: Knowledge of cultural traditions rural (left) and urban (right)



Data from the research with rural R3 participants indicate increased involvement in activities to claim collective rights, which aligns with the use of specialized media in rural areas that may have had a positive impact on community proactivity. Another association reported the recovery of traditional seeds, aromatic and medicinal plants, and agricultural techniques, as part of ACIP’s positive cultural legacy. Six urban indigenous councils in Cali reported that they were strengthened, with ACIP support, in recovering their cultural identity and in seeking to combat uprooting through ancestral knowledge. Findings indicate that the program invested in media infrastructure and in supporting radio stations and other media, which, again, do not target the

survey respondents directly. The increase in awareness around these issues may also contribute to respondents saying they know less about traditions, as they learn “what they do not know” by exposure to the program. This conclusion is speculative, but supported in other development research regarding the effects of training.

The evaluation found no effect on R3 participants’ perceptions that they are discriminated against, that their problems are usually ignored, or that it is more difficult for them to find work.⁶⁰ This last result is surprising, given that ACIP has clearly had a positive effect in the cities on the probability of finding a job. People’s perceptions about prejudice from others are historically hard to uproot.

SECTION 4: CROSS-CUTTING ISSUES

4.1 Women and young people

This section summarizes the main findings around ACIP’s cross-cutting issues. In terms of gender, the quantitative results for urban economic opportunities (R3) show differential effects for men and women. Generally, the magnitudes of the effects are greater for men, which is evident for variables like employability and formal labor income. Comparing magnitudes, the increase in the probability of being employed is 6.4 percentage points higher for men than for women.

Also, increase in income is COP\$56.000 higher for men. It is safe to conclude that even though in the cities ACIP has important effects for both men and women, these impacts are higher for male participants. At 30% higher for men, this is an even greater difference than the national average income gap for men and women, which the Departamento Administrativo Nacional de Estadística (DANE) puts at 20%.⁶¹ The news in organizational governance (R2) is more positive, since leaders more frequently stated in interviews that the participation of women in assemblies and managerial positions represent tangible strengths.

In terms of young people, no advances are seen in terms of youth participation in their organizations (R2), nor can we conclude that youth are generally more empowered. With regard to economic opportunities, it is important to note that the entire urban program was focused on young people, and so the positive results presented in this evaluation are ultimately positive results for them.

4.2 Land

With support from the communities and ACDI/VOCA, the Land Restitution Unit (LRU) has developed its capacity to assist ethnic groups through the methodological design, processes and restitution demands from an ethnic perspective. However, INCODER (the main entity responsible for territorial matters for ethnic groups) demonstrated a lack of either capacity or willingness to title and guarantee these groups’ territorial rights, despite its agreement with ACDI/VOCA under the program. During the writing of this report, President Juan Manuel Santos announced that INCODER will be abolished and replaced with two new institutions⁶², which may be read as a

⁶⁰ A socio-economic and political inclusion index created at baseline is included in the indicator table for the ACIP PMP in Annex E, including totals and relevant disaggregation.

⁶¹ According to DANE, national income gender gap is of 20% (see <http://www.eltiempo.com/estilo-de-vida/educacion/brechas-salariales-entre-hombres-y-mujeres-en-colombia/15353195>)

⁶² <http://www.elheraldo.co/nacional/santos-anuncia-la-liquidacion-del-incoder-231828>

demonstration of the office's inefficiencies or other problems. Lack of a strong GOC institutional partner has influenced ACIP's ability to meet goals with regard to titling, though restitution work with the collaborative LRU has continued.⁶³

Based on the observations and interviews in rural areas, INCODER did not resolve the majority of petitions and proceedings that ACDI/VOCA has worked on with the communities for the titling, clarification and expansion of resguardos and collective territories, due to a lack of political will and the problems of continuity caused by the turnover of agency personnel and managers. ACDI VOCA has provided technical and logistical assistance since 2012 for three collective titles for Caribbean Afro-Colombian communities (Palenque, Boquilla y Orika) that did receive titles. This support helped to build the case for titling through supporting socioeconomic, legal and land use studies. But it took external factors to finally secure the titling action, the first in the region and 19 years after the law that established the possibility was enacted. The first two were said to have been granted because of a specific political context (President Obama's visit in 2012 and the Colombian President's need to demonstrate actions to benefit the Afro-Colombian population), and the last was the result of Constitutional Court Decision 680 de 2012.

Since data collection for the evaluation concluded, further land titling processes have successfully concluded. For instance, in late 2015, the ACIP project reported that two communities whose land rights efforts it supported had gained formal land title. The Rio Naya Afro-Colombian Community Council achieved formal land title to an estimated 177,000 hectares of ancestral territory, providing land rights to more than 18,500 Afro-Colombians who reside there; and the indigenous council Eperara Siapidara del Naya secured land title to 756 hectares, benefiting 58 families.⁶⁴

Furthermore, ACIP encountered some resistance to collective titling in the Caribbean area, in spite of related workshops and awareness-raising sessions, for two key reasons. On the one hand, collective titling is not considered a traditional form of land ownership in a small number of Afro-Descendent communities surveyed, as private family ownership is the prevalent concept in these areas. In some cases, members of communities also saw economic potential from the use of their land for tourism and commerce, which they felt would be better served by private family titling. Given that the instruments presented collective titling as the norm, only those respondents in this minority of sites reported this disagreement. However, it is something to consider in programming across diverse sites.

4.3 Perceptions of the program

The final questions posed in this evaluation were related to beneficiaries' perceptions of ACIP. First, the beneficiaries were asked whether the program has met their expectations, on a scale of 1 to 5, with 1 meaning that their expectations were not met, and 5 meaning that they were fully met. Only 11% of rural respondents stated that the program did not meet their expectations at all, while 19% stated that it fully met their expectations. The most common response was 3, with 33%, indicating that the program met beneficiaries' expectations to some extent.

⁶³ By the first quarter of FY2016, ACIP had, according to its M&E reporting, met or surpassed all of its Life of Project land-related targets under four indicators: Land cases supported (125%); Collective territories formalized (100%); Rural hectares formalized (100%); and Households with formalized land (100%) (Source: ACIP Quarterly Report Q1 FY 2016.pdf, p. 31).

⁶⁴ ACIP Quarterly Report Q1 FY 2016.pdf, p. 10.

The results in the city are more favorable, where only 8% stated that the program did not meet their expectations, and 35% stated that it fully met them. The most common response among urban participants was 4, with 30%. That is, the positive perceptions of the program are greater in the city than in the countryside. Focus groups align with this positive assessment and also provide greater information on what might be improved. For example, urban respondents in focus groups valued the trainings, but they also expressed that other areas of training more aligned to their preferences would have been more to their liking.

The second crucial question for measuring perceptions of ACIP, more precise than the first, is whether the participants would recommend the program to a relative or friend. The results in the countryside are very strong: 84% would do so. The results in the city are even better: 93% of the beneficiaries would recommend the program. These positive perceptions are somewhat stronger in the city than in the countryside, perhaps a consequence of the urban intervention's immediate results versus the rural intervention's longer-term projects with later-yield crops.

CONCLUSIONS AND RECOMMENDATIONS

Throughout this evaluation report, the team has presented the findings and conclusions that emerge from quantitative and qualitative evidence. This section brings those conclusions together and adds our recommendations, in terms of both short-term (during the remaining six months of ACIP activities) and longer-term (corresponding to future programming decisions.) Some recommendations bridge this difference and could be started while ACIP is still running, but should also be considered for future programming. These distinctions are noted in the text.

In terms of R1, the ICIAE scores and their comparison with the baseline show that, at the aggregate level, State entities have not made overall progress in strengthening their attention to ethnic minorities. The score is only one measure, and when aggregated, it masks the experiences of given sites, types of institutions and capacities. At the level of individual dimensions that comprise the ICIAE, there is evidence of some progress. In particular, the program has been successful in supporting the planning and formulation of public policies in favor of minority groups, while the success in implementation, monitoring or evaluation of the policies is not evident. As a result, the team recommends that, in the short term, the program strengthen technical support to develop instruments that monitor and evaluate the implementation of these policies at the municipal and departmental levels. Stronger technical and logistical partnerships with mayors' and governors' offices may also work to serve this purpose. Establishing *veedurías* (citizen oversight committees) among affected groups to monitor and support the implementation and monitoring of the new policies is also recommended, not only for monitoring implementation of policies but in following the land processes discussed below. ACIP may have time to lay groundwork and initial *veeduría* activities, perhaps in some but not all sites, and USAID should consider the recommendation about *veedurías* in future programming.

ACIP has provided logistical support to help the organizations take part in spaces provided by territorial and, to some extent, national institutions of the State. This participation has led to organizations' participation in formulating public policies and in events on specific themes relating to ethnic minorities. These activities were carried out principally in large cities, and for this reason

the evaluation team recommends deepening these efforts in small and intermediate cities in future programming. In addition to logistical support, ACIP has used its influence to bring policymakers and citizens together to make plans and policies. This effort is all the more important given some evidence of resistance to ethnic-focused programming, low institutional capacity in some areas to implement it, and the sometimes fragile nature of national and territorial government commitments to these populations. Given ACIP's success to date with these challenging efforts, we recommend the support be continued where opportunities arise or can be triggered by ACIP's intervention, through the end of the project.

The findings from in-depth interviews with governors' offices and secretariats suggest that there are important resources budgeted for programs for minority populations. At the same time, in many sites, actual expenditures cannot be monitored for their execution because they are not itemized by ethnic group. The team therefore recommends that ACIP continue to support the construction of development plans that dedicate funds to minorities transversally across these development plans, and that future programs take this administrative challenge on board in planning. However, we further recommend a specialized effort on this front: to first identify a selection of cooperative sites as pilots, working with the institutions to develop a way to program, itemize and monitor the investments. Results from such pilots would be helpful both for USAID and for the GOC, particularly if ACIP can manage to do so, even in a small number of sites, before close-out.

Increases in staff dedicated to attention to the needs of minority groups in some regions show that these *alcaldías* and *gobernaciones* can be counted on to increase their efforts in tangible ways. Respondents also laud the training they received. The team therefore recommends that future programs intensify support to these positions, with greater duration and adult learning best practices such as coaching and learning-by-doing, leaving installed capacity in these state bodies. It may be useful to monitor turnover among positions that have had training, to assess the degree to which capacity remains or is lost.

At the same time, the calculation of the ICIAE and the additional qualitative fieldwork show greater difficulty for ACIP at the national level. Two government organs dedicated to these populations no longer exist; the ICIAE of another dropped precipitously; and the vital relationship with INCODER resulted in no interview at all. The GOC announced in December, 2015 that INCODER would be abolished and replaced with two new institutions, underscoring its lack of effectiveness. We recommend early and engaged relationships, supported by USAID, with the newly formed institutions in any future programs. If ACIP is able to establish initial relationships in the time remaining in the program, this is certainly recommended. This kind of advocacy would make known that land issues are important to USAID and to ethnic organizations – who may not be able to advocate at the national level en masse – and could move the already-prepared land processes along, prior to the close of the program. The importance of these current events – the closure of INCODER and the initiation of new institutions dedicated to land issues – cannot be overstated. These events create an opportunity for ACIP and its successor projects, and/or USAID itself, to make inroads with those new government bodies and to ensure that ethnic minorities' land issues are included as part of the agenda. The likely peace accord and post-accord period further offer an opportunity for USAID to push the prioritization of these land issues in programming design, both in their own activities and in those where USAID supports post-accord government decision-making. USAID should capitalize on this opening through ACIP in the near term, and by promoting these priorities in their ongoing discussions with the GOC.

In terms of strengthening organizations (R2), one fundamental conclusion is that women's roles have grown in the dimensions of participation in assemblies and in the taking on of leadership roles. For youth, leaders cite youth participation consistently as a weakness, despite the ample ACIP activities with youth organizations. Encouraging youth leadership in existing organizations is therefore a pending task for future programming.

In terms of autonomy and administration, the organizations themselves identify progress that results from their work with ACIP: they now have their own plans, an important step. However, great weaknesses are also cited, such as the lack of their own capital to put those plans into effect, and a strong general perception that their execution of projects is lacking. Despite the value of developing and managing their own plans, their sustainability is highly in question if their sources of financing remain murky. The long-term recommendation of the team, then, is to focus efforts on this self-sustainability, both so that they can secure resources and so that they can formulate and execute projects independently. Wherever short-term attention can be provided, case by case, to organizations that are attempting such processes on their own, ACIP would do well to provide such support. Organizations also require additional capacity building around rights management; which elements each organization needs should be quickly prioritized in consultation with them. Then, ensure that organizations have begun to think about how to find resources and how to advocate after the close of the program.

ACIP has also focused on opening spaces inside the organizations, increasing members' participation but not contributing in the long run to their sustainability, as these spaces are not formalized. However it is still at a mid-point in the process, and it is still possible that this participation will be enshrined for the organizations as ACIP continues working with them. The evaluation team would recommend formalizing these spaces for members' ongoing contribution and participation. This can be realized through modifying the organizations' bylaws or by agreements with traditional authorities in the short term, and by including this in future programs.

With respect to economic opportunities in rural and urban areas, ACIP has supported important gains for participants. In urban sites, ACIP has increased employability, formality and income for beneficiaries, due in large part to the capacity building with young participants and to important and successful alliances with employers. There are variations in individual measures, by site and by sex, which should be further investigated and addressed. In particular, ACIP should look into the lower wage dividend that women have gained because of participation – to discover what might explain it, and how to combat this differentiation. One possible differentiator – childcare – was addressed in San Andrés, where childcare was provided in some cases. Other sites may benefit from attention to this detail.

Another recommended exercise is to review the employment programming. The significant difference in outcomes for women and men deserve to be investigated thoroughly: are there important differences in the jobs or job conditions for which men and women were trained? Are employers paying women less or channeling them into certain work categories? Do the work categories need to be expanded or re-thought in any way? What could operators do differently to attract women to the program, such as childcare assurances or varied training and job opportunities? Are there other ways of outreach to women that were not explored? Is there any follow-up measure or measures that could assist women to maintain their employment after training? What explains the significant salary discrepancy? This "after-action review" could significantly improve follow-on activities and should be done while staff are still with the project and able to comment knowledgeably on the decisions and challenges encountered. We recommend

it also include attention to possibly distinct urban indigenous needs, along similar lines of inquiry, as these populations may have different needs than their rural counterparts.

In rural areas, while the advances are mixed in income and expenses, there are important impacts in food security, efficient use of territory and self-support. From now until the program's close, ACIP should ensure that all productive projects are deeply integrated into their respective value chains. ACIP team members can and should provide their detailed lessons learned as part of close-out, to apply ground-level knowledge to explicit questions about what works and what does not. In medium- and longer-term projects, such as late-yield crops, USAID projects should support producers with interim income generation activities, as they cannot reliably and solely live off traditional farm produce during the years necessary to await these cash crops' production.

The chief conclusion of the evaluation with respect to household economy is that, contrary to experiences in many other countries, the strategy designed to promote economic opportunities for Colombia's ethnic minorities has been successful. In the medium and longer term, the benefits promise to be even greater, as the productive projects begin to bear fruit. Meetings with the producers on their TA needs could fruitfully be had as this final implementation period commences. Abundant openness to their stated needs, to the degree possible, is recommended.

A small number of indigenous organizations reported particular problems with the way productive projects were incorporated into their cultures and communities. While the number is not large, it bears further investigation. As one of its closeout activities, ACIP regional staff should assess the degree to which projects were incorporated into indigenous life in the communities they served. This is an opportune time to review the appropriateness and effectiveness of decisions taken. We suggest that staff across regions check projects in other regions, to allow fresh eyes to conduct the review, and that they include community members in the reviews to ensure multiple perspectives.

Regarding positive messages around ethnic issues, the evaluation team offers limited conclusions based on the surveys with R3 respondents and qualitative data. The greatest impacts are found on the beneficiaries' own perceptions – but that these differ whether respondents are in urban or rural areas. Rural R3 beneficiaries have a better perception of the State's concern for their issues, and greater participation in claiming their collective rights. However, among urban R3 respondents, this perception of improved attention to ethnic needs is not apparent, nor do they report now participating more in claiming ethnic rights. Urban R3 respondents do, however, see impact in recuperating knowledge of their cultural traditions, while rural respondents do not. These different perceptions likely stem from the nature of the context and R3 interventions in rural and urban areas. Some principal indicators of program success – perceptions of discrimination or that their problems are ignored – showed no improvement among either rural or urban R3 respondents. While this does not preclude work in either rural or urban environments on these issues, there is room for seeking out best practices, maintaining realistic expectations about impact, and designing strong and replicable evaluative methods to track progress. This recommendation applies to the remainder of the ACIP program but even more so to longer-term efforts to change messages about ethnicity.

The team offers two conclusions with regard to cross-cutting themes in the intervention. First, the evaluation team found good progress in women's participation in participating organizations, while at the same time more leaders lamented low youth participation than at baseline, despite ample ACDI/VOCA activities in this vein. The team recommends a strong focus on youth participation in future programming, if this continues to be important to USAID; the 2012 Youth Policy, which has taken time to roll out, suggests that it will. There may be room to adapt these

guidelines, however, in line with what youth respondents are interested in – such as creating their own organizations or chapters instead of holding leadership positions in the organizations of their elders. Second, progress on land titling has been minimal, anecdotal at best, despite a great deal of program effort. In large part this is due to the difficult relationships with national-level bodies such as INCODER. In contrast, ACIP’s recent work in supporting communities with their “damages and infringements” model has led to progress in initiating a series of land restitution claims in the courts.

Beneficiaries’ perceptions of ACIP are generally very positive, even more so in the urban areas than in the rural. ACIP’s operating model is appreciated and is a valuable experience that should be replicated with the goal of increasing economic opportunities and political inclusion for ethnic minorities in Colombia.

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ANNEX A: DESIGN AND ANALYSIS

EVAL conducted this mid-term measure of ACIP's contributions to significant and sustainable change in the socioeconomic and political inclusion of indigenous and Afro-Colombian populations in targeted geographic areas. A mixed methods – qualitative and quantitative – approach was used to examine a set of indicators for each result pursued by the program. The evaluation sought to understand changes in policies, practices, attitudes and decision-making among community based organizations and partner institutions with respect to ethnic populations.

The survey design, instruments (Annex G) and samples established at baseline were continued in this mid-term measure, to conserve comparability. A control sample interviewed at baseline was re-interviewed, in a longitudinal, quasi-experimental panel approach, allowing detection of program impact over time. The evaluation also replicated the baseline data on attitudes and perceptions of ethnic groups, to measure influence ACIP may have had through cultural activities and promoting ethnic heritage in the media. As a panel design, only individuals and groups interviewed at baseline were sought for interviews at mid-term.

The evaluation team also conducted structured interviews with the institutions and organizations involved with ACIP, with the same instruments (see Annex G) used at baseline to capture change over time on indices of key practices related to ethnic care, institutionality and community representation. This component of the design does not meet the standard of an impact evaluation. A small number of comparison institutions were included at baseline, but most comparison institutions declined to be interviewed at both measures. For both institutions and organizations, the evaluation team also posed additional questions about the progress to date of their ACIP participation. For institutions, the instrument differed slightly for sites with and without a majority ethnic population.

The sections that follow detail the components of the evaluation design, field research and analyses.

Quantitative measures

The survey design, sample, instrument and analysis were created in 2012-2013 at the outset of the ACIP program, by the Colombian firm Econometría. The design is an impact evaluation: baseline, midline and endline measures using a quantitative questionnaire, across a sample comprised of:

1000 rural households between treatment (those that are intended to participate of the in the intervention) and control (those that will not participate) groups will be surveyed; and 1400 treatment (TRM) and control (CTR) individuals will be surveyed in the urban area. Finally, 1200 individuals (TRM+CTR) that do not belong to ethnic communities will be contacted by telephone to conduct a survey. (ACIP Final Baseline Report, Econometría)

The evaluation surveyed 2,368 participants in economic opportunity programming, as shown in Tables A.1 and A.2:

Table A.1: Urban survey sample

	Treatment	Control	Total
Indigenous	86	55	141
Afro-colombians	412	338	750
Not self-identified as either	7	60	67
Women	308	288	596
Men	197	165	362
Total surveyed persons	505	453	958

Table A.2: Rural survey sample

	Treatment	Control	Total
Indigenous	174	164	338
Afro-colombians	139	196	335
Not self-identified as either	0	3	3
Women	56	189	245
Men	257	174	431
Total surveyed persons	313	363	676

According to the baseline Final Design Report and Final Report, and communication with the firm in charge of implementing the baseline, control groups for both the urban and the rural components of Result 3 were chosen through a quasi-experimental method called Covariate Balance Propensity Score (CBPS). As a result, treatments and control groups are balanced across a wide range of individual and household-level characteristics, which makes them comparable. However some characteristics remain unbalanced and hence, any empirical analysis that is carried out to investigate the impacts of the Program should control for relevant characteristics.¹

The survey instruments are structured as a traditional household survey, differentiated for rural and urban participants. They include modules as follows:

- Contact and demographic data on the respondent and his or her family unit, including participation in other social programming
- Housing
- Media consumption and perceptions of ethnic groups (to capture impacts from ACIP's Result 4, Positive Messaging on Ethnic Issues)
- List experiment question on exposure to violence related to armed illegal groups
- Participation and community activities
- Perceptions of the ACIP program (added only at mid-term)
- Household income and transfers
- Household expenditures and food security (rural only)
- Characterization of land ownership, sale and use for productive projects (rural only)
- Savings and debts (rural only)

¹ Controlling for additional individual and household characteristics, even if these were balanced in the baseline, is also a good idea as this would improve the precision of the estimates.

- Training and work histories, including formality and unemployment (urban only)

We trained team members in data collection methods, ethics and logistics, and data collection was undertaken over four months' time. There were significant delays owing to the need for formal prior consultation with some indigenous *resguardos*, and with the remoteness of some sites. The level of attrition was high enough to prohibit using the same sample and design for a third impact evaluation measure in 2017. More detail on actual attrition is included below.

Survey analysis

Assuming participants were successfully matched with similar controls at the baseline, midline attrition may be nonrandom and hence the comparability of the final sample for the analysis may be compromised. Hence, we will first check if attrition is correlated with any baseline characteristic differentially in the treatment and the control groups. If this is the case, and for consistency with the baseline, we will pre-process the data and conduct CBPS in order to construct a balanced sample for the analysis.

Second, we conduct difference-in-differences to estimate the impact of the Program on a number of outcomes of interest. This method allow us to estimate the *differential gains* (between the baseline and the midline measurements) that Program beneficiaries obtain in outcomes related to material wellbeing, relative to the control group. The typical difference-in-differences specification is of the form:

$$Y_{it} = a + b_1 Treated_i + b_2 Midline_t + b_3 (Treated \times Midline)_{it} + d' X_i + e_{it},$$

where Y is the outcome of interest, *Treated* is a dummy variable that identifies Program beneficiaries, *Midline* is a dummy variable that identifies midline responses, and X is a vector of individual and household characteristics, especially those that were unbalanced at baseline. β_3 is the coefficient of interest as it identifies how participating in ACIP increased wellbeing relative to the baseline in excess to any change in wellbeing that the control group may have experienced in the same period. This approach is followed for analyzing results 3 and 4 of the evaluation, across the indicators established at baseline, as follows:

Table A.3: Indicators for urban program

Indicators	Variables
Employment	<ul style="list-style-type: none"> • Employment in 2012 and 2013 • Unemployment in 2012 and 2013. • Unemployment duration in months in 2012 and 2013 • Worked hours per week in 2012 and 2013.
Formality	<ul style="list-style-type: none"> • Formal jobs. • Social security benefits • Contract type
Income	<ul style="list-style-type: none"> • Monthly income paid in the job in 2012 and 2013
Quality of Employment	<ul style="list-style-type: none"> • Occupation in 2012 and 2013 • Company Sector in 2012 and 2013 • Position (salary worker, self employed, employer, domestic worker) in 2012 and 2013

Source: Econometría S.A.

For the rural sample, the indicators were as follows in Table A.4:

Table A.4: Indicators for rural program

Dimension	Indicators	Variables
Productive unit	<ul style="list-style-type: none"> Productive Unit Characteristics 	<ul style="list-style-type: none"> Area of the farm/productive unit (s) Property type of the farm/productive unit(s) Distribution of uses in the land Transport Acces to the farm/productive unit. Time needed to Acces to the farm/productive unit.
	<ul style="list-style-type: none"> Economic Activities of the Productive unit 	<ul style="list-style-type: none"> Main and secondary activities Product propose (trade, gift, community) Total earnings of main activity Main commercial destiny of products
	<ul style="list-style-type: none"> Percepions of Productive Unit. 	<ul style="list-style-type: none"> Perception of change between 2012 and 2013 Perception of advantages and difficulties Desired spending of returned earnings of the project
	<ul style="list-style-type: none"> Land trade 	<ul style="list-style-type: none"> Land purchases Land sales Land assigned by community Land purchases by the community
Debt and saving	<ul style="list-style-type: none"> Savings 	<ul style="list-style-type: none"> Savings possession in 2012 and 2013 Savings actual amount Savings formality degree
	<ul style="list-style-type: none"> Debts and credit 	<ul style="list-style-type: none"> Productive unit debts Amount of productive unit debts Source of productive unit debts Pourpouse of household debts in 2012.
Legality culture	<ul style="list-style-type: none"> Coca planting affinity 	<ul style="list-style-type: none"> List experiment
Household living conditions	<ul style="list-style-type: none"> Housing 	<ul style="list-style-type: none"> Dweling Electricity Property
	<ul style="list-style-type: none"> Household members characteristics 	<ul style="list-style-type: none"> Education level Job status Income generation to the household
	<ul style="list-style-type: none"> Household spending 	<ul style="list-style-type: none"> Food weekly spending Total monthly spending Monthly cash transfers to dependent households
	<ul style="list-style-type: none"> Income 	<ul style="list-style-type: none"> Monthly income paid in the job Monthly government transfers Monthly other no monetary incomes
Food sovereignty	<ul style="list-style-type: none"> Perception of food insecurity in household 	<ul style="list-style-type: none"> Insecurity household scale
Women empowerment	<ul style="list-style-type: none"> Decision making 	<ul style="list-style-type: none"> Expenditure Productive activities
	<ul style="list-style-type: none"> Land tenure 	<ul style="list-style-type: none"> Titles
	<ul style="list-style-type: none"> Use of time 	<ul style="list-style-type: none"> Principal activity during the week Secondary activity during the week
	<ul style="list-style-type: none"> Participation 	<ul style="list-style-type: none"> Women participation on organizations

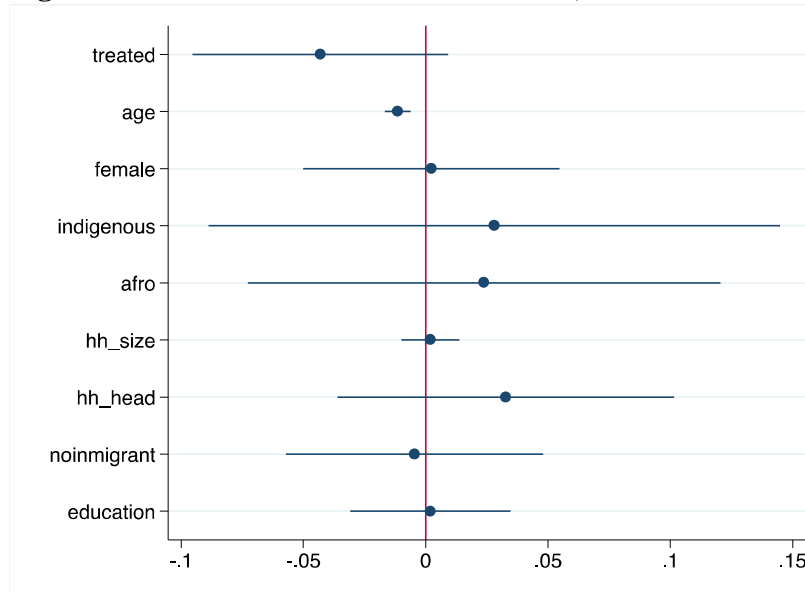
Source: Econometría S.A.

Sample Attrition

One sensitive aspect of the evaluation is the sample attrition that occurred between the baseline and this midline, as we discuss in the limitations section below. In the urban case, around 32% of the interviewees could not be re-interviewed. Of this group, 16% could not be contacted again,² 11% refused to be interviewed, and 5% were not available.³ Such a large sample attrition generates concerns about the evaluation, because if the absence of data is correlated with observable or non-observable attributes, the program’s impacts on the outcome variables would be biased. The objectives of this section are to determine whether there is indeed evidence for concluding that the sample attrition is not random, to propose a technique for weighing the effects of this problem, and to verify the robustness of the results.

Indeed, the first step is to verify whether the sample attrition is correlated with the attributes of the interviewees and with their status as participants in the program. For this purpose, a regression is estimated using the entire baseline sample, in which the dependent variable is dummy that is equal to 1 if the individual could not be re-interviewed at midline, and 0 otherwise. As dependent variables, we use treatment status (which is equal to 1 for program participants) and the different attributes used to characterize the interviewees. In Figure A.1 we present the coefficients associated with this regression, which reflect the correlation between sample attrition and treatment status and attributes.⁴

Figure A.1: Correlation between attrition, treatment and attributes



The results are reassuring. The sample attrition is not correlated with treatment status. Also, there is no correlation between the sample attrition and any of the attributes, except one: age. The probability of losing an interviewee at midline is greater for the youngest individuals. This result is intuitive and not surprising. Given that young people are more mobile and have less economic and employment stability, it is to be expected that they will change their residence and telephone number more frequently.

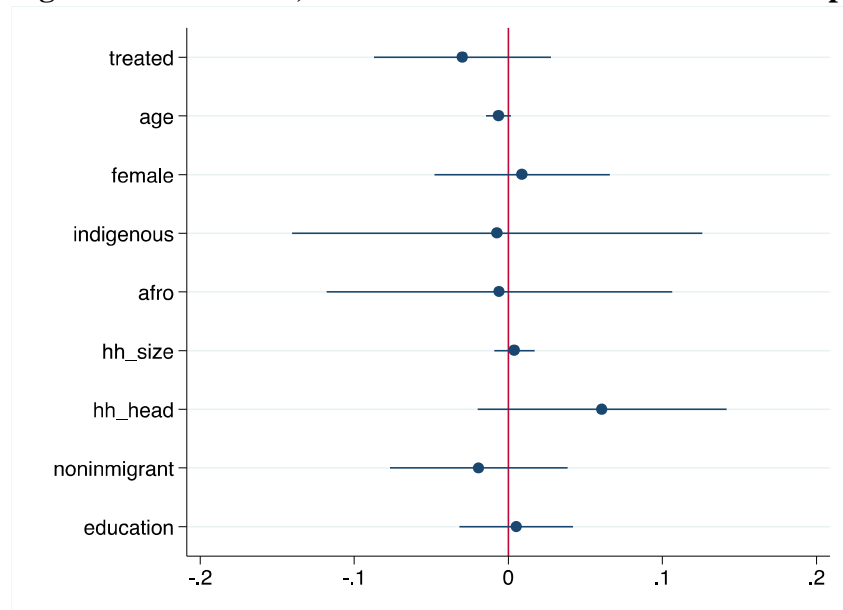
² No one in the household responded or answered the telephone, and the relatives did not know of the interviewee’s whereabouts.

³ They traveled to another city, or were in prison or the army, etc.

⁴ The regression table associated with this graph is presented in Annex D.

Thus, the results suggest that after controlling for the age of the interviewees, the sample attrition is random and would not skew the estimate of the impacts. In order to determine whether the results are robust to the sample attrition, we determined the common support for the age variable, that is, we eliminated the observations of the treatment whose age did not have an equivalent pair in the control group were eliminated, and vice versa. In other words, the pairing was refined in order to ensure equivalence in the variable that explains the sample attrition. By eliminating observations that are not in the common support for age, this variable stopped being correlated with the sample attrition, as reflected in Figure A.2. This Figure shows that by restricting the analysis to this common support, the sample attrition is not correlated with treatment status or any attribute.

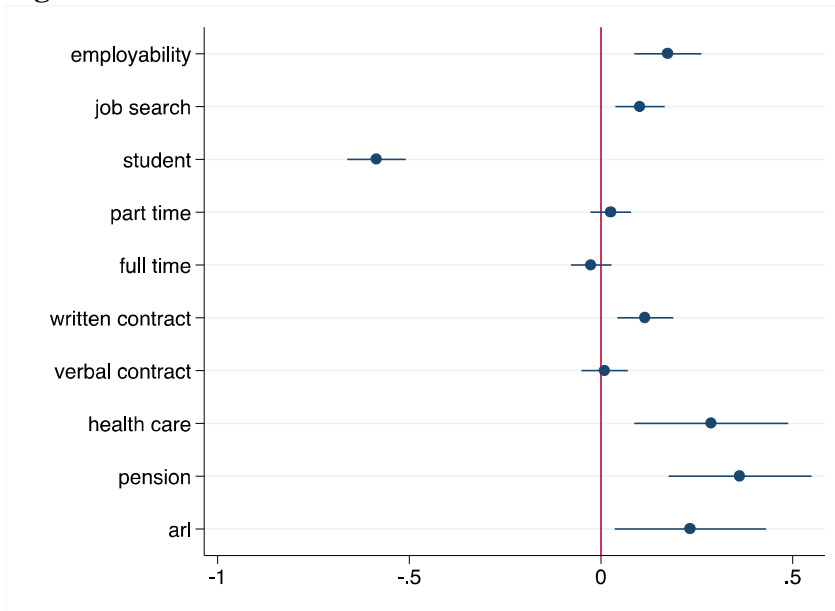
Figure A.2: Attrition, treatment and attributes. Common support for age



The last step in this analysis consists of re-estimating the effects of the program on the outcome variables of interest, but restricting estimates to the sample that survives the common support for age. Figure A.3 shows that, in general, the results are robust to this problem. The models were estimated for employability; job search; study status; part and full time work; written contract; verbal contract; EPS, pension and ARL affiliation; and income from formal employment.⁵

⁵ The coefficient for income does not appear in the graph because it is in another scale. The results of all of the estimates are contained in Appendix xx.

Figure A.3: Robustness checks



Again, ACIP was found to have a positive and significant effect on the probabilities of being employed; looking for work; having a written contract; and health, pension and ARL affiliation; and on income from formal employment. The effect on the probability of studying is negative. All of the results coincide with the analysis in which we do not account for the sample attrition, except for the variables of part time and full time work. The coefficients continue to have the same signs as before (positive and negative, respectively), but they are no longer significant. This fact is not surprising because, in any case, these results were not very robust in the original analysis and the magnitudes were very low.

Qualitative measures

Two indices were created with companion instruments, to measure highly qualitative data on progress within institutions and organizations, using a quantitative yardstick. From Econometría's Final Baseline Report, the design of these two results measures was as follows:

To measure the baseline situation of this results, a structured interview will be implemented for 7 central State institutions, 4 departamental and 12 municipal institutions that are intended to receive the intervention and 2 departamental and 3 municipal institutions that will not be part of the Program; this instrument, developed by CONSUCOL, will allow, besides exploring the individual questions and secondary information of each institution, to construct a Institutional Capacity Index of Ethnic Care (ICIAE). For the organizations, a semi-structured interview will complement the information of the ECOA, deepening on women and youth participation; the instrument will be applied to 45 organization intended to be part of the Program.

The ICAE was used in two versions, one for areas with an ethnic majority, and one for areas without an ethnic majority population. The ICAE is comprised of the following dimensions and indicators (the instruments can be seen in Annex G):

Table A.5: Breakdown of the ICAE items

Dimensions	Indicators	Variables
Public Policy and Planning	Norms Issued	<ul style="list-style-type: none"> Laws Ordinances Agreements Decrees
	Policies included in the Development Plan	<ul style="list-style-type: none"> Existence chapter or ethnic or differential focus program in the PD with certain characteristics (clear goals, resource allocation, etc.
	Policy documents in addition to the Development Plan	<ul style="list-style-type: none"> Existence of policy document of the national entity, territorial or specific entity (Policy Variable work ethnic / territorial employment plans ethno-sensitive) (Variable ethnic GSP and SGR)
	Programs and projects	<ul style="list-style-type: none"> Existence of ethnic or differential approach in programs Existence of investment projects ethnic or differential approach them
	Action Plans	<ul style="list-style-type: none"> Existence of plan of action with ethnic component
	Monitoring implementation and results	<ul style="list-style-type: none"> Monitoring reports financial and product development plan (global) and entity Reports of effects and impacts of the development plan (global) and entity
Fiscal Resources: Budget and implementation	Operation	<ul style="list-style-type: none"> Amount ethnic units operating resources Participation in total budget authority Relative growth to the previous period
	Investment	<ul style="list-style-type: none"> Total investment resources for ethnic communities Share of total investment of the entity Relative growth to the previous period
Organization and human resource	Unit responsible	<ul style="list-style-type: none"> Existence dependency or group to ethnic affairs Dependence level in the organizational structure Sufficiency of physical resources available
	Human Resource	<ul style="list-style-type: none"> Number of staff exclusive or partial plant dedicated to ethnic affairs Number of contractors dedicated to exclusive or partial ethnic affairs Hierarchical level Professional level Knowledge and experience of officials responsible for policy matters differential ethnic / Linking organizational social movements and ethnic communities
Information Systems	Diagnostics	<ul style="list-style-type: none"> Existence of date analysis of ethnic communities status
	Records, censuses and surveys	<ul style="list-style-type: none"> Existence of records care operations ethnic communities Censuses and surveys that incorporate the ethnic dimension
	Information	<ul style="list-style-type: none"> Existence management reporting, monitoring and evaluation of actions and outcomes of care for ethnic communities.
	Transparency and access	<ul style="list-style-type: none"> Site availability information list on Ethnic Communities
Coordination	Existence and operation of instruments and coordination spaces	<ul style="list-style-type: none"> Plans articulators levels of government in response to ethnic communities Spaces for coordinating activities within and between levels of government.
Participative Management	Prior Consultation	<ul style="list-style-type: none"> Inquiries made Results of previous consultations
	Spaces for participation	<ul style="list-style-type: none"> Existence of policy participation spaces and activities to assist ethnic communities Type of participation in such spaces (decision, advocacy, consultation, information)
	Accountability	<ul style="list-style-type: none"> Type of accountability Frequency

Products	Services offered (subsidies, assets, educational quotas, credit, training, etc.)	• Units offered during the year
	Hedges	• Coverage of ethnic communities

Source: CONSUCOL SAS (2013), in Econometría’s Final Baseline Report

Sixteen institutions (slated for intervention) were interviewed with this instrument at baseline, and ten at midline. Two institutions had been dismantled, and four refused interviews. The midline evaluation included Ministry of Interior and Ministry of Agriculture and Rural Development; Governor’s offices of Guajira, Cauca and Cesar; and Mayor’s offices of Quibdó, Maicao, Santa Marta, Barranquilla, Silvia, Cartagena and Valledupar. The Mayor’s office of Valledupar and the Governor’s office of Cesar were to serve as control, but there were too few to serve as an adequate comparison.

The ICAE was developed to quantify the highly qualitative results of institutional strengthening that differed greatly by site. While the index can show a comparable picture of change across institutions, the great variability between sites – such as those with and without an ethnic majority, or within one of those groups, or even between institutions at the national, departmental or municipal level – makes it difficult to assert with confidence that that comparative picture is complete and robust. Another important consideration is the respondent from each institution who answers the questionnaire. If it is the same person as at baseline, the changes cited will likely be more accurate and reliable. But with the high level of institutional turnover, this could not be guaranteed, despite the data collectors’ best efforts to find the original respondent.

The instrument is also very long and demanding, in particular seeking information (documents, budgets, etc.) from among varied sites and personnel. All of the data needed to complete the questionnaire do not reside in one person, but across a set of geographically linked institutions and offices. This further brings into question the robustness of the data collected: when reports, budgets and other documents were not accessible, the only choice in the index is to count their lack as a “no” in the index, which brings the dimension and overall scores down – even if, in fact, that document exists. Several respondents declined to answer the questionnaire and resistance was linked to the difficult nature of the instrument and time required.

The ECOA similarly includes a set of indicators over several dimensions designed to capture organizational capacity at two points in time. The questions, however are different: rather than asking yes/no or scale questions, the organization leaders who answer the questionnaire are asked to name three strengths and three weaknesses across a set of dimensions. Their answers at baseline are then compared at midline to detect differences in the perceptions of what characteristics are organization strengths and which are weaknesses. The dimensions under scrutiny are the following:

- Democracy and participation
- Autonomy and administration
- Cultural identity and social and human development
- Territorial management and control
- Representation and advocacy

The ECOA instrument asks other questions about each dimension but the primary quantitative data come from the naming of strengths and weaknesses. The organizations that answered the

questionnaire in 2015 (37 of the original 42 interviewed at baseline) are found in Annex E. Table A.4 shows the dimensions and indicators of the ECOA, and the variables queried in tabular form.

Table A.6: Breakdown of the ECOA items

Dimensions	Indicators	Variables
Governability and Autonomy	Democracy and participation	<ul style="list-style-type: none"> • Frequency in conducting meetings • Preparation of assemblies • Participation in the assemblies • Results of the assemblies • Monitoring of the assemblies agreements • Training efforts arising from the meeting • Results of committees formed by order of the assemblies • Women participation in committees • Youth participation in training • Term period in management positions • Women participation in leadership positions • Youth participation in leadership positions • Rotation of manager positions • Training to renew manager positions • Carrying out trainings • Frequency of directors' meetings • Decision making process • Records of proceedings • Internal regulations • Topics that managers communicate regularly • Means used to communicate • Other authorities or influential leaders in the organization • Relationship between managers with other actors
	Autonomy and administrative management	<ul style="list-style-type: none"> • Organizations own plan evidence. • Interconnection between local and municipal – departmental development plans. • Level of involvement in the formulation of the local plan • Implementation progress in of the local plan. • Systematization process • Management Accounting Records for the last two years. • Accounting Records • Petty cash management • Bank accounts management • Financial Statements • Procedure Manuals • Control and Auditing • Tax liabilities • Training in administrative and accounting • Assets of the organization • Operational equity capital • Organizational budget
	Cultural identity and human development	<ul style="list-style-type: none"> • Communities' members' knowledge of the organization plan. • Communities' awareness of fundamental rights or higher laws • Legal procedures or social mobilization actions taking place to ensure recognition of their ethnic group. • Preserve cultural identity • Identification of goods, resources or traditions considered vital for cultural cohesion • Primary education access management • Secondary education access management • Technical Education access management. • College access management for • Project productive management • Project infrastructure management • Service Project management • Social Security Project Management • Women participation in the organization • Youth participation in the organization

Dimensions	Indicators	Variables
		<ul style="list-style-type: none"> • Conflict management in communities
	Management and control of the territory	<ul style="list-style-type: none"> • Ethnic Territory Status • Land Management Plan • Cartographic Boundary Territory • Environmental Management Plan • Delimitation of sacred sites and / or spiritual territory • Mechanisms for managing territorial disputes • Areas of environmental preservation • Food Sovereignty Areas in the Territory • Accomplishment of land use plan and environmental management plan of the territory • Knowledge of regulations to protect the territory • Internal agreements to protect the territory
Incidence and political interlocution	Political representation	<ul style="list-style-type: none"> • Representation in CMP • Representation in CTP • Representation on advisory boards or departmental tables • Representation in Municipal Commissions • Representation on Boards • Participation in public policy debates in the Municipal Council • Participation in public policy debates in the Departmental Assembly • Participation in public policy debates in Congress • Participation in Alliances • Participation in public policy formulation process • Training process for public policy advocacy
	Advocacy	<ul style="list-style-type: none"> • Enactment of ethnic rights in political participation • Ethno education ethnic rights and culture exercise • Exercise of ethnic rights regarding Own Health • Implementation of ethnic rights in Childhood - Youth • Implementation of ethnic rights in Women • Knowledge and diffusion of Victims Law • Knowledge and diffusion of anti-discrimination law • Knowledge and diffusion of the Restitution Law • Social Control - Oversight • Actions to enforce the rights • Prior Consultation • Specific Justice • Knowledge and dissemination of Women Act • Knowledge of mechanisms to exercise their rights

Source: CONSUCOL SAS (2013), in Econometría's Final Baseline Report

The ECOA is also a long and involved instrument, which consolidates responses generally from one group leader. It has two main weaknesses. First is the format of asking leaders what three aspects of a given dimension he or she considers strengths and weaknesses. This is not a ranking of a list of elements or aspects, but rather a longer list from which the strengths and weaknesses are chosen. It is complicated and the results subjective as a result, and something that may have been a strength at baseline may continue to be a strength, objectively, but be ignored in favor of another aspect. In this way, answers we might access about each aspect are subsumed under a very subjective method that is fraught with challenges for the respondent.

The second weakness is that a leader answers the questions without input on the dimensions from a wider variety of members of the group. As a result, the richer information that might emerge, particularly from historically underrepresented groups within an organization (youth, women, sub-groups) are lost. As with the ICAE, the value of the instrument lies in the detail of variables within each dimension; however, the weaknesses of the instrument make it difficult to interpret improvement and decline with certainty.

The evaluation team also conducted in-depth interviews with 76 leaders, officials, and ACIP staff, and 14 focus groups with indigenous and Afro-Colombian participants. These activities utilized instruments (Annex G) that touched on the array of topics and activities related to the ACIP interventions.

Table A.7: Interviews and Focus Groups

	Men	Women	Totals
Interviews with Afro-Colombian leaders	17	10	27
Interviews with indigenous leaders	21	7	28
Interviews with municipal officials	2	5	7 ⁶
Interviews with departmental officials	2	1	3
Interviews with national officials	1	1	2
Interviews/groups discussions with ACIP team members	4	5	9
Focus groups with indigenous respondents			6
Focus groups with Afro-Colombian respondents			8

Qualitative analysis

Three different methods are used to analyze the data collected through the tools described above for the qualitative component of the evaluation: descriptive, comparative and content analysis.

Descriptive Analysis: It aims at finding evidence and points of reference to understand: (i) how a particular situation or process happened, (ii) which events and circumstances were definitive for its occurrence and (iii) which were the stakeholders involved. However, it does not intend to explain the reasons why a particular course of events took place or why a certain set of results was obtained. For the purpose of this evaluation, descriptive analysis allowed the qualitative team to provide a detailed picture of the processes that have taken place through the implementation of ACIP, documenting its strengths, the obstacles it has faced and identifying possible opportunities for its improvement. Inputs for this type of analysis will be obtained through in-depth interviews and focus groups.

Comparative Analysis: It aims at evidencing the relationships, similarities and differences between projects with common objectives and characteristics, or between outcomes of the same intervention. This analysis was used to provide a qualitative explanation of the results obtained through quantitative tools. Comparison was also used to analyze how circumstances have changed over time, aiming at identifying improvements, barriers and regressions that have happened through the implementation of the project. Furthermore, this enhances the possibilities of making adjustments to the development of activities, targeted both at institutions and organizations. Inputs for this type of analysis were obtained through semi-structured interviews (designed at baseline), in-depth interviews and focus groups.

Content Analysis: It aims at identifying how and why a particular state of things came to be. It allows to further explain the findings resulting from the comparative and descriptive analysis. For

⁶ Two of these were comparison sites, which are not used in the analysis as the sample size was too small to be indicative.

this evaluation, this type of analysis was useful during the revision of documents and strategies specified previously described. Inputs for this type of analysis were obtained through focus groups and in-depth interviews.

Study limitations

The evaluation design followed in this study has certain limitations. First, the design does not allow us to determine a *causal* effect of the program on the State's attention on ethnic issues (Result 1) or ethnic organizations strength (Result 2). Under the technical definition of the term, the analysis of these results does not correspond to an impact evaluation. Instead, the analysis corresponds to a performance evaluation, in which the evolution of certain outcomes is tracked over time, in order to determine if a particular result is seen or not, but without evidence that supports a causal link from the intervention *per se*. For Results 3 (economic opportunities) and 4 (positive messages on ethnic issues) an impact evaluation is in fact conducted, as quasi-experimental techniques are employed in both cases. However, for Result 4, only a selection of the original design was repeated – in fact, the impact evaluation component. There was an additional sample at baseline, in which telephone surveys were conducted of non-ethnic citizens. Unfortunately, this element was not rigorously replicable. Because results would therefore not provide useful evidence of a change over time in positive messages about ethnic issues among non-ethnic populations, this element was excluded from the midline measurement.

Second, the main of limitation of the study is the high degree of attrition in each component. In the case of Result 1, for instance, in this midline the team was able to interview 10 out of 16 entities who were originally surveyed during the baseline. Two of these six entities were not interviewed because they no longer exist, the others because they refused the interview. Similarly in the case of Result 2, just 37 of the original 42 organizations were interviewed. The five interviews that were not interviewed at midline were lost because of logistical challenges and the unwillingness of some organizations to be interviewed.

Nonetheless, the highest level of attrition was suffered in the quantitative survey carried out to measure Results 3 and 4, as about 30% of the interviewees could not be re-interviewed. This was true for the urban sample as well as for the rural. Some of them could not be found, particularly among the urban attrition; among the lost rural sample were a large number of refusals to be interviewed, and respondents who were unavailable. Despite these issues, corrective measures were adopted to assure comparability and robustness of the evaluation. The indexes of R1 and R2 were adjusted and recalculated so that baseline and midline results were comparable. And in the case of the quantitative survey, statistical techniques were employed in order to correct the pervasive consequences of attrition.

As noted in the text, attrition imposes two costs for this type of evaluations. First, it may bias results to interview respondents who are not a representative sample of the universe of participants. To address this issue, we employ matching techniques that reveal that results are quite robust. The second effect is that the reduction in sample size imposes costs in terms of the precision at which impacts are calculated. Table A.8 shows the exact sampling costs of attrition.

Table A.8: Effect of Attrition on Sampling Error

Difference (from baseline to midline and between treatment and control) that we want to be able to detect	Sampling error at baseline	Sampling error at midline	Percent increase in sampling error
40%	3.2%	3.9%	22%
20%	3.9%	4.8%	23%
15%	4.0%	4.9%	23%
10%	4.1%	5.1%	24%
5%	4.1%	5.1%	24%

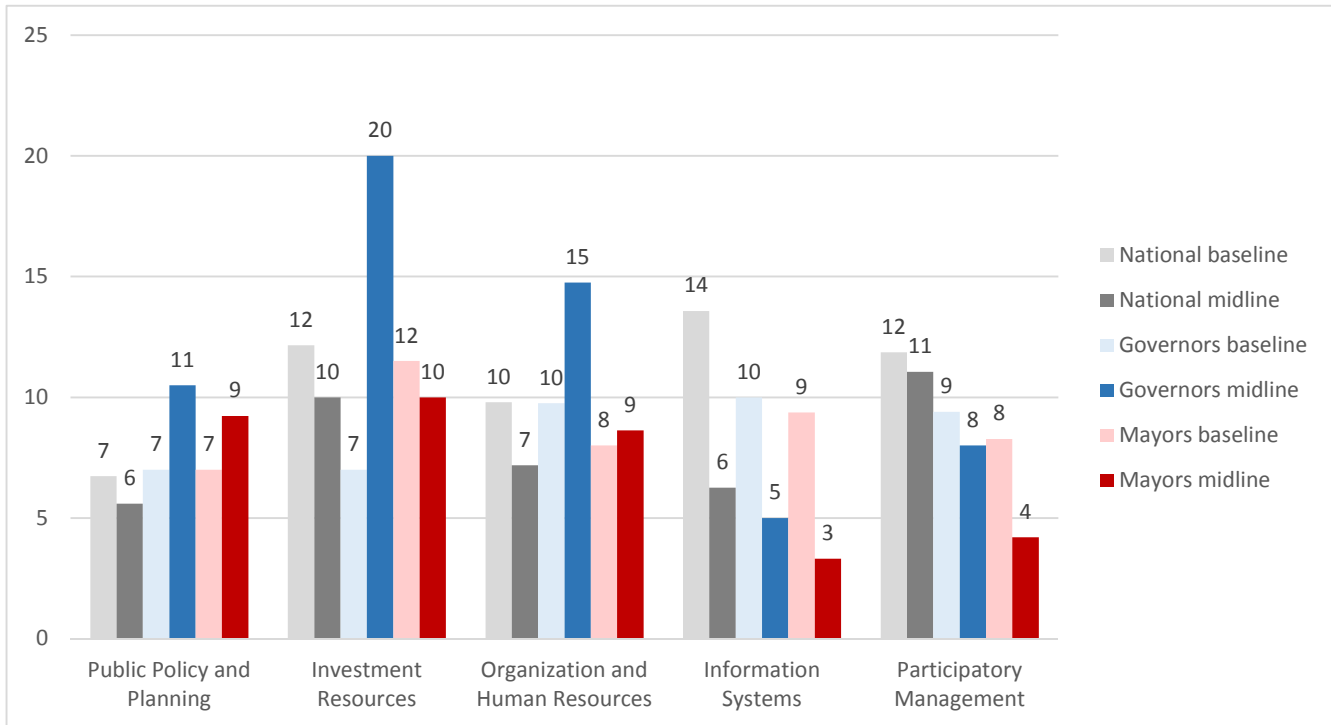
It is fair to conclude that attrition is costly in this case, but also that the cost is moderate. For different levels of treatment effect, as revealed by the table, the percentage increase in sampling error is within the 22-24% range. Even when seeking differences as small as 5% from baseline to midline, the new sampling error reaches acceptable errors. It is important to note that many of the differences found in this evaluation, especially for the urban sample, are above 20%. For such differences sampling error after attrition is lower than 5%.

For the final measure or endline in 2017, nearly all of those interviewed in the midline will have to be located and interviewed again to maintain the level of rigor that meets impact evaluation standards for USAID. As in this round, those conducting the evaluation should attempt to reach each 2015 respondent by telephone prior to going to the field, at approximately three months prior to field work. The level of failure at midline in reaching respondents by phone (because of unworking numbers, refusals and unanswered calls) nearly perfectly mirrored the actual attrition found in the field. Therefore, this round of phone calls in 2017 will serve to alert the evaluation team prior to field work as to whether the third round is feasible, or if attrition continues to be high.

ANNEX B: ADDITIONAL ICAE FIGURES

Figure B.1, below, breaks down the results of the ICAE by dimension and by type of institution for entities without an ethnic majority: national, departmental and regional.

Figure B.1 Average ICAE results by dimension, for non-ethnic majority population

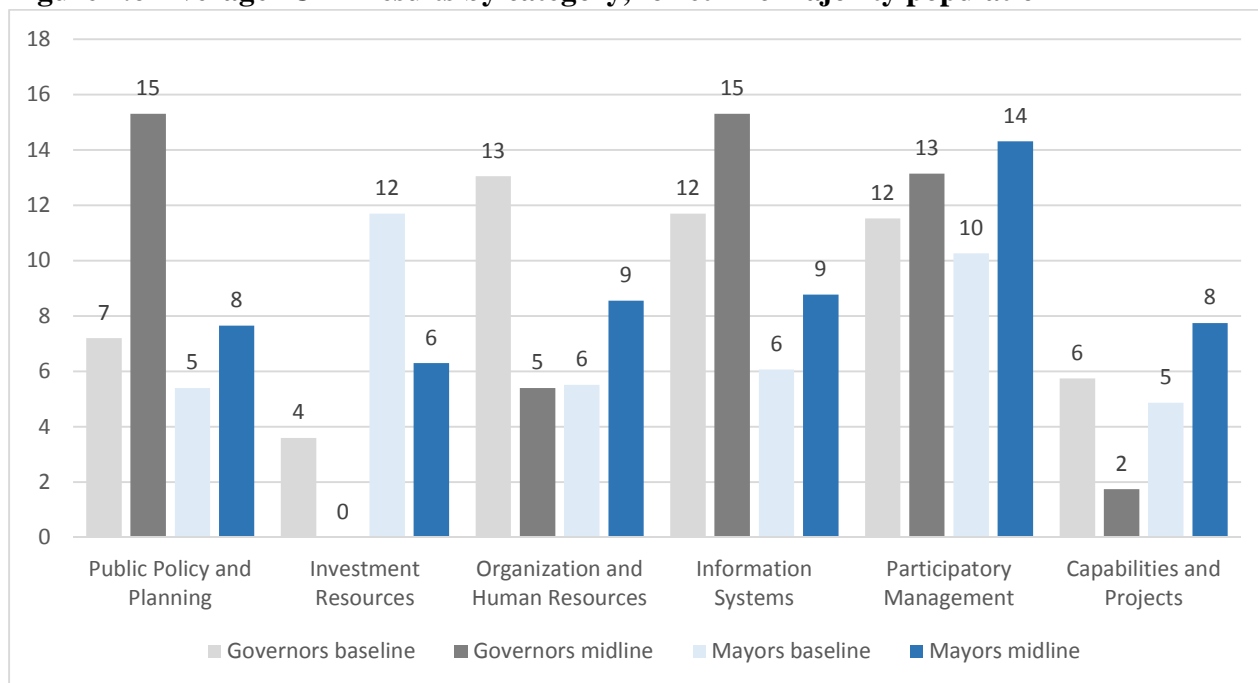


At the departmental level, there were advances in public policy and planning, investment resources, and human and organizational resources, and setbacks in information systems and participatory management. Finally, at a municipal level, there were advances in public policy and planning, and human and organizational resources, and setbacks in investment resources, information systems and participatory management. In Annex B we present the results broken down by dimension for each institution interviewed, with the aim of determining the strengths of each entity, as well as their areas for improvement.⁷

In Figure B.2, institutions with an ethnic majority. At a departmental level, there are increases in public policy and planning, information systems and participatory management, and reductions in investment resources, human and organizational resources, and capabilities and projects. At a municipal level, there are advances in public policy and planning, human and organizational resources, information systems, participatory management, and capabilities and projects, and declines only in investment resources.

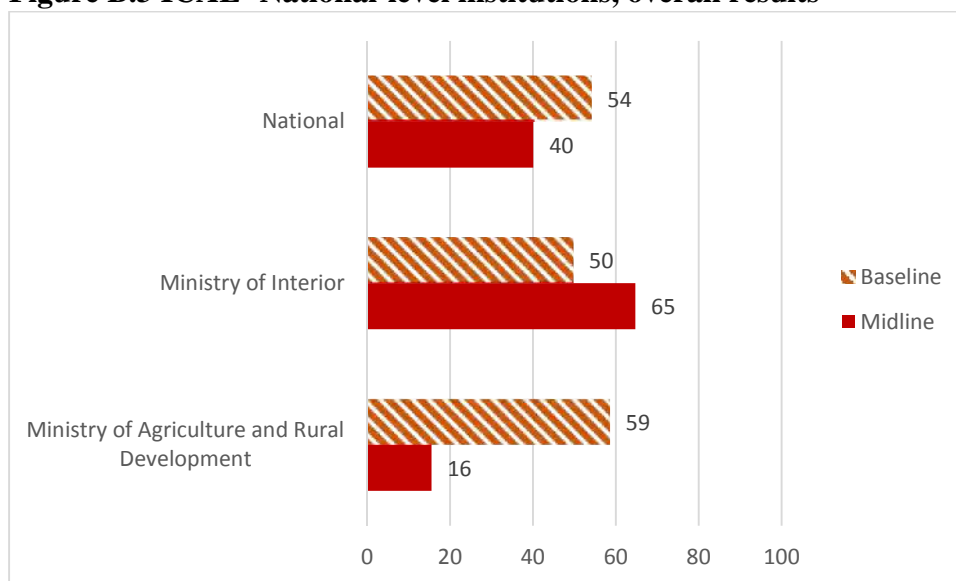
⁷ Note that the sample size for national versus departmental and municipal entities is too small to support rigorous comparisons.

Figure 1.6 Average ICAE results by category, for ethnic majority population



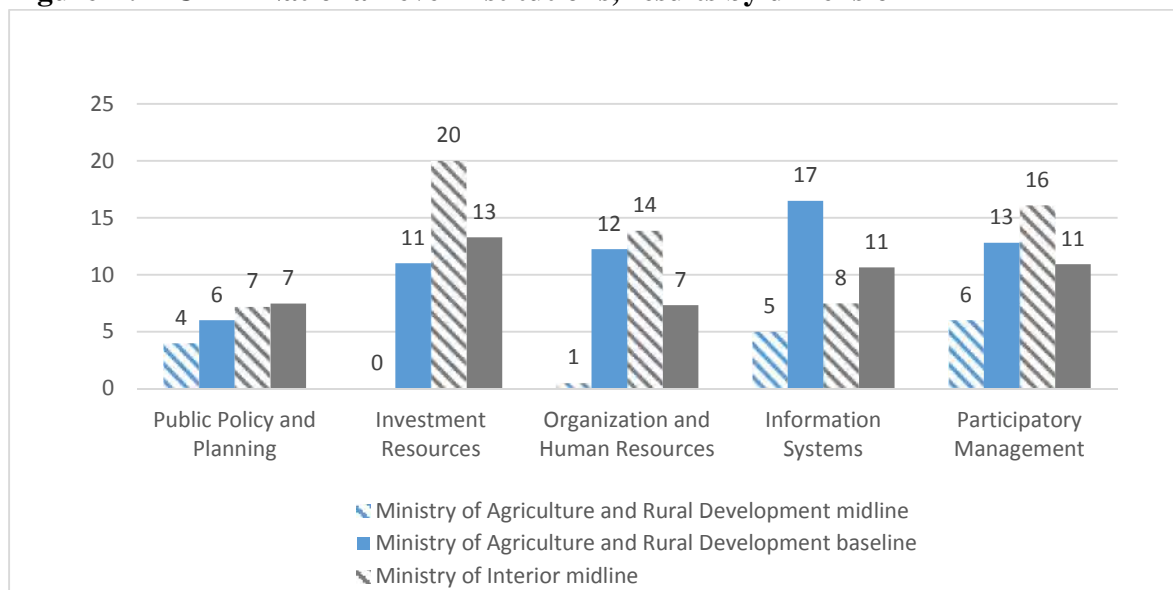
Results of the ICAE for the national institutions interviewed in both the baseline and the midline surveys, in this case, the Ministry of the Interior and the Ministry of Agriculture and Rural Development (MADR). The decline in the score for the MADR is pronounced.

Figure B.3 ICAE- National-level institutions, overall results



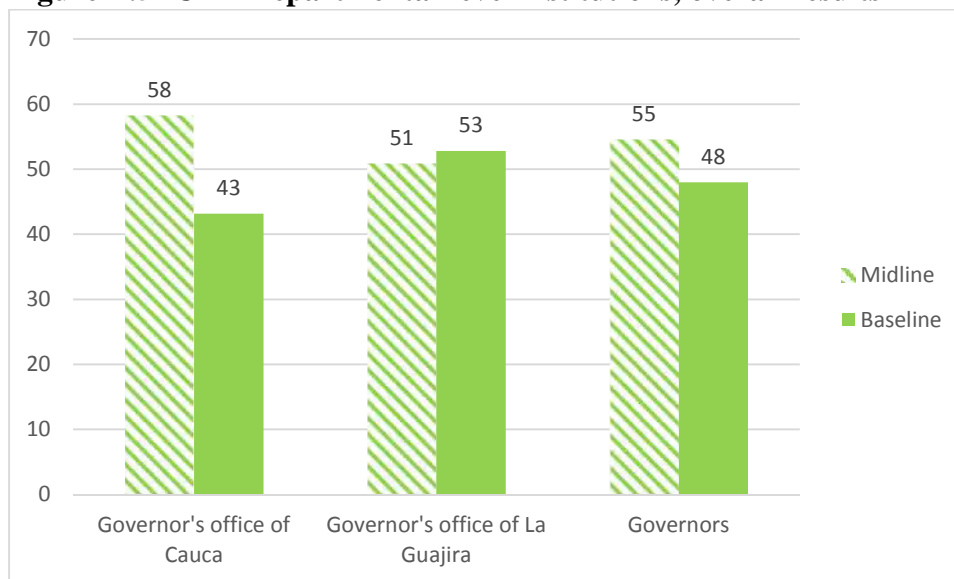
Scores for national institutions based on the scope of attention to the needs of ethnic groups.

Figure B.4 ICAE- National-level institutions, results by dimension



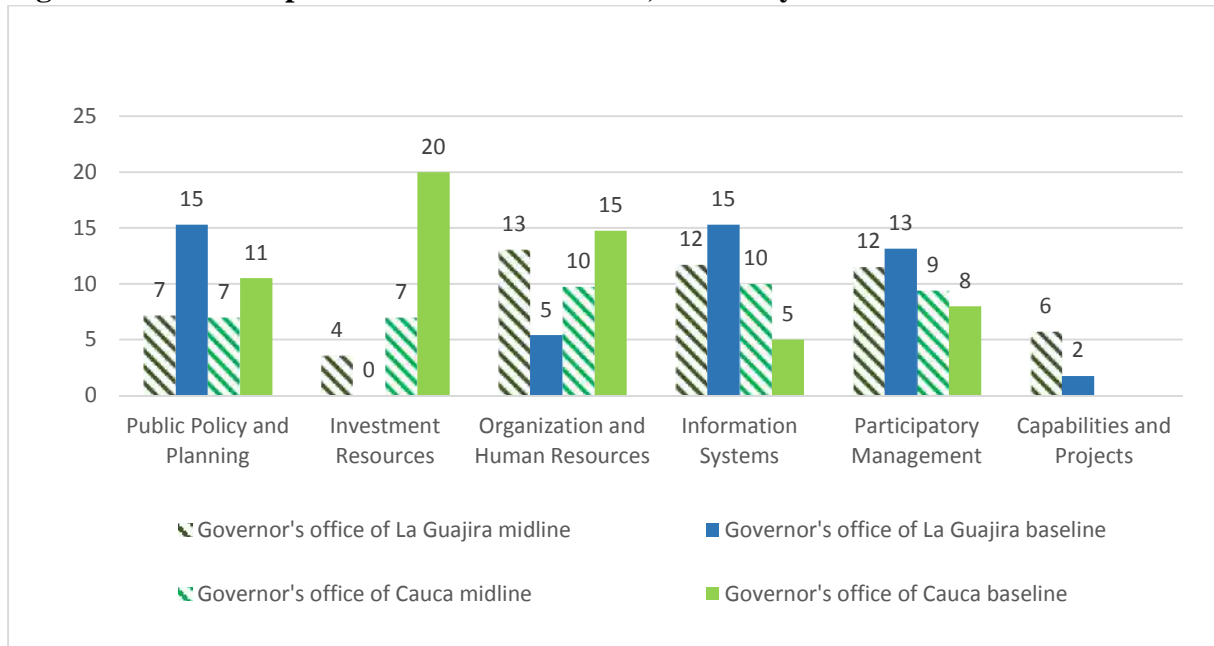
Scores for departmental institutions in the baseline and midline, in this case for the governments of Cauca and La Guajira.

Figure B.5 ICAE Departmental-level institutions, overall results



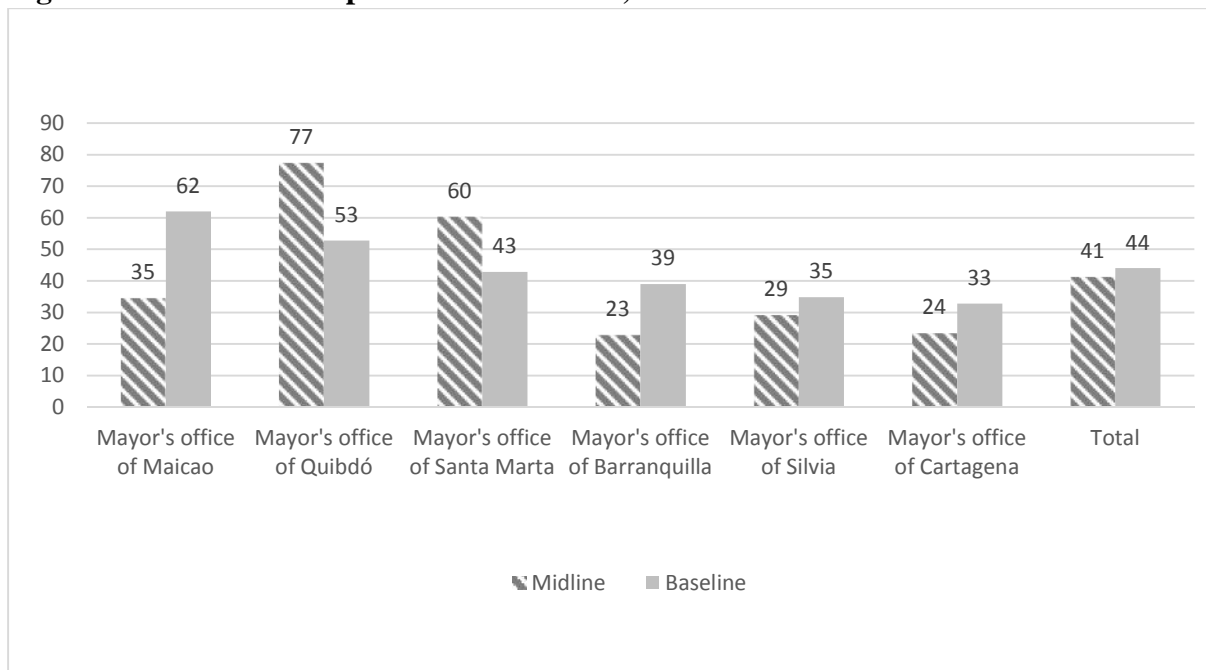
Scores for departmental institutions based on the scope of attention to the needs of ethnic groups.

Figure B.6 ICAE Department-level institutions, results by dimension



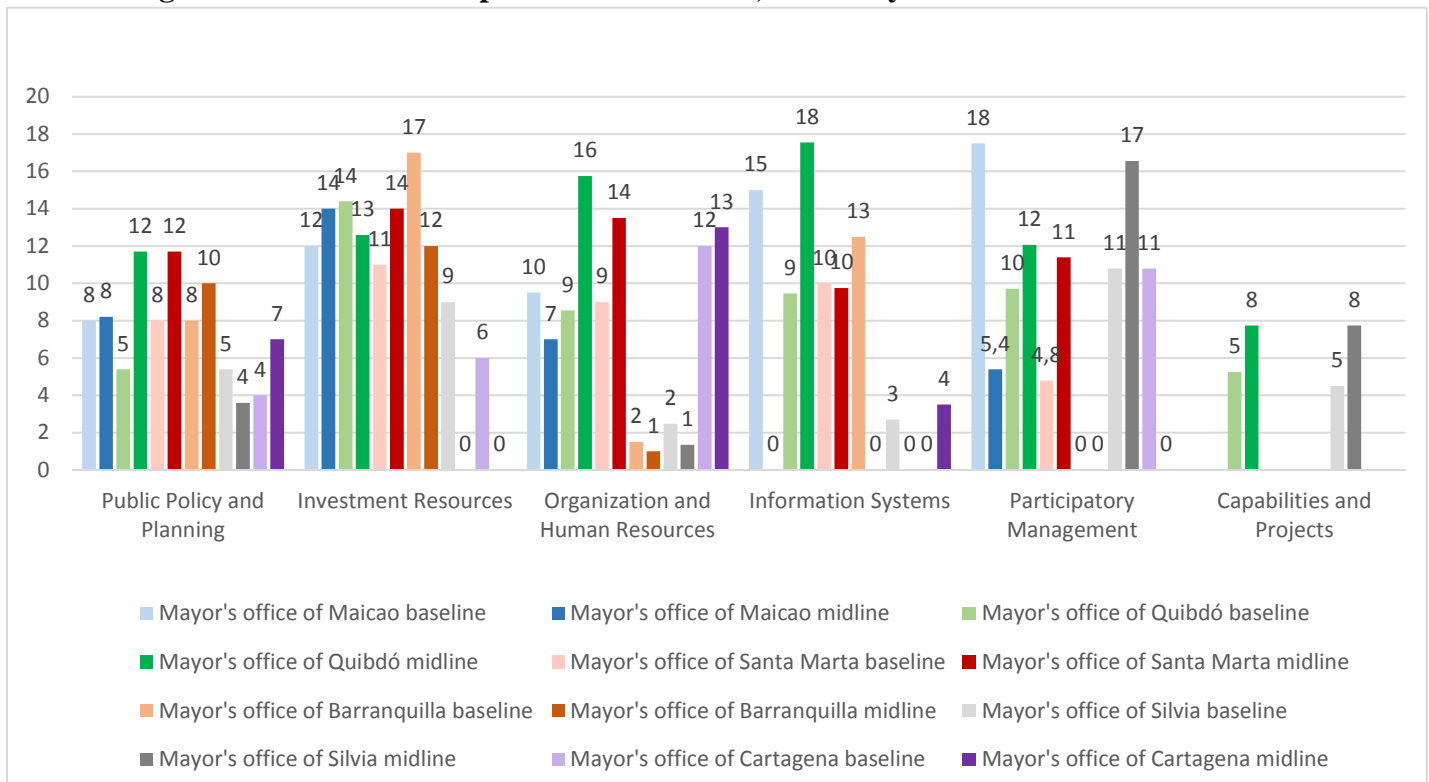
Scores for municipal institutions in the baseline and midline, in this case for the municipalities of Maicao, Quibdó, Santa Marta, Barranquilla, Silvia and Cartagena, as shown in Figure B.7.

Figure B.7 ICAE Municipal-level institutions, overall results



Scores for municipal institutions based on the scope of attention to the needs of ethnic groups.

Figure B.8 ICAE- Municipal-level institutions, results by dimension



ANNEX C: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS TABLE

2. To what extent has GOC attention to the needs of ethnic minorities increased?

This question, which refers to Result 1, asks whether the program has affected State institution in terms of the following aspects: i) developing and implementing pro-minority policies, ii) improving state planning and investment of public resources in ethnic communities and iii) ensuring that variables on ethnic minorities are captured in state monitoring. EVAL collected data on 10 treated and 2 non-treated (comparison) institutions at national, regional and municipal levels, to reconstruct the Institutional Capacity Index of Ethnic Care (ICAE) at midline. The analysis also includes the results from interviews with national and local public servants.

E.Q.	Findings	Conclusions	Recommendations
2.1	<p>Institutions surveyed at midline obtained an overall average score of 43.7 out of 100 on the ICAE (Institutional Capacity for Attention and Ethnic Care) at midline, slightly lower than the score of 46.8 obtained at baseline. Scores were more mixed among the six dimensions of the ICAE (capabilities and projects, participatory management, information systems, human and organizational resources, investment resources, and public policies and planning) but in general the trend was a slight decrease on the index. Only four of ten treated institutions showed an overall gain.</p> <ul style="list-style-type: none"> • Average ICIAE percent change, Overall: -6.8% • Average ICIAE percent change, National: -20.6% • Average ICIAE percent change, Departmental: 21.1% • Average ICIAE percent change, Municipal: -9.0% <p>The sample of sixteen government offices at baseline was reduced to 10 at midline. Two government offices closed, and four refused the interview: the Governor’s Office of Chocó, the Mayor’s Office of Bojayá, the Mayor’s Office of Uribíá, and INCODER. However, whether the evaluation team included or excluded the six offices that did not complete the second interview, the score was almost precisely the same.</p> <p>There were 2 national, 2 departmental, and 6 municipal government offices in the midline sample.</p>	<p>(2.1 - 2.4) ACIP’s activities have had significant effects in crucial dimensions of attention to ethnic minorities, such as public policy planning and formulation, and not in others, like implementation of policies and the existence of investment resources.</p> <p>For the majority of institutions interviewed, overall scores fell from baseline to midline, indicating a general decrease in institutional capacity to attend to the needs of ethnic minorities.</p> <p>A major difference in all scores is found between state institutions in ethnic majority</p>	<p>R2.1 ACIP should focus its efforts on supporting the implementation of public policies that were formulated with its assistance. For this purpose, it should: 1. Design mechanisms and/or tools for monitoring public policies 2. Implement the public policy oversight mechanisms that have already been established. 3. Continue socializing the public policies and other instruments with local organizations and leaders.</p> <p>Technical and logistical partnerships with Mayor’s and Governor’s Offices should be strengthened on</p>

E.Q.	Findings	Conclusions	Recommendations
	The total number of agencies treated by ACIP was 58.		
2.2	The ICAE score for entities with an ethnic majority is 13 points higher overall than for entities without such a majority, in contrast to what occurred in the baseline, where the scores were equal.	sites and in those places without an ethnic majority, reflecting a higher level of intervention from ACIDI/VOCA and of motivation among those institutions serving majority ethnic populations.	this point, to ensure that implementation and monitoring continue after the close of the program.
2.3	<p>Among ICAE dimensions, a significant positive change occurred in public policies and planning, for entities both with and without an ethnic majority. The most significant negative change was in investment resources. The figures are as follows (positive findings are in italics):</p> <p>Sites with ethnic majorities: <i>Capabilities and projects: 32% midline, 29% baseline</i> <i>Participatory management: 77% midline, 59% baseline</i> <i>Information systems: 61% midline, 44% baseline</i> <i>Organization and human resources: 42% midline, 45% baseline</i> <i>Investment resources: 23% midline, 50% baseline</i> <i>Public policy and planning: 57% midline, 33% baseline</i></p> <p>Sites without ethnic majorities: <i>Participatory management: 34% midline, 47% baseline</i> <i>Information systems: 22% midline, 53% baseline</i> <i>Organization and human resources: 45% midline, 44% baseline</i> <i>Investment resources: 57% midline, 55% baseline</i> <i>Public policy and planning: 42% midline, 35% baseline</i></p> <p>The results are the same whether all 16 institutions interviewed at baseline are compared (ICAE 46.9), or only the ten re-interviewed (ICAE 46.8).</p> <p>The ICIAE represents one, imperfect, measure of state</p>		Establish veedurías (citizen oversight committees) among affected groups to monitor and support the implementation and monitoring of the new policies.

E.Q.	Findings	Conclusions	Recommendations
	attention to ethnic minorities; this is broken down by ethnic and non-ethnic majority sites, and by dimensions, to unpack what has changed. Other more qualitative measures follow.		
2.4	The scores for national entities show little advance. For the midline it was not possible to interview some of these entities, such as INCODER which is a vital project partner, and another two that disappeared: the Presidential Offices of Afro-Colombian and Indigenous Affairs. The evaluation team perceived great reluctance on the part of INCODER to be interviewed for the evaluation.		
2.5	The National Public Policy on Gender Equality, approved in 2013, has a component for women, Afro-Colombians and indigenous people, thanks to the participation of their delegates in the roundtables, which was made possible by ACIP support (Kambiri interview).	(2.3, 2.5 – 2.12) Policies have been formulated (instruments, methodologies, etc.) for ethnic minorities in most sites visited and at all levels (though to a lesser extent at municipal level), but the results in terms of the implementation of these policies is not strong. Policies were only recently delivered and approved in many cases, so ACIP still has time to support implementation.	
2.6	In October 2014, the Ministry of the Interior issued Decree 1953, “by which a special regime is created in order to implement the Indigenous Territories with respect to the administration of the traditional systems of the indigenous peoples, until the Congress issues the law referred to by Article 329 of the Political Constitution.” Per an interview with Asociación de Cabildos Indígenas del Norte de Cauca (ACIN), this decree was supported by ACIP.		
2.7	The qualification and training of the staff of the Secretariat of Indigenous Affairs of the Department of La Guajira strengthened its capacity to propose work structures and indigenous components for the departmental development plan, thanks to the support of ACIP.		

E.Q.	Findings	Conclusions	Recommendations
2.8	<p>ACIP supported the Land Restitution Unit in formulating the methodology for the development of the ethnic territory characterization studies that are necessary for the filing of land restitution petitions.</p>	<p>result of ACIP intervention. Some time remains in the project to be able to ensure implementation of some or all of the policies recently created as a result of ACIP's support. Since this shortcoming is predictable, however, it is evident that programming efforts should be targeted toward the thornier tasks of implementation.</p>	
2.9	<p>The Secretary of Planning and the Secretary of Government of Lloró did not know how to provide relevant information in response to the survey. Several interviews were conducted with different officials in the Governor's Office of Chocó, but it was not possible to obtain information in related to the R1 instrument.</p>		
2.10	<p>In Barranquilla and Cauca, the evaluation and monitoring processes have not been supported as yet because of the little time since the approved policies have been introduced. The Governor's Office of Cauca and the Mayor's Office of Cali report that they have not approved any public policies related to ethnic issues since their receipt of support from ACIP. As of the field visit (in May 2015), none of the instruments (Raizal public policy, Raizal Consultation Protocol, and Development Plan Monitoring System of Cartagena with regard to ethnic issues) had been implemented because of their recent delivery (March 2015), nor had the Afro-Colombian Public Policy of Cartagena (2012) been implemented, according to some leaders of three organizations attached to the Gavilaneó Chapter, which has monitored the same.</p>		

E.Q.	Findings	Conclusions	Recommendations
2.11	<p>ACIP supported formulation of public policies, 52 at Q4 end, FY15⁸ and their inclusion in municipal, departmental and national development plans.</p> <ul style="list-style-type: none"> • National: ACIP TA to MinInt and DNP on 115 FPIC processes with Afro-Colombian communities. • Cauca: collaboration with national gender policy • Barranquilla: public policy for Afro-descendants in Mayor’s office • Santa Marta, Chocó and Quibdó: ACIP-supported information systems. • Logistical support for meetings and events for the formulation of policies, advice to the staff of territorial entities, and well-received workshops and/or training for nearly 1,300 government personnel. • Interview data from Barranquilla, Cartagena, Cali, Lloró and Cauca indicate no implementation as yet. In some cases the policies were said to be newly passed, and had not had time to be implemented yet. 		
2.12	<p>ACIP leveraged significant funds through public sector sources – USD1.43 billion at the end of the fourth year of the project – and private sector sources – USD 18 million. Their public sector goal was reached and the private sector goal was exceeded by 38%. Sources included national-level Ministries, departmental and municipal governments, specialized agencies (SENA and CORALINA.) Specific efforts include:</p> <ul style="list-style-type: none"> • In 2012 ACIP reports TA to the government of Chocó to access the Gran Darien Contrato Plan, leveraging USD615 million for efforts to fight extreme poverty across the region. • ACIP assisted the government in Cauca to access USD11.6 million over eight projects funded by royalties. • ACIP supported three Raizal groups in securing organizational strengthening grants, with cost-share from the department and the local environmental authority. • Through Contrato Plan, ACIP leveraged USD3.6 million for the 		

⁸ Afro-Colombian and Indigenous Program (ACIP), Quarter 4 – FY2015, July-September. October 31, 2015, pp. 8-9.
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E.Q.	Findings	Conclusions	Recommendations
	<p>construction of a hospital in Acaandí, 85% of whose population is Afro-Colombian, indigenous or Raizal</p>		
2.13	<p>ACIP has provided logistical support to the Governor's Office of Cauca in carrying out events with the participation of ethnic groups, but not in implementing public policies that had previously been formulated.</p>	<p>(2.13 – 2.15) Part of the support to policy formulation has been ACIP's support to Afro-Colombians and indigenous individuals and groups to attend events and participate in a variety of spaces for collaboration with government. This support has been fundamental to their participation and is more than just logistical assistance but rather using the program's influence to bring policymakers and participants together, and make plans and policies.</p>	<p>R2.2 Given ACIP's success to date with these challenging efforts, we recommend the support be continued where opportunities arise or can be triggered by ACIP's intervention.</p>
2.14	<p>ACIP supported meetings and awareness-raising sessions in relation to the formulation of the Afro-descendant public policy of the Mayor's Office of Barranquilla ("Public Policy to Ensure Respect for the Rights of the Black, Raizal, Palenquera and Afro-Colombian Populations in the District of Barranquilla"). This policy was approved in December 2013. There is no evidence of the implementation of this policy or of the effective awareness-raising of the Mayor's Office (the Council responsible for differential issues has never held a meeting).</p>	<p>This support becomes all the more important in the light of this resistance to ethnic-focused programming (finding 2.28) and the sometimes tenuous nature of government spaces for inclusive participation (finding 3.19).</p>	
2.15	<p>With support from ACIP, the Municipal Mayor's Office of Quibdó convened a group of women from different organizations and associations to participate in the formulation and development of the public policy for women. And with technical support from ACIP, the Mayor's Office of Quibdó is currently formulating a youth public policy, which is expected to be developed before the end of the current mayoral term of office. However, the municipal administrations of Lloró and Bojayá have not provided specific information about ACIP's relevance with respect to the formulation of specific plans or policies.</p>	<p>Where government legitimacy is low, and/or there is no champion for</p>	

E.Q.	Findings	Conclusions	Recommendations
		inclusive programming, organizational participation must become opportunistic.	
2.16	The Governor’s Office of Cauca increased the resources allocated to their budget item “Afro-Colombian and Indigenous People in Territorial Coexistence” 41%, from 185 million COP in 2013 to 260 million in 2014. Only Cauca itemized their budget by programs specifically aimed at ethnic minorities; investment plans generally categorize budgeted resources by strategic lines that are supposed to cover minorities.	(2.16 – 2.21) Plans and funds are destined across sectors, while programming by ethnicity is based on populations – a fundamental challenge for tracking. A related problem is information systems that are not designed to track by populations, nor are the systems linked in functional ways.	R2.3 In the final phase of its operations, ACIP should work with a subset of cooperative institutions to develop ethnic-focused investment plan tracking and execution. Results from such a pilot would be helpful both for USAID and for the GOC.
2.17	The municipal administration of Quibdó proposed as a four-year goal the management of approximately \$584b COP, which was 28.45% higher than the goal for 2013. There is no evidence that the Governor’s Office of Chocó or the municipalities of Lloró and Bojayá have carried out any planning or investment of public resources.	There is evidence that the secretariats and governor’s offices have allocated investment resources to programs concerning ethnic minorities. But it is harder to see that budgeted resources were executed for the benefit of minorities in specific programs. The resources that reach this population through departmental investments in categories such as housing, economic development and culture are very limited and	ACIP should support development plans that cross-link specific components and programs for the minority population, since there are particular investment requirements for this population.
2.18	The progress report on the goals of the Departmental Development Plan with respect to Raizal issues and the process of designing the Development Plan Monitoring System of Cartagena showed that ethnic issues are part of the strategic lines of the secretariat responsible for these issues in that city, but not of the most of the other territorial secretariats and directorates.		Another important route of action is through the planning and execution of expenditure-monitoring systems and community oversight (veedurías) of implementation. Oversight could be enhanced and communitized through training participating
2.19	There is evidence of an increased budget for the ethnic population in the Department of La Guajira (a majority population) with respect to the execution of the 2008-2011 Investment Plan. However, the investment plan is broken-		

E.Q.	Findings	Conclusions	Recommendations
	<p>down by strategic line rather than by ethnic component or population group. Thus, the investment plan does not allow for an estimate of the resources allocated to the department's ethnic minorities.</p>	<p>not itemized so not verifiable.</p>	<p>organizations.</p>
2.20	<p>With support from ACIP, the Governor's Office of Cauca formulated six royalty projects in three thematic lines (ethno-education, culture, and productive projects). Only the two projects related to ethno-education were approved by the OCAD. In addition, this Governor's Office and the Mayor's Office of Silvia have had specific budgets for activities related to ethnic groups, which were planned with the preparation of their development plans and supported with their POAs.</p>	<p>Investment plans in the department development plans do not always specify specific investments for in minority population issues. Some plans, such as those of La Guajira, include these investments, but actual expenditures are assigned to categories of culture or human development. The assumption is that ethnic minorities gain from these line items, but monitoring systems do not capture execution or amounts for minorities.</p>	
2.21	<p>The Mayor's Office of Barranquilla has continued to finance the employment program following the departure of ACIP, although the new phase is not focused only on the Afro-descendant population. The Mayor's Office financed the first phase of the program with 700m COP, which corresponded to 19% of the budget. However, the Mayor's Office of Barranquilla is not specifically monitoring the budget execution or the projects for the Afro-descendant population.</p>	<p>While it is true that this methodology is designed to include the ethnic variable in a cross-cutting manner, it runs the risk of homogenizing processes and hiding actual targeted investments.</p>	
2.22	<p>The Mayor's Office of Barranquilla does not have a specific group or office for the indigenous and Afro-descendant populations, or officials who are dedicated exclusively to ethnic issues. The Mayor's Office of Quibdó has one staff official and two contractors dedicated to attending to issues</p>	<p>(2.22 - 2.27) Some municipios and departments have increased staff dedicated to assisting minority ethnic population (employees or</p>	<p>R2.4 ACIP efforts to build capacity of personnel in partner institutions should continue, across the intervention sites with</p>

E.Q.	Findings	Conclusions	Recommendations
	of the minority ethnic population. There is an “Ethnic Affairs” office attached to the Secretariat of Government, with an assigned professional and an indigenous contractor.	service contractors), as does at least one national body.	municipios and departments, to the extent possible as the program comes to an end.
2.23	The Governor’s Office of Chocó has one employee responsible for ethnic issues, specifically indigenous issues. Several offices interviewed had had no staff increase on these issues (Mayors’ and secretariats’ offices of Maicao and Santa Marta for example.)	While this was not a stated goal of ACIP, it can be seen to reflect greater dedication to the issues.	ACIP should track turnover in its partner institutions throughout the life of the project to have a hard estimator of this potential impact on cost and capacity.
2.24	The Land Restitution Unit (LRU) and the Governor’s Office of Cauca have specific personnel for responding to the needs of ethnic groups. The LRU’s work team was created thanks to the support of ACIP and other international cooperation agencies.	ACIP strengthens capacities of the personnel hired to assist the ethnic population.	Dedicated administrative personnel are necessary and leave installed capacity in the offices, secretariats, Mayor’s Offices and Governor’s
2.25	The Office for Afro-Colombian Affairs of the municipality of Riohacha increased its human resources for attending to the population, from three people in 2013 to five in 2015 (due to a departmental restructuring rather than to the specific support of ACIP.) Training and counseling provided at a municipal level has focused on installing capacity in each institution.	It also reduces the number of training processes required by the turnover of personnel.	For any project activities that remain with institutions, ACIP should redouble efforts to establish institutional agreements and collaborations in which the parties’ roles and responsibilities are clear, to strengthen processes across a given entity.
2.26	The assistance provided by ACIP to the Mayor’s Office of Cartagena is perceived by the officials interviewed as continuous and enriching. On the other hand, officials and contractors in the Governor’s Office of San Andrés believe that they were not supported or integrated in the formulation of public policy instruments and reports undertaken by the Raizal consultants hired by ACIP, but rather that their only role was to provide documents and logistical support to the consultants.	Some evidence suggests that not all working relationships with local institutions were viewed positively by local members, for lack of coordination and for unclear role assignment.	

E.Q.	Findings	Conclusions	Recommendations
2.27	<p>According to some national and departmental officials, some agreements made with ACIP generated tensions, misunderstandings, a lack of coordination, different expectations of the work and difficulties in carrying it out, given that the agreements were not clear about the roles and responsibilities of the parties or how they were to coordinate for the teamwork.</p>		
2.28	<p>One of the perceptions shared in the interviews of various local actors (officials, ACIP consultants, leaders) in San Andrés and Cartagena and that came out of the training provided to officials and contractors on ethnic rights and the Monitoring System of Cartagena is that there still is still a lot of resistance by officials and contractors to providing attention to ethnic issues and a differential approach, because they view this as discrimination and that it entails additional work that they do not want to assume.</p>	<p>(2.28) Resistance in the coastal context comes from historically bad relationships and discrimination directed at Afro-Colombians. It is currently aggravated by a particular mayor, and by lack of national-level guidelines on differential attention to minority groups.</p>	<p>R2.5 This issue seems well out of the hands of ACIP, in terms of what can be done to address the problem. Also see R2.2, above.</p>

2a. To what extent has the capacity of the GOC to protect and grant ethnic minorities their legal and political land rights increased?

E.Q.	Findings	Conclusions	Recommendations
2a.1	<p>The INCODER interlocutors designated for the interview were unwilling to be interviewed formally, to be taped, or to complete the questionnaire about their participation in ACIP. One functionary with whom our team spoke was willing to answer only a few minutes of questions, to which he gave very negative responses. He said he didn't understand why ACIP was intervening in the theme of land rights, where "it is INCODER's mission, where we have the technical capacity and the knowledge, and in which ACIP has made no contribution." He acknowledged that INCODER has made no substantive advances in the formalization of territories for ethnic communities. He also mentioned "resenting the requests from ACIP (for reports, stories, presentations, etc.) and the lack of ACIP technical contribution, "because in the end the ones who put in the majority resources was INCODER" (cited by the respondent as 11b COP versus ACIP's 4b COP.)</p> <p>In late November, the president announced that INCODER would be abolished and replaced with two new institutions (from local press.) This adds considerable uncertainty to processes for formalizing and titling collective and/or individual ethnic territories, at least in the near term.</p>	<p>(2a.1 – 2a.8) Although the ethnic groups enhanced their territorial empowerment and management of rights through their participation in the studies and procedures for titling, expansion or formalization of reservations or collective territories, INCODER did not often formalize the protection and guarantee of such rights. INCODER's failure to make progress in these processes adds to the communities' distrust of the institutions and reduces the credibility of the work of ACIP in these matters. This is a setback in terms of community-institution coordination, which is fundamental for advancing in the processes for guaranteeing rights.</p>	<p>R2a.1 ACIP should continue work with the ethnic groups on the territorial empowerment processes, and to increase its work with the institutions. This means: 1) early and engaged relationships, supported by USAID, with the newly forming institutions that will replace INCODER; 2) monitoring the processes with support from the communities; and 3) supporting the control entities in the enforcement of compliance.</p> <p>This kind of advocacy support by ACIP at this time, as the program winds down, would make known the land issues that are important to ethnic organizations – who may not be able to advocate at the national level en masse. Working as well and as quickly as possible with the new institutions as possible also could create opportunities to move ACIP's</p>
2a.2	<p>ACIP worked on both titling processes (with INCODER) and restitution processes (with the Land Restitution Unit). In contrast to the work with INCODER, ACIP work in supporting communities with their "damages and infringements" model has led to progress in initiating a series of restitution land claims in the courts.</p> <p>By the first quarter of FY2016, ACIP had, according to its M&E, met or surpassed all LOP land-related targets under</p>		

E.Q.	Findings	Conclusions	Recommendations
	<p>four indicators: Land cases supported (125%); Collective territories formalized (100%); Rural hectares formalized (100%); and Households with formalized land (100%)</p>		
2a.3	<p>Indigenous professionals from Cauca have worked under the project to formalize 20 properties. These processes are subject to INCODER, which for its own reasons or capacity gaps did not carry them out. Therefore, only the first phase of the project could be implemented, for which the operators and ACIP were responsible. Next steps depended on INCODER.</p>		<p>already-prepared land processes along prior to the close of the program. ACIP can take advantage of the new institutions' potential political will to do what INCODER could not, quickly and publicly.</p>
2a.4	<p>ACIP has worked diligently on some 44 processes in total (including the 20 noted in 2a.2) with ethnic communities to formalize the title, expansion or demarcation of collective territories or <i>resguardos</i>. INCODER has issued a resolution in only four. Of the six titling processes in which ACIP provided support to Community Councils (CCs) in Bolivar, only three have resulted in the issuance of titles (Palenque, Boquilla and Orika); and orders granting titling have been issued in only seven of 15 proceedings (11 for continental CCs and four for insular CCs), but without further progress. Thus, a resolution has been issued in only three of 21 ACIP-supported titling proceedings. Also, in three expansion projects (one involving the Kogui-Malayo-Arhuaco Reservation, and two phases of the Kankuamo Reservation project), only the first phase of the expansion of the Kankuamo Reservation has been formalized. Further land titling processes successfully concluded since the end of data collection include:</p> <ul style="list-style-type: none"> <li data-bbox="283 1317 1010 1435">• The Rio Naya Afro-Colombian Community Council achieved formal land title to an estimated 177,000 hectares of ancestral territory, providing land rights to more than 18,500 Afro-Colombians who reside there 		

E.Q.	Findings	Conclusions	Recommendations
	<ul style="list-style-type: none"> The indigenous council Eperara Siapidara del Naya secured land title to 756 hectares, benefiting 58 families. <p>Of processes with the LRU, ACIP reports supporting 11 restitution processes with TA to the LRU; six of these have been sent to judges</p>		
2a.5	<p>According to leaders interviewed in Cartagena, and an INCODER contractor, the three collective titles granted in the Caribbean region (Palenque, Boquilla and Orika, as noted in 2a.3) were granted as a result of factors external to the program, despite ACIP support. Two were granted for political reasons (President Obama’s 2012 visit and the Colombian President’s wish to demonstrate gains for the Afro-Colombian population), and the last resulted from Constitutional Court Decision 680 of 2012.</p>		
2a.6	<p>According to the leaders who participated in the San Andrés Focus Group and the interviewed INCODER contractor, the original study of land tenure in San Andrés, Providencia and Santa Catalina was to be carried out over two years, given the complexity of the territorial issues on the islands. However, the study was approved for only six months, which, according to them, means that the results, while important inputs, are preliminary and need to be enhanced to produce convincing figures and conclusions.</p>		
2a.7	<p>Focus group participants in Cartagena and San Andrés, and leaders interviewed elsewhere, say that INCODER does not have the political will to formalize the collective titling of black communities.</p>		
2a.8	<p>During the performance of the INCODER–ACIP agreement, there was high personnel turnover (four different INCODER managers), preventing fluid dialogue, and affecting the mechanisms, processes and results.</p>		

E.Q.	Findings	Conclusions	Recommendations
2a.9	<p>According to the participants in the Cartagena focus group, as well as other interviewed leaders of ASOCOC, despite the awareness-raising work that has been performed, there is significant resistance to collective titling in a handful of communities. This small number of communities do not consider it to be part of their customs, due to the prevalence of private family tenancy, and because they see great economic opportunities for their land. Added to this is the fact that self-recognition as Afro-Colombian is still resisted by several in the community.</p>	<p>(2a.9) The concept of collective titling (Law 70) more easily fits the realities and ethnic traditions in the Pacific region than some in North Caribbean. Hence, the resistance of Afro-Caribbean sectors of Cartagena to this concept, the tensions in the communities, and the importance of tenancy studies, such as the one for the Archipelago, for understanding and defining concepts of territorial protection.</p>	<p>R2a.2 Before collective titling, ACIP should conduct community processes for reflecting on shared, local concepts of a given territory and pursue titling efforts (or elect not to) based on community wishes. ACIP and the communities should evaluate together whether collective titling is appropriate for their circumstances, or whether other territorial protection models are more appropriate.</p>
2a.9	<p>The LRU has made progress in land restitution processes for ethnic groups. The LRU has carried out 38 characterizations of ethnic communities as a preliminary step in land restitution proceedings. Fourteen land restitution petitions have been filed, and the special land restitution jurisdiction has issued one ruling (Emberas - Alto Andageda).</p>	<p>(2a.9 – 2a.11) The LRU director has spent several years in his post and is widely considered a strong leader of this function. The LRU staff are generally clear with communities on what is expected in order to make progress on a given land case, particularly by comparison with other work with INCODER. They also enjoy the government’s backing as they work with victims’ groups. Other land cases (particularly</p>	<p>Please see R2a.1</p>
2a.10	<p>The LRU’s methodology for the development of territorial and community demarcations was implemented by conducting consensus-building processes with the communities and reporting the results of each phase of the restitution process.</p>		
2a.11	<p>ACIP contributed to the formalization and delimitation of Afro-Colombian and indigenous territories, helping improve</p>		

E.Q.	Findings	Conclusions	Recommendations
	<p>self-governance:</p> <ul style="list-style-type: none"> ACIP's support to CRIC to draft petitions for 20 proceedings for the recognition, demarcation or expansion of <i>resguardos</i> in Cauca ACIP-supported conflict resolution between two indigenous communities that allowed them to demarcate their territorial limits. The Kogui-Malayo-Arhuaco <i>resguardo</i> of the Sierra Nevada de Santa Marta has trained personnel to carry out processes for legalization and expansion, thanks to ACIP's technical support. The <i>resguardo</i> is developing a procedural manual in order to disseminate the knowledge obtained in the project. 	<p>with INCODER) have proceeded slowly, over a period of multiple years, and with the current abolishment of INCODER promise to remain problematic until new institutional arrangements are established.</p>	

3. To what extent did Community-based Organizations participate in policy design and enforcement processes (i.e., FPIC)?

Questions 3 and 4 are connected to Result 2 and its goal is to corroborate whether the program has strengthened CBOs. Instruments used reconstruct the Ethnic Organizational Capacity Assessment (ECOIA) index, whose purpose is to measure the capacity of ethnic organizations to advocate for their rights, work autonomously, conduct necessary administrative and management tasks, establish territorial control, and carry out necessary political representation. The index data are complemented with information gathered from interviews with 37 CBO leaders and focus groups with members.

4. To what extent has governance improved in ethnic territories?

ACIP seeks to strengthen State institutions and CBOs in order to improve governance in ethnic territories. Consequently, this question is connected to both Results 1 and 2, using data collected for ICAE and ECOIA, plus the interview and focus group evidence mentioned for questions 2 and 3.

E.Q.	Findings	Conclusions	Recommendations
3.1	<p>Several Raizal leaders and organizations participated in the formulation, discussion and approval of the Raizal public policy and the Raizal Prior Consultation Protocol, supported by ACIP. The Wayuu Painwashi organization participated in prior consultation processes with technical advice from ACIP.</p>	<p>(3.1 – 3.3) FPIC processes were strongly supported and communities participated in solidifying these processes by establishing rules and procedures and increasing their capacity for management.</p>	<p>R3.1 No recommendation noted – ACIP should continue to support this component.</p>
3.2	<p>ACIP also supported these processes with industrial and oil companies. There is evidence of installed capacity in terms of the ethnic communities' management and knowledge of the prior consultation policy.</p>		

E.Q.	Findings	Conclusions	Recommendations
3.3	<p>The change from baseline to midline in the ECOA index score for organizations' management of rights indicates that organizations think these processes are much more a strength than they did prior to ACIP.</p>		
4.1	<p>The results of the ECOA index show that in terms of democracy and participation, the main strength identified by organization leaders is preparation of assemblies, while the main weakness is participation by young people. Participation in the formulation of public policies is recognized as a strength, but weaknesses are recognized in terms of participation in Congressional debates. Illustrative changes in perceptions of strengths and weaknesses follow:</p> <ul style="list-style-type: none"> • 20% more see youth participation as a weakness • 11% more see frequency of assemblies as a weakness • 9% more see women's participation as a strength • 12% more see preparation of assemblies as a strength <p>Average percent changes in proportion of women and youth holding leadership positions in different types of treated organizations:</p> <ul style="list-style-type: none"> • Local Afro-Col %change women: %change youth: • Regional Afro-Col %change women: %change youth: • Local Indig %change women: %change youth: • Local Indig %change women: %change youth: • CSOs %change women: %change youth: • Women's orgs %change women: %change youth: <p>EVAl interviewed 37 of 42 organization leaders interviewed at baseline. ACIP intervened in 197 organizations.</p>	<p>(4.1 – 4.4, 3.4 to 3.9) Many organizations demonstrate significant advances with respect to participation in assemblies and participation in the formulation of public policies. Wide evidence suggests that the inclusion of young people is weak. In general, the ECOA findings suggest leaders' much greater awareness of their organizations' shortcomings and willingness to learn.</p> <p>ACIP's support has focused on creating meeting opportunities within the organizations, which has increased the participation of their members. These opportunities to contribute and participate are not yet sustainable or formalized within the organizations, but at midterm, this is still a possibility.</p> <p>Women's participation has</p>	<p>R3.2 ACIP should promote the formalization of opportunities for open dialogue in the organizations, to sustain that participation formally. This can be done through modifications of the organizations' bylaws, or through commitments of the traditional authorities in their customary processes.</p>
4.1b	<p>ACIP reports show involvement with youth organizations:</p> <ul style="list-style-type: none"> • Youth Platform which comprises 30 organizations and 1,400 members, and which participated in the development of Quibdó's 		

E.Q.	Findings	Conclusions	Recommendations
	<p>youth public policy.</p> <ul style="list-style-type: none"> • Helping Youth Organization in Providencia and Santa Catalina • Fundación SER AFRO in Santa Marta with technical assistance for public policy involvement and leveraging funds for projects. • Activities with these organizations included leadership training, cultural and sport activities, unique educational opportunities, and support to youth chapters of those organizations. 	<p>improved in many aspects and from many perspectives, including in appreciation of their leadership roles.</p>	
4.2	<p>The frequent open meeting opportunities provided in the different projects (training workshops, meetings, exchanges, assemblies, etc.) supported by ACIP for the AMEN Movement, Gavilaneó Council and ASOPRADUSE enabled members of grassroots organizations to approach leaders, share knowledge and information, and strengthen ties and decision-making.</p>		
4.3	<p>The Wayuu Indigenous Community of the Epinayu Clan maintained that its processes for participation and democracy were not affected by the development of the project.</p>		
3.4	<p>The Mayor's Office of Quibdó brought together different women's groups and associations in the municipality to formulate the public policy for women, with the logistical and technical support of ACIP.</p>		
3.5	<p>ACIP trained women's civil society organizations in Barranquilla and they then participated in the formulation of the public policy for the Afro-descendant population. However, they were not invited to participate, and were not involved, in its implementation.</p>		
3.6	<p><i>Red Munorca</i> was trained on public policy issues, enabling it to participate actively in the formulation of the departmental public policy on women.</p>		

E.Q.	Findings	Conclusions	Recommendations
3.7	<p>Several Afro-Colombian women’s organizations, with support from ACIP and the Presidential High Commission for Afro-Colombian Affairs, organized a parallel event on the occasion of the World Summit of Afro-Colombian Mayors held in the city of Cali in 2013.</p>		
3.8	<p>With the support of ACIP, the Ministry of the Interior, the Ministry of Communications and the Presidential High Commission for Afro-Colombian Affairs held an international conference on “Afro-descendant Women – Democracy and the Consolidation of Political Agendas for Afro-Colombian Women,” from April 10 to 13, 2013, with the participation of 100 Afro-Colombian women leaders.</p>		
3.9	<p>ECOIA for leadership, illustrative ECOIA scores:</p> <ul style="list-style-type: none"> • 17% more see the way decisions are made as a strength • 8% more see leadership rotation as a strength • 7% more see leaders’ communication as a strength • 15% more see women’s participation in leadership roles as a strength • 5% more see youth participation in leadership roles as a weakness • 12% more see leaders’ relationships with other stakeholders as a weakness • 7% more see frequency of meetings with leaders as a weakness • 13% more see capacity building for leadership roles as a weakness 		
4.4	<p>ECOIA for autonomy and administration, illustrative figures:</p> <ul style="list-style-type: none"> • 25% more see training in admin and accounting as a strength • 9% more see the organization’s financial statements and procedural handbooks as a strength • 13% more see having and working on their plan as a strength 	<p>(3.10, 4.4 – 4-9) ACIP supported training and strategic planning processes, the formulation of procedural</p>	<p>R3.3 ACIP efforts to build organizational capacity should continue, to the extent possible as the program</p>

E.Q.	Findings	Conclusions	Recommendations
	<ul style="list-style-type: none"> • 27% more see organization’s budgets as a weakness (which focus group respondents linked to the infrequency of assemblies, as there were no funds to promote and manage the meetings.) • 17% more see their plan’s articulation with local territorial plans as a weakness • 17% more see the systematization of org processes as a weakness • 8% more see their own mgt over the last two years as a weakness <p>At midline as at baseline, respondents see the lack of capital for their projects as the most important weakness, affecting all operations, plans and activities.</p>	<p>manuals and other administrative, accounting and financial aspects that have improved the capacities of the organizations in the Departments of Bolívar, San Andrés and Cauca. However, organizations in Chocó, Cauca and La Guajira stated that they need to be further strengthened in these areas.</p>	<p>comes to an end. For content, the survey data as well as discussions with organizations individually would provide important inputs.</p>
4.5	<p>The formulation of management plans (life plans) in several organizations (as attested in the completion of the ECOA questionnaire and in focus groups) with support from ACIP has improved knowledge about the management and control of the territory. However, this knowledge has not necessarily been applied, as not all of the plans have been implemented.</p>	<p>At this midterm point, given the ECOA score and other evidence, the organizations still have weaknesses in other areas. These can continue to be addressed in the remainder of the intervention, but some are higher order tasks and capacities that will take time to develop and consolidate.</p>	<p>As part of the close-out process the ACIP team should work with organizations to get ready for the end of the program – linking them with sources for further support and capacity building per their identified needs – so they are able to continue their growth and improvement toward self-sufficiency.</p>
4.6	<p>In terms of governance and autonomy in Chocó, ACIP contributed to the formulation of the ethno-development plans with the Senior Community Councils, in order to think about and plan the territory based on the needs of the Afro-Colombian population.</p>		
4.7	<p>In the framework of the project implemented with ACIP, the AMEN Raizal Movement in San Andrés, ASOPRADUSE in Palenque, ASOCOC (Association of Community Councils of Cartagena), FUNSAREP and some other organizations associated with the Gavilaneó Council of Cartagena developed accounting, administrative and financial training and organizational processes in order to strengthen their sustainability and autonomy.</p>		

E.Q.	Findings	Conclusions	Recommendations
4.8	Red Munorca modified its internal rules with support from ACIP, in order to increase the participation of its members in decision-making processes.		
4.9	ACIP's contribution to strengthening administrative autonomy has had varied results. While there are positive results in some organizations, almost all of the organizations state in interviews that they feel they do not have sufficient administrative capacities to manage themselves. One example is the Wayuu community of the Epinayu Clan, whose leader stated that its processes for administrative autonomy were not affected by the development of the project. In another example, social organizations interviewed in Northern Cauca (Red Munorca, Casa del Niño, UAFROC) received training in strategic planning and administrative, accounting and financial matters. However, according to their responses to the ECOA questionnaire, weaknesses in these areas persist.		
3.10	In the framework of the project carried out with ACIP, the AMEN SD Raizal Movement coordinated the Raizal Pre-Congress and Congress, at which more than 500 Raizals and guests of the Governor's Office defined and ratified central aspects for the organization of the Raizal people: 1) structuring and members of a Raizal authority; 2) review and approval of a draft departmental Raizal public policy and Prior Consultation Protocol; and 3) definition of a plan for the proposal of the Raizal Statute (a law for the protection of the Raizal people).		
3.11	<p>Cultural identity and human and social development: illustrative ECOA:</p> <ul style="list-style-type: none"> • 15% more see managing community tensions as a strength • 18% more see members' awareness of the org's plan as a strength • 10% fewer see cultural preservation as a weakness 	(3.11, 4.10 – 4.12) ACIP strengthened the cultural identity of ethnic territories through projects that recovered the ancestral knowledge of the	R3.4 ACIP should continue to support community initiatives to strengthen cultural identity, coordinating its efforts with the initiatives developed at a national level

E.Q.	Findings	Conclusions	Recommendations
	<ul style="list-style-type: none"> • 5% fewer leaders called identifying vital elements of cultural cohesion a strength at midline than at baseline • Fewer see promoting any kind of education as a strength 	communities.	by the Ministry of Culture through its heritage and population directorates. This is especially appropriate given the short time till the end of ACIP.
4.10	<p>With logistical and financial support from ACIP, the AMEN Raizal Movement in San Andrés, ASOPRADUSE in Palenque, ASOCOC, FUNSAREP and other organizations associated with the Gavilaneó Council of Cartagena developed workshops on ethnic rights and the formulation of projects to empower their communities and promote the enforceability of their rights. Interviews with members demonstrate that they developed these workshops in a differentiated manner, based on their own needs and interests, and used their own trainers.</p>		<p>Where possible, ACIP should provide organizations with tools that enhance their sustainability, such as training in the formulation and management of projects, or help them lay out a plan to get this kind of capacity building from other sources after the end of ACIP.</p>
4.11	<p>The <i>Cooperativa Multiactiva Indígena Wayuu del clan Epinayu</i> (COOPWACE) stated that it had reestablished and strengthened its cultural identity and organizational autonomy thanks to the support provided by ACIP in improving the community's cemetery.</p>		
4.12	<p>The six indigenous chapters in Cali (Inga, Yanacona, Quichua, Guambiano, Nasa and Kofán) report that they were strengthened with the support of ACIP in the recovery of their cultural identity, as they sought to combat uprooting through ancestral knowledge.</p>		
3.12	<p>A public policy on indigenous people is being developed in the municipality of Cali and roundtables are being held for this purpose at the invitation of the Mayor's Office.</p>	(3.12 – 3.17) ACIP enabled groups to participate in the public policy formulation processes conducted by the territorial entities and the national government, and lead processes of capacity building	Please see R3.3
3.13	<p>In the framework of the projects carried out with ACIP, ASOCOC and some Afro-Colombian organizations of the Gavilaneó Chapter in Cartagena participated and presented proposals (such as those related to the regulation of</p>		

E.Q.	Findings	Conclusions	Recommendations
	<p>Chapters 5, 6 and 7 of Law 70) in important national policy settings in which issues concerning the Afro-Colombian population were discussed and decided, such as the Afro-Colombian Pre-Congress and Congress of Quibdó and the National Commission on Prior Consultation.</p>	<p>and empowerment to enable organizations to participate in these opportunities, as well as in discussions of specific ethnic minority issues and application processes, mainly in the large cities.</p>	
3.14	<p>The Kankuamo and Kogui Malayo - Arhuaco indigenous chapters participated in the formulation of public policies through representatives of political parties and organizations, such as CRIC and MAIZ.</p>	<p>These events were fostered less in intermediate and small cities and municipalities.</p>	
3.15	<p>The Mayor's Office of Quibdó brought together different women's groups and associations in the municipality to formulate the public policy for women, with the logistical and technical support of ACIP.</p>		
3.16	<p>ACIP trained women's civil society organizations in Barranquilla and they then participated in the formulation of the public policy for the Afro-descendant population. However, they were not invited to participate, and were not involved, in its implementation.</p>		
3.17	<p>In the framework of the project carried out with ACIP, some Afro-Colombian organizations associated with the Gavilane Chapter held meetings with their leaders and the Mayor's Office of Cartagena in order to monitor the Afro-Colombian Public Policy of Cartagena, which has been in effect since 2012. However, the implementation of this policy has not gone beyond the celebration of the "Candanga" (a cultural event) on Afro-Colombian Day (from interviews with ASOCOC and the Gavilane Chapter).</p>		

E.Q.	Findings	Conclusions	Recommendations
3.18	<p>Management and territorial control: illustrative ECOA scores:</p> <ul style="list-style-type: none"> • 14% more see their knowledge of relevant laws as a strength • 12% more see the demarcation of sacred sites as a strength • 31% more see the territorial management plan as a weakness • 30% fewer see agreements to protect territories as a strength 		
4.13	<p>The formulation of management plans (life plans) in several organizations (as attested in the completion of the ECOA questionnaire and in focus groups) with support from ACIP has improved knowledge about the management and control of the territory. However, this knowledge has not necessarily been applied; not all plans have been implemented. Interview evidence suggests that some organizations have very little knowledge about the routes of access to and enforceability of their civil and territorial rights, per focus group responses. There are definite gains in how to formulate plans, what categories to include, and in knowing what their plans can do for them – which is a much broader and more hands-on understanding than they had previously.</p>	<p>(3.18, 4.13-16) Percentages of positive change were quite low overall. Respondents seem to feel very weak in this area in particular. This, combined with the null or negative institutional response to their attempted actions related to land, make this component of organizational strengthening especially weak – more for external factors than for ACIP’s intentions.</p> <p>The development of plans for the monitoring or characterization of the territory improved the organizations’ knowledge about this, as can be seen in the Departments of San Andrés, Chocó and Cauca.</p>	<p>R3.5 Use the advent of new institutional arrangements and political will around land issues to push these agenda items in as many cases as is feasible between now and the end of the program. Please see also R2a.1.</p> <p>ACIP should focus its intervention until the end of the program on supporting the organizations’ implementation and monitoring plans formulated with its support. It can do this directly, or by including this in the municipalities’ development plans or as technical annexes to their land use plans. Organizations require support with advocacy and working with government to put their plans into action.</p>
4.14	<p>Community members report that the development of the Land Tenure Study (San Andrés and Providencia), as well as the studies and procedures on titling petitions and proceedings developed by the AMEN Movement and ASOCOC, enabled community members to learn about their territory and its problems.</p>	<p>However, there is evidence of the need to enhance and apply the knowledge acquired.</p>	
4.15	<p>ACIP contributed to the formulation of the ethno-development plans with the Senior Community Councils, in order to think about and plan the territory based on the needs of the Afro-Colombian population. These plans address control of the territory, the use of natural resources, and the types of exploitation of natural resources.</p>	<p>Formulating a plan is a concrete task that is fully or almost fully in the hands of the organizations themselves; however, implementation comprises a series of external</p>	

E.Q.	Findings	Conclusions	Recommendations
4.16	<p>Through ACIP, the Association of Community Councils of Northern Cauca (ACONC) was able to register 5,000 families in its territories (out of approximately 21,000), and this information was sent to the Governor’s Office and the Constitutional Court. This characterization of the families was required by a 2009 Court decision.</p>	<p>factors and challenges as well as longer time horizons.</p>	
3.19	<p>Management of rights: illustrative ECOA scores:</p> <ul style="list-style-type: none"> • 28% more see ethnic rights in ethno-education and culture as a strength • 8% see knowledge of how to implement their rights as a strength • 5% see ethnic rights in political participation as a strength <p>Plus gains in knowledge of Victims’ Law (10%), Restitution Law (11%), Anti-Discrimination Law (3%) and Women’s Law (2%) and fewer saying these are weaknesses</p> <ul style="list-style-type: none"> • 19% more see ethnic rights in childhood and adolescence as a weakness • 6% more see ethnic rights in health as a weakness • 10% more see citizen oversight groups as a weakness • 10% fewer see actions for implementing rights as a strength 	<p>(3.19 – 3.23) There are valuable knowledge gains reported that show that the ethnic organization respondents have appropriated their capacity building on rights management. At the same time, the improvements are often in areas of knowledge and awareness, and less so in the area of action and change. Despite strong efforts at policy participation and inclusion in many events, some government offices proved less willing to create spaces for participation, or to create spaces that were functionally hollow.</p> <p>These conclusions parallel the findings and conclusions on policy formulation with, as yet, no strong evidence of</p>	<p>R3.6 Prioritize elements of rights management for the remaining ACIP term, by organization, and work to show concrete progress before the program ends. Ensure that organizations have begun to think about how to find resources and how to advocate after the close of the program.</p>
3.20	<p>There is evidence (leader interviews and ECOA questions, focus groups) of the existence of municipal and departmental processes for coordination with social organizations. However, some respondents report that these processes are not operating or functional, particularly in terms of working on the design and implementation of public policies. One example is in Chocó, where organizations report very limited political participation. Respondents reported that institutions there</p>		

E.Q.	Findings	Conclusions	Recommendations
	are not interested in including them in their processes.		
3.21	In line with government structures and how organizations <i>can</i> participate, there is more space for participation around formulation of projects and/or policies, and less space when organizations are not project operators. Veeduría or citizen oversight groups would be one mechanism through which organizations could continue to be involved in what happens with plans after they are formulated.	implementation (among institutions, ex.2.13-2,21), creation of development plans without having been able to apply them (among organizations, ex. 4.15), and the partial effects on food security and expenditures in the rural economic opportunities result of the intervention. This is not unexpected, given that ACIP has not finished yet, but their time remaining is short. Organizations, even strong ones, have little confidence in their abilities to manage and demand their rights. Outside of leadership, there is very little understanding of how rights can be accessed.	
3.22	The Governor’s Office of Cauca and the Mayor’s Office of Cali do not provide opportunities for formulating public policies directly related to ethnic groups, according to focus group respondents. However, the Cauca Governor’s Office has provided opportunities for ethnic groups to participate in the formulation of the public policy in women.		
3.23	The advocacy capacity of the organizations visited in Chocó are limited (from interviews and the ECOA questionnaire). Activities that effectively ensure participation in politics, public control and the guarantee of rights were limited.		

5. To what extent has ACIP increased economic opportunities for Afro-Colombian and indigenous populations?

This question is associated with Result 3 of the intervention, and is answered through the survey (treatment and control in a quasi-experimental impact evaluation design) and through focus groups with respondents.

Rural area: Program contribution to value chain sustainability and market alliances?

Technical assistance, infrastructure and equipment to support productive projects to increase economic opportunities for ethnic minorities.

Urban area: To what extent has the Program increased formal employment for ethnic minorities?

Job training programs and links with employers in the private sector.

E.Q.	Findings	Conclusions	Recommendations
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E.Q.	Findings	Conclusions	Recommendations
URBAN			
5.1	ACIP operates from a job supply perspective: partnerships are formed with companies and then the required labor and skills are sought. For example, in Aguablanca, 256 young people graduated as shoe manufacturing technicians (out of 270 who began the training process), and 203 were hired by companies in the sector for at least six months.	(5.1 – 5.6) The training offered in ACIP’s urban program gave many participants important new economic opportunities, in large part because of ACDI/VOCA’s efforts to partner proactively with companies looking to hire new employees with the right skill sets. There were a few respondents from the urban program who said they would prefer different types of training: technical or technological training, help with being entrepreneurs, and more challenging skills sets. Other training programs worldwide have failed for providing content that doesn’t meet the needs of business, resulting in trained people without work.	R5.1 Input from participants could provide additional lines of training that call for other types of business partnerships. This could complement ACIP’s successful supply with a demand perspective (analyze young people’s training expectations in order to seek and strengthen public-private partnerships that will create the jobs requested by the youth population).
5.2	In Quibdó (in a focus group), two operators worked together to coordinate for the purpose of formalizing employment in the commercial sector and for the improved employability of young people.		
5.3	In the framework of the project supported by ACIP, the main business partner for the hiring of ethnic personnel was one of the most solid and well-positioned companies in San Andrés (La Riviera), which, like other partners, was highly motivated to continue with the process.		
5.4	ACIP gave a presentation of the Program and a workshop on labor inclusion to human resource managers of the companies in the employability project in San Andrés, but these did not cover ethnic-related issues, rights, or approaches, or the reasons for their importance.		
5.5	ACIP helped to launch “Invest in Chocó,” a public-private initiative of the Governor’s Office of Chocó, the Mayor’s Office of Quibdó and the Chamber of Commerce of Chocó. Its main objective is to promote the economic development of the Pacific region through mechanisms for attracting and retaining private investment and improving competitiveness. “Invest in Chocó” seeks to promote business and economic development in the area, and to increase medium- and long-term economic opportunities in the region, from a supply perspective.		

E.Q.	Findings	Conclusions	Recommendations
5.6	<p>The operator in Barranquilla, <i>Gente Estratégica</i>, changed its training model in order to adapt it the objectives of the program. The Barranquilla Mayor’s Office is partially funding the new phase of the program, although there was no clarity regarding the sustainability of the model. Gente Estratégica reported that the goal is to be able to obtain international cooperation funds and to place an emphasis on established partnerships.</p>		
5.7	<p>Young Afro-Colombian and indigenous participants state that the lessons learned in the training offered improved their opportunities for obtaining a job. There is evidence that some beneficiaries have stayed and/or been promoted in the companies that hired them, and that others have found other jobs on their own.</p>	<p>(5.7 – 5.15) There is abundant evidence that ACIP has increased the economic opportunities of urban participants: they are more likely to be employed, in the formal sector, with access to health care and pension, and with greater income. Positive training impacts are being channeled through formal employment.</p> <p>ACIP enabled the great majority of the beneficiaries to find formal and stable employment, which ensured them a minimum wage and access to social security in health and pensions. The income dividend for women was less than half that of men, however.</p> <p>The jobs generated were</p>	<p>R5.2 Variations by site (see the findings at left and in the report) and for women should be further investigated and addressed. In particular ACIP should look into the lower wage dividend that women have gained as a result of participation – to discover what might explain it, and how to combat this differentiation. One possible differentiator – child care – was addressed in San Andrés, and other sites may benefit from attention to this detail. Examine whether the lack of child care may affect women’s employability.</p>
5.8	<p>For the urban sample, the training provided by ACIP has had a positive and significant impact on the employability of the beneficiaries.</p> <p>Participants are 22% more likely to be employed than control respondents. Overall, women, and those respondents in Bogotá are more likely to be seeking work, which is not necessarily negative: focus group respondents spoke of greater employability and seeking better-paying jobs after training. Another finding also shows that the program has a slight positive effect on the likelihood that participants are working part time (5%), which would also support job seeking among many participants. However, women’s and Bogota respondents’ job-hunting may also reflect difficult job market conditions for those respondents. The data do not speak to this topic.</p> <p>Participants were also not likely to be studying, compared to control respondents – as they are more likely working.</p> <p>Participants’ income averages between 90,000 and 100,000</p>		

E.Q.	Findings	Conclusions	Recommendations
	<p>COP more than control respondents'; for women, though, the difference is less than half that strong.</p>		
5.9	<p>The beneficiaries, such as a focus group with CDP del Cuero in Cali, noted that their income increased as a result of the formal jobs that they obtained following training. In general, beneficiaries state that ACIP helped to improve their income. As a result, many were able to gain access to financial services (the banking and credit system) and State services (subsidies, programs) and others to afford further education.</p>	<p>formal and stable, and the training improved the employability of young people. The program thus helped to improve the beneficiaries' income.</p>	
5.10	<p>Income from formal employment is between \$90,000COP and \$100,000 COP (around \$28 USD, depending on exchange rate) per month. The difference in women's salaries is about half (\$56,000COP less, on average.) Men, Afro-Colombians, indigenous and participants in Cali all have greater income than their control groups.</p> <p>Average percentage change in estimated income of Afro-Colombian and indigenous families in targeted rural areas:</p> <ul style="list-style-type: none"> • Total: • Cesar and Magdalena: • Chocó: • Afro-Colombian: • Indigenous: 		
5.11	<p>For urban participants, the ACIP training had a positive and significant impact on participants' chances of having a written contract (true at the 95% confidence level for all except Bogota respondents). ACIP also had a positive and significant impact on respondents' affiliation with the health, pension and occupational risk insurance system: Women, Afro-Colombians, and those in Cali are significantly more likely to have health care, though the magnitude is low. Women, Afro-Colombians, and those in Bogotá and Cali are significantly more likely than</p>		

E.Q.	Findings	Conclusions	Recommendations
	<p>control respondents to be affiliated with the pension system. There is also some evidence that participants are more likely to be affiliated with the ARL, though not in Barranquilla.</p> <p>ACIP had no effect on having a verbal contract, common in some informal jobs.</p>		
5.12	<p>The evidence collected from the focus group of the urban employment program in Barranquilla and from interviews with some operators demonstrates that the program increased the participants' skills (both soft and hard skills) and job opportunities. The participants valued the fact that the program enabled them to move from informal work to formal, and to improve their savings.</p>		
5.13	<p>The focus group participants from the urban employment program in Barranquilla indicated that they now have access to more formal and secure sources of income.</p> <p>The beneficiaries of the project with CDP del Cuero reported that they were pleased with the employment formalization process that followed their completion of the training stage. This process provided them with new and better-paid job opportunities.</p>		
5.14	<p>ACIP reports 9,195 trainees have passed through their program at the end of FY15. This is 88% of its life of project goal. Combined with the rural participants, ACIP had an average of 55% women between the two programs.</p> <p>Targeted employers report a 90% increase in their hiring of Afro-Colombian and indigenous personnel, in FY 2015.</p>		
5.15	<p>Most of the beneficiaries of the employability project in San Andrés are women (68 out of 73), many of whom are single mothers and/or heads of households, who have been or will be hired for jobs with demanding and</p>		

E.Q.	Findings	Conclusions	Recommendations
	extensive hours (sales people, waitresses, and bartenders).		
5.16	In order to facilitate the training and continued beneficiary participation (many are single mothers and/or heads of households), the employability project in San Andrés implemented solutions for externalities that were not part of the project, such as requesting that ICBF provide child care during trainings, or a transportation subsidy, given the financial difficulties and vulnerability of the population served.		
5.17	The training topics did not always meet young people’s desires and expectations. The beneficiaries state that they would appreciate other types of training (technical or technological studies, entrepreneurship) and a higher level of quality and rigor.	(5.17 – 5.18) There were a few respondents from the urban program who said they would prefer different types of training: technical or technological training, help with being entrepreneurs, and more challenging skills sets. Other training programs worldwide have failed for providing content that doesn’t meet the needs of business, resulting in trained people without work.	R5.3 Please see R5.1. Also, be explicit in informing participants of the employment nature of the training being undertaken
5.18	In the employability process in Cartagena led by ASOCOC, some leaders of the Association stated that some of the beneficiaries lacked motivation and dropped out because they were interested in getting help for the creation of their own enterprises, rather than in being employed in the fields for which training was offered.		
RURAL			
5.19	A few indigenous productive projects in Chocó noted failed productive projects in part due to their remoteness from markets, and in part because the style of agriculture	(5.19 – 5.20) Some ACIP activities with indigenous partner communities raise the	R5.4 As one of its close-out activities, ACIP regional staff should assess the degree to

E.Q.	Findings	Conclusions	Recommendations
	<p>varied from their traditional methods such as planting very small plots within forests, as opposed to larger swaths cut clear for particular crops to which they were not accustomed.</p>	<p>question of how well the project staff was able to incorporate new projects into these distinctive cultures.</p>	<p>which projects were incorporated into indigenous life in the communities they served. This is an opportune time to review the appropriateness and effectiveness of decisions taken. We suggest that staff across regions check projects in other regions, to allow fresh eyes to conduct the review, and that they include community members in the reviews to ensure multiple perspectives.</p>
5.20	<p>An Arhuaco project respondent reported that the productive project there was chosen by the implementer without consulting the community about how well it did or did not fit into their cultural system and goals.</p>	<p>Though not widespread across ACIP’s interventions, these concerns seem important enough to investigate further.</p>	
5.22	<p>According to several fishermen who participated in the focus group in Providencia, the strengthening of their associations and their increased production have enabled them to fortify their independence, since, unlike fishermen who work on industrial boats, they keep all of the profits and decide how, when and where they will practice their trade.</p>	<p>(5.22 – 5.27) ACIP strengthened organizations and the skills of rural producers in managing their productive activities by providing specialized technical assistance. There is evidence that the program installed technical capacities in the organizations and/or communities.</p>	<p>R5.4 From now till the program’s close, ACIP should ensure that all productive projects are deeply integrated into their respective value chains. In any case, the chief conclusion of the evaluation is that, contrary to experiences in many other countries, the strategy designed to promote economic opportunities for Colombia’s ethnic minorities has been successful. In the medium and longer term, the benefits promise to be even</p>
5.23	<p>ACIP strengthened the skills of rural producers in managing their productive activities (cacao with ASOPROCAT and Pacifico Productivo) by providing specialized technical assistance.</p>	<p>Some gaps continue to persist, including a perceived need for longer term TA to</p>	
5.24	<p>Difficulties were encountered in the development of market partnerships and in accessing the areas, which are often very remote and lack roads and infrastructure. This was said to be true for some in the Sierra Nevada area and a few indigenous projects in Chocó.</p>		

E.Q.	Findings	Conclusions	Recommendations
5.25	<p>Members of the Kankuamo people of the Sierra Nevada de Santa Marta state that they have increased their operating capacity for the production of quality organic coffee because of the technical assistance provided by ACIP to coffee producers in the area. They created effective processes for the selection and drying of coffee in order to improve the production purchased by their organization's cooperative. The technical aid provided for the production and selection processes effectively increased the indicators in the product's value chain. The organization notes that it now has a product that is developed, packaged and compliant with all of the required technical conditions for mass marketing.</p>	<p>cover later-yield crops and TA on management of productive projects, including administration and accounting (see also findings 3.11 and 4.11-4.13.) A final need in some cases is further assistance with commercialization of the products.</p>	<p>greater, as the productive projects begin to bear fruit. Meetings with the producers on their TA needs could fruitfully be had as this final implementation period commences. Abundant openness to their stated needs, to the degree possible, is recommended.</p>
5.26	<p>The interviews and focus groups provided evidence of the persistence of significant administrative and accounting weaknesses in the productive projects.</p>		
5.27	<p>The Wiwa community in the Department of La Guajira states that the support provided to the cacao production processes was not sufficient, given that the implementation of what they learned requires technical support for the ongoing maintenance of the plantings.</p>		
5.28	<p>ACIP has helped to maintain and boost productive projects as income-generating opportunities, by strengthening the organizations' technologically-enhanced production and marketing of cacao.</p>	<p>(5.28 – 5.36) ACIP has made an important contribution by reactivating, equipping, maintaining and/or enhancing productive projects through the strengthening of the organizations, further supporting the production and marketing links in the value chain of products such</p>	<p>R5.5 Examine market partnerships across all productive projects and ensure that these are stable prior to program's end. In medium- and longer-term projects, such as late-yield crops, support producers with interim income generation activities, as they cannot</p>
5.29	<p>Locals were hired to provide technical assistance in (at least) Valledupar, Villa Rica, and Cauca. Participants noted this positively.</p>		
5.31	<p>ACIP supported 3,279 rural households with these productive projects. 100% of life of project goal. For the rural sample, the survey data shows that the program</p>		

E.Q.	Findings	Conclusions	Recommendations
	<p>has had a positive impact on the food security of the beneficiary households and on the ability of the beneficiary households to pay for food. On average across the rural sample, food security has improved on the Latin American and Caribbean Scale of Household Food Security. Overall and for men and for indigenous respondents, the ability of respondents to purchase food for consumption has also increased. For women, the ability to pay for food has not increased, but the sample size of female-headed households in the rural sample (since the sample is participating households, rather than individuals, only women-headed households are considered “women” in the data analysis) is low.</p> <p>Average percent change in estimated rural income:</p> <ul style="list-style-type: none"> • Total: • Cesar/Magdalena: • Chocó: • Afro-Colombian: • Indigenous: 	<p>as cacao, coffee and fish. Notwithstanding the foregoing, in some projects, some links in the productive chain were neglected, which could threaten the sustainability of the productive projects and the stability of the producers’ income: in five of the projects visited for the evaluation, there was generally less support for the marketing and distribution links. In at least one project, supplies and assistance were provided without the inclusion of sustainability components.</p>	<p>reliably and solely live off traditional farm produce during the years necessary to await these cash crops’ production.</p>
5.31	<p>The project in Tadó contributed 36 million COP, (between \$11,000 and \$12,000 USD, depending on exchange rate) which was invested in protection kits (cap, mask, gloves, boots, and leggings). The contribution of ACIP replaced a contribution that the Governor’s Office failed to make under a Productive Partnership managed by ASOPROCAT (proposal and guarantee: 550 million in labor and land, equivalent of \$180,000 USD) with La Nacional de Chocolates (training), the SENA (10 million, or around \$3,300 USD), CodeChocó (60 million, or nearly \$20,000 USD), and the Ministry of Agriculture and Rural Development (440 million, or nearly \$1.5M USD). There are valuable, strong value chain partnerships available for the participants to link into; obstacles include the type of</p>	<p>The intervention in the countryside has had a significant impact on crucial fronts, such as food security, with impacts on household income still pending. But the time horizons for many of ACIP’s productive projects are longer, so this is not unexpected.</p>	

E.Q.	Findings	Conclusions	Recommendations
	GOC failing described here, but can be overcome as it was in this case.		
5.32	While some of the project's efforts were aimed at helping Asopesboth and Pesproislas market their products (management of new customers in San Andrés and the renegotiation of terms and prices with a purchaser in Providencia), most of the activities were aimed at reactivating, equipping, organizing and promoting the fishing production of the two associations, since they had been practically inactive.		
5.33	In one of the projects visited (Tadó: ASOPROCAT), focus group respondents said the organizations developed their own market partnerships with Nacional de Chocolates, FEDECACAO, and Ministries, without support from ACIP.		
5.34	The lionfish (<i>pez león</i>) mitigation campaign, with its linked strategy of raising the awareness of fishermen - capture, arrange and stock – generating partnerships, and marketing in three restaurants in Providencia, and promoting consumption by tourists, focused its efforts on enhancing the visibility of the problem and the merchandising, losing sight of sustainability, as the catch today is very scarce.		
5.35	Beneficiaries of the project with Asprofinca reported that they received no support or training for the marketing of their products. TA with the Wiwa community in La Guajira did not include a component for the sustainability of the value chain or market partnerships for marketing and distribution.		
5.36	According to the information provided by the technical		

E.Q.	Findings	Conclusions	Recommendations
	<p>team and the participants, the traditional farm model improved family food security by diversifying food available on their land. Other reports cited three main focus areas for the traditional farm model: i) soil improvement; ii) sowing; and iii) product harvesting.</p>		
5.37	<p>The rise of mining in Chocó caused some families to neglect agriculture. Today, with the decline in mining activity and the <i>Chontaduro</i> (peach palm) blight that has existed since 2010 (<i>cucarrón picudo</i> – red palm weevil), the people report serious food security problems. Most staple foods come from other parts of the country (Risaralda, Antioquia, and Caldas).</p>		
5.38	<p>For the rural sample, the quantitative evidence shows that the program has not had an impact on either the income or the expenses of the beneficiary households.</p>	(5.37 – 5.41) Rural income continues to be a major challenge, in part (but not completely) because of late-yield crops in some projects.	Please see R5.5.
5.39	<p>Although not yet sustainable, the income of the members of Pesproislas and Asopesboth who participated in the fishing campaigns conducted by the project did increase, providing the associations with surpluses of 4.2m COP (Pesproislas – equivalent to around \$1500 USD depending on exchange rate) and 6.4m COP (Asopesboth – about \$2100 USD.)</p>	The traditional farm model has helped by ensuring dietary diversity and food security, but it is not enough for the families to ensure sufficient income. This puts these families and communities at risk of abandoning agricultural work for family consumption and/or for cash crops, in order to take day labor work	
5.40	<p>Beneficiaries of the project with Asprofinca in the municipality of Villarica state that they have improved their income by having a greater variety of products to market under the traditional farm model. However, they report that their income is still insufficient, and so they say they have to seek other sources of income.</p>		

E.Q.	Findings	Conclusions	Recommendations
5.41	<p>Focus group respondents and interviewees say they need to perform multiple agri jobs (daily work) and non-agricultural jobs (informal) in order to be able to pay HH expenses beyond food. Some indigenous respondents call their situation is critical. Their crops are of very low production (they are primitive, and plantain does not grow well) and do not ensure an adequate food supply. Respondents in Chocó said that the traditional farm model allowed them to have sufficient and varied food, but that they also required cash income to pay debts and services. For this reason, their agriculture work was not sufficient, as they did not yet have cash crops coming to fruition.</p>	<p>to cover cash costs.</p>	

6. How effective were the strategies in empowering women and youth?

Women and youth empowerment are cross-cutting elements of the intervention. As such, our response to this question combines methods noted for the previous questions, using equity focused and gender sensitive lenses that also examine the participation and outcomes for youth.

E.Q.	Findings	Conclusions	Recommendations
6.1	<p>The training program for the generation of income in the urban component requires that 60% of the participants be women. In the training provided by CDP del Cuero in Cali, 65% of the 256 graduates were women.</p>	<p>(6.1 – 6.2) ACIP ensured the participation of women in programming including the urban employability programs through the use of quotas. There is some evidence of also helping provide child care to participants, though it appears localized. Quotas are a valid tool but may not be sufficient if training and/or</p>	<p>Please see R6.1 and R6.2.</p>
6.2	<p>Only five of the 73 beneficiaries of ACIP’s Employability Project in San Andrés are men, and the project’s training process does not include any module related to gender. The employment program in Barranquilla guaranteed a 60% quota for women participants, offering them training and professional practice opportunities.</p>		
6.3	<p>Only men participated in the rural focus groups conducted in</p>		

E.Q.	Findings	Conclusions	Recommendations
	<p>Chocó. No evidence was found there of any strategy for the empowerment of women and young people in the productive projects. The information collected on the ECOA form showed the low participation of young people and women in the decision-making of the organizations and communities.</p>	<p>job conditions make no allowances for child care.</p>	
6.4	<p>There was no evidence of participation by women or young people in the rural economic opportunities programming and the strengthening of productive processes of the Kankuamo people.</p>	<p>(6.3 – 6.6) There are cultural norms in many of these communities that dictate roles for women that are not as inclusive as the programming would otherwise support. Some ethnic communities dictate who participates, and some of these exclude women.</p>	
6.5	<p>While women in rural did participate in productive projects, these projects were generally aimed at family units. Male heads of households more commonly made decisions on how the family would participate, and the women provided the labor. Some projects’ respondents said that male leaders tended to benefit more from the technical skills that were taught.</p>	<p>Organizing by households rather than individuals (as in the rural economic opportunities program) makes a quota system for women’s participation less feasible.</p>	
6.6	<p>In the municipality of Lloró, the current Vice President of one community council is a woman. The OREWA Association stated that there are women governors in its communities.</p>		
6.7	<p>The three visited projects in San Andrés, Cartagena and Palenque related to organizational strengthening provided training on gender and women’s rights, including, in one case, the right to physical integrity, gender relations and expressions of femininity. The training was usually offered to members of organizations or the general community. According to interviews conducted with leaders, ACIP asked that women comprise at least 40% of the participants in</p>	<p>(6.3 – 6.5, 6.7 – 6.12) There is strong evidence that some communities continue to leave women out of programming, restrict or resist their participation, or in other ways push back against women’s involvement.</p>	<p>R6.1 In the final phase of the program, work directly with a selection of women’s organizations to meet capacity building priorities and make a plan for where the organizations can continue to seek resources</p>

E.Q.	Findings	Conclusions	Recommendations
	<p>trainings. However, the training sessions were held without regard to the number of men and women, since some leaders and officials believed that this request was “discriminatory” and that the training should be open and mixed, “as we are all equal,” in the words of one respondent</p>		
6.8	<p>Members of the Kogui <i>resguardo</i> said that processes for women’s and youth participation were included in the projects’ operating plans, but that implementing them posed a risk to their culture and cosmogony because of the ancestral roles of women in the community.</p>		
6.9	<p>Although 80% of the members of ASOPRADUSE (Productive Association of Palenquero Candies and Ethno-Tourism Services) are female heads-of-households who have achieved some economic independence, they say this has not resulted in greater women’s participation or influence in public discussions or decision-making processes, nor in a reduction of violence.</p>		
6.10	<p>Most of the members of the local professional teams hired for the majority of projects supported by ACIP in San Andrés, Cartagena and Palenque were women. Four of the six members of the main team studying land in San Andrés were women; the three leaders of the public policy development team were women; the author of the Raizal book is a young woman; three of the six members of the team involved in the project with FUNSAREP-Gavilaneó Council in Cartagena were women; and the majority of the members of the ASOPRADUSE-Palenque project team were women. This was found in other geographic regions as well: ACIP made significant and sustained use of women in programming.</p>	<p>The capacities of some women’s organizations were strengthened, but there is a strong perception among them that the support ended too soon, or was too tightly connected to a single issue.</p>	<p>and find training after ACIP ends. ACIP should undertake conversations with their community partner organizations about what gender equity means to them, and internal discussions about their own recommendations for how to broach these themes in future programming with Afro-Colombian and indigenous populations. Another recommended exercise is to review the employment programming. The significant difference in outcomes for women and men deserve to be investigated thoroughly: are there important differences in the jobs or job conditions for which men and women were trained? What could operators do differently to attract women to the program, such as child care assurances or varied training and job opportunities? Are there other ways of</p>

E.Q.	Findings	Conclusions	Recommendations
6.11	ACIP support favored the influence of women’s organizations in the formulation of the public policy for the Afro-Colombian population in Cauca. The program strengthened the capacities of related women’s organizations, but there is no evidence of sustainability, report participants, who want more capacity building for public policy advocacy.		outreach to women that were not explored? Is there any follow-up measure or measures that could assist women to maintain their employment after training? And what explains the significant salary discrepancy? This “after-action review” could significantly improve follow-on activities and should be done while staff are still with the project and able to comment knowledgeably on the decisions and challenges encountered.
6.12	With the exception of affirmative action for providing women and young people with access to the urban employment programs, the interviews conducted did not evidence the existence of a clear strategy for incorporating gender and the participation of women and young people as cross-cutting issues.		
6.13	The five young people interviewed at the company Romulo who obtained their jobs through the training provided by the program said that they were able to open bank accounts, obtain social security, and help their families have greater income.	(6.13 – 6.16) Targeted youth in employability programming made significant gains – employment, formality, affiliation, and increased income. The limitations of those findings are also, then, the limitations of the program with regard to youth – such as less significant gains for women participants.	R6.2 The team recommends a strong focus on youth participation in future programming, if this continues to be important to USAID; the 2012 Youth Policy suggests that it will. Adapt these guidelines in line with what youth respondents are interested in – such as creating their own organizations or chapters instead of holding leadership positions in the organizations
6.14	Twenty-five young people from the District of Aguablanca who were trained in leadership and political participation by Fundación Siempre Unidos, through ACIP, were candidates for local council seats in Cali in the elections held on October 25, 2015.		
6.15	The issue of young people was not a structural part of the visited projects in San Andrés, Providencia, Cartagena and		

E.Q.	Findings	Conclusions	Recommendations
	<p>Palenque, beyond the fact that some young people participated in certain activities, or the fact that a section on youth and another on women were discussed for the development of the Raizal public policy.</p>		<p>of their elders. ACIP should undertake conversations with their organizations about what youth participation means to them.</p>
6.16	<p>Young people were targeted to participate in the employability and training projects in the urban area of Quibdó, as across all urban program sites. However, there was weak youth participation in the organizational strengthening and governance activities.</p>		<p>In the after-action review recommended above, ask about discrepant employment program participation among Indigenous communities, along similar lines of inquiry.</p>

7. To what extent has ACIP increased positive perception about ethnic issues?

This question examines ACIP's Result 4: The program intends to improve self-identification among minorities, and the treatment and control survey samples for R3 included a module for this theme.

E.Q.	Findings	Conclusions	Recommendations
7.1	<p>The quantitative evidence suggests that rural R3 respondents have improved their perception that the government is concerned about ethnic issues, and on participation in activities to claim collective rights.</p> <p>Urban R3 respondents feel they have more participation in activities to claim collective rights, and greater knowledge about traditions and culture.</p> <p>Programs that aim to increase awareness may have a side effect: participants come to realize “what they don’t know,” thereby answering questions about that realm they don’t know with greater uncertainty than before the program. Results in this data collection seem to reinforce that pattern: while R3 respondents report greater awareness, they report less knowledge of cultural traditions than they reported at baseline.</p> <p>Average percent change in perceptions of Afro-Colombian and indigenous persons of their socio economic and political inclusion:</p> <ul style="list-style-type: none"> • Total: • Total urban: • Urban female: • Urban male: • Bogotá: • Barranquilla: • Cali: • Total rural: • Rural indigenous: • Rural Afro-Colombian: • North: • Pacific: 	<p>(7.1 – 7.8) The program has had interesting effects on self-recognition and the perception that members of minority groups have of themselves. These effects were found on indirect beneficiaries of the R4 interventions, based on the baseline design.</p> <p>Rural R3 beneficiaries have a better perception of the State’s concern for their issues, and greater participation in claiming their collective rights. Urban R3 respondents don’t perceive improved attention to ethnic needs, nor do they report now participating more in claiming ethnic rights. Urban R3 respondents do, however, see impact in recuperating knowledge of their cultural traditions, while rural respondents do not. These different perceptions likely stem from the nature of the context and R3 interventions in rural and urban areas. Some principal indicators of program success –</p>	<p>R7.1 The campaigns undertaken to increase participation in activities to claim collective rights should continue. Work with rural communities to increase knowledge about traditions and culture, in the degree possible before program close.</p> <p>Seek out best practices, maintain realistic expectations about impact, and design strong and replicable evaluative methods to track progress. This recommendation applies to the remainder of the ACIP program but even more so to longer-term efforts to change messages about ethnicity.</p>

E.Q.	Findings	Conclusions	Recommendations
7.2	Survey data show that the program has not had an impact on urban or rural R3 respondents' feelings that discrimination exists against ethnic minorities, or that ethnic minority issues are ignored. R3 participants also continue to feel, in the same measure, they are discriminated against in terms of jobs, despite the positive findings for Result 3 in this evaluation.	<p>perceptions of discrimination or that their problems are ignored – showed no improvement among either rural or urban R3 respondents.</p> <p>Perceptions over which the R3 respondents have less control – whether others discriminate against them, whether others ignore their problems, whether others will or will not accept them into employment – seem unaffected to date. These perceptions are harder to affect and moving the needle will take time.</p>	
7.3	According to several officials and Afro-Colombian leaders from Cartagena and its Community Councils, although advances have been made in ethno-territorial processes in recent years, self-recognition as Afro-descendant or black is still problematic and is rejected by some.		
7.4	ACIP equipped a radio station for young Afro-Colombians that broadcasts programs in which they can talk about their customs, problems, music and history. By providing support to local media and holding awareness-raising workshops for journalists, the program seeks to increase the positive perception of ethnic issues and minorities' self-recognition.		
7.5	In Quibdó, ACIP helped the COCOMACIA radio station stay on the air by repairing an antenna and upgrading transmission equipment.		
7.6	According to officials and leaders in San Andrés, self-recognition as Raizal has been strengthened with the loss of the sea territory, considered “ancestral territory”, to Nicaragua. This has increased claims related to the need to understand and address the Raizal community differently from the Afro-descendant community. Hence, their Raizal		

E.Q.	Findings	Conclusions	Recommendations
	<p>public policy, the development of a particular Raizal prior consultation protocol, the definition of a Raizal Authority, and the resurgence of their proposal for the enactment of a special law for the Raizal people.</p>		
7.7	<p>Six indigenous chapters in Cali (Inga, Yanacona, Quichua, Guambiano, Nasa and Kofán) report that they were strengthened with support from ACIP in the recovery of their cultural identity, seeking to combat uprooting through ancestral knowledge.</p>		
7.8	<p>Strengthening productive capacities of the communities and organizations included the recovery of traditional seeds for crops such as corn, plantain, pineapple, and sugar cane, and coordinating this with the rescue of traditional cultivation practices. The program also sought to strengthen the production of aromatic and condiment plants to recover traditional use.</p>		

8. To what extent program participants (both beneficiaries or institutions) report having a positive perception about the Program?

Perceptions on the program were evaluated through the methods and tools described above: the survey, in-depth interviews, and focus groups.

E.Q.	Findings	Conclusions	Recommendations
8.1	<p>84% of rural beneficiaries of ACIP economic opportunities activities, and 93% of urban, would recommend ACIP to a friend or relative.</p> <p>One a scale of one to five, with one meaning “not at all” and five meaning “fully,” rural participants’ most common response was a three; for urban respondents, the most common response was a four.</p> <p>In field work, the team observed the complex contexts in which ACIP is being developed, since there are processes in the region that generate and exacerbate communities’ vulnerability. This includes the presence of mechanized mining, illegal armed actors, territorial disputes between armed actors, the state of roads, and geographical complexity.</p>	<p>(8.1) Urban and rural participants have positive perceptions of the program, with somewhat better perceptions in the city. The results in the urban projects were more immediate, while rural projects are at times delayed by the needs of crops, explaining some of that variance. There are arguably more challenges in the rural context as well, making those projects more difficult to carry out successfully in the same amount of time.</p>	<p>Please see R8.1, R8.2, R8.3, R3.3, R3.4, R5.1 and R5.4.</p>
8.2	<p>The Mayor’s Office of Cali signed an agreement with the Singer Foundation to train young people as high performance clothing workers, asking it to follow the employability obligation model applied in the program with ACIP.</p>	<p>(8.2 – 8.3) Evidence supports ACIP’s success in many municipios, and with companies.</p>	<p>R8.1 Produce simple model handbooks of the employability program for distribution prior to the close of the program, as a stimulus to adopting and continuing the work after ACIP ends.</p>
8.3	<p>The Mayor’s Offices of Barranquilla and Quibdó have increased the staff dedicated to assisting this population, and have expressed satisfaction with the assistance of</p>		

E.Q.	Findings	Conclusions	Recommendations
	ACIP.		
8.4	Members of the Arhuaco Reservation of the Sierra Nevada de Santa Marta state that they have a positive perception of the program, although they would like the support to be provided for a longer period of time, since they feel their productive project requires more long-term support.	(8.4 – 8.6) There are opportunities for improvement in the duration and expectations of the projects. Rural outcomes are slightly weaker, likely owing to the delay in fruition of some productive projects. There is a significant perception that TA ended too soon on these.	R8.2 Provide greater clarity about the scope of the projects so as not to disappoint expectations. Where late-yield crops are part of projects, plan for extended TA, even if sporadic, to support participants' concerns. Please see also R3.3, R3.4, and R5.4.
8.5	Local ACIP personnel and the local ethnic consultants hired for certain processes or products have knowledge about, and experience in, community and social processes, and are recognized and respected by the communities. In general, rural beneficiaries report positive perceptions of the ACIP program support. However, many highlight the brevity of this support in light of the needs of the farming families in terms of technical knowledge, income generation and food security.		
8.6	Respondents reported that the program carried out by RED MUNORCA for training women in participation processes ended because ACIP discontinued a second phase that had been promised at the beginning of the project. Other beneficiaries reported similar cuts to planned programs.		
8.7	The perception of women's organizations has not been as positive, as they feel that the support received was tied to given activities and they do not feel they alone can sustain the project's activities.		

E.Q.	Findings	Conclusions	Recommendations
8.8	<p>Most of the supported communities and institutions state that the requirement to submit regular reports makes the program rigorous and serious. However, they request more training prior to implementation in order to be able to prepare these reports. They state that this would facilitate the administrative processes and speed up administrative management, since the reports would be returned less often.</p>	<p>(8.8) Participants and partners value reporting, but wish for more understanding about how to do it correctly, to reduce repeated requests to get their reporting right.</p>	<p>R8.3 Simplify reporting requirements to the extent possible. Create simple accompanying materials with examples to ease the process for partners.</p>
8.9	<p>Some urban beneficiaries would like to see other types of training, such as technical or technology related, or entrepreneurship.</p>	<p>(5.1 – 5.6, 8.9) This is discussed in detail in HCR section 5.</p>	<p>Please see R5.1</p>

ANNEX D: REGRESSION TABLES

D.1 Economic Opportunities in the City

Table D.1: Treatment effect on Employability

VARIABLES	(1) no_cont	(2) cont	(3) mujeres	(4) hombres	(5) Afro	(6) indigenas	(7) bogota	(8) bquilla	(9) cali
treated	-0.158*** (0.0212)	-0.167*** (0.0271)	-0.142*** (0.0321)	-0.207*** (0.0483)	-0.170*** (0.0302)	-0.150* (0.0827)	-0.137** (0.0588)	-0.225*** (0.0431)	-0.124*** (0.0435)
midline	0.108*** (0.0288)	0.109*** (0.0345)	0.116*** (0.0419)	0.107* (0.0585)	0.114*** (0.0408)	0.136 (0.0986)	0.213*** (0.0749)	0.0821 (0.0557)	0.0858 (0.0539)
interaction	0.215*** (0.0383)	0.217*** (0.0410)	0.194*** (0.0501)	0.258*** (0.0699)	0.201*** (0.0466)	0.243** (0.120)	0.115 (0.0859)	0.228*** (0.0646)	0.256*** (0.0658)
edad		0.00415* (0.00232)	0.00344 (0.00292)	0.00619* (0.00364)	0.00516* (0.00277)	-0.00365 (0.00699)	0.00245 (0.00603)	0.0131*** (0.00492)	-0.000402 (0.00353)
mujer		-0.133*** (0.0224)			-0.129*** (0.0254)	-0.123** (0.0589)	-0.0409 (0.0448)	-0.214*** (0.0375)	-0.147*** (0.0361)
auto_indigena		0.0938* (0.0490)	0.106* (0.0618)	0.0276 (0.0810)			-0.414** (0.168)	0.418*** (0.135)	0.00545 (0.0765)
auto_afro		0.0492 (0.0407)	0.0480 (0.0483)	0.0214 (0.0713)			-0.422** (0.166)	0.104** (0.0528)	-0.00815 (0.0639)
hh_size		-0.00589 (0.00533)	-0.00961 (0.00726)	0.00129 (0.00791)	-0.00595 (0.00640)	-0.0138 (0.00979)	-0.0134 (0.00954)	-0.00254 (0.00935)	0.00213 (0.00877)
jefe		0.0890** (0.0385)	0.0334 (0.0485)	0.233*** (0.0662)	0.0655 (0.0438)	0.145 (0.0954)	0.0883 (0.0703)	0.0323 (0.0638)	0.161** (0.0662)
hijo_jefe		0.0319 (0.0296)	0.0311 (0.0388)	0.0308 (0.0464)	0.0256 (0.0326)	0.0693 (0.0807)	0.00944 (0.0532)	0.0356 (0.0520)	0.0450 (0.0501)
padre_jefe		0.0579 (0.0502)	0.0120 (0.0624)	0.0972 (0.0851)	0.0506 (0.0551)	0.0675 (0.154)	0.0967 (0.106)	0.0773 (0.0775)	0.0325 (0.0856)
noimigrant		-0.0452**	-0.0537*	-0.0169	-0.0397	-0.128**	-0.0443	0.00235	-0.00785

		(0.0228)	(0.0283)	(0.0392)	(0.0255)	(0.0634)	(0.0501)	(0.0459)	(0.0370)
victima		0.0280	0.0353	-0.00241	0.0265	0.00670	0.0252	-0.141*	0.0297
		(0.0359)	(0.0459)	(0.0570)	(0.0407)	(0.0904)	(0.0675)	(0.0801)	(0.0550)
receptor_sub		-0.126***	-0.0915**	-0.189***	-0.127***	-0.116	-0.164*	-0.120**	-0.0911
		(0.0384)	(0.0452)	(0.0708)	(0.0432)	(0.118)	(0.0947)	(0.0571)	(0.0661)
educacion		-0.00127	0.00449	-0.0258	-0.00155	-0.0570**	0.0291	0.00572	-0.00331
		(0.0112)	(0.0142)	(0.0188)	(0.0127)	(0.0285)	(0.0294)	(0.0285)	(0.0156)
hijos		0.0102	-0.0101	0.0551**	0.00992	0.0293	0.0164	0.00454	0.0228
		(0.0140)	(0.0184)	(0.0238)	(0.0160)	(0.0385)	(0.0281)	(0.0220)	(0.0255)
Constant	0.283***	0.229**	0.133	0.264	0.262**	0.811***	0.571**	-0.0762	0.300**
	(0.0174)	(0.100)	(0.123)	(0.166)	(0.107)	(0.255)	(0.289)	(0.219)	(0.152)
Observations	2,368	1,887	1,175	712	1,472	277	513	640	734
R-squared	0.077	0.113	0.084	0.166	0.106	0.164	0.137	0.163	0.110

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.2: Treatment effect on the probability of looking for a job

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
VARIABLES	no_cont	cont	mujeres	hombres	Afro	indigenas	bogota	bquilla	cali
treated	-0.0804***	-0.0928***	-0.0957***	-0.0868***	-0.0748***	-0.146**	-0.191***	-0.0587**	-0.0689**
	(0.0144)	(0.0190)	(0.0236)	(0.0319)	(0.0203)	(0.0597)	(0.0470)	(0.0255)	(0.0295)
midline	0.0327	0.0198	0.00515	0.0449	0.0506*	-0.122	-0.0925	0.0841**	0.0125
	(0.0211)	(0.0254)	(0.0331)	(0.0407)	(0.0300)	(0.0745)	(0.0620)	(0.0407)	(0.0370)
interaction	0.0945***	0.107***	0.118***	0.0934*	0.0886**	0.171**	0.221***	0.0853*	0.0651
	(0.0277)	(0.0301)	(0.0379)	(0.0508)	(0.0344)	(0.0817)	(0.0686)	(0.0503)	(0.0447)
edad		0.00232	0.00191	0.00325	0.00268	0.00409	0.00369	0.00120	0.00411
		(0.00169)	(0.00222)	(0.00269)	(0.00200)	(0.00513)	(0.00482)	(0.00262)	(0.00256)
mujer		0.00286			0.00960	-0.0199	0.0177	0.0139	-0.0186
		(0.0160)			(0.0181)	(0.0412)	(0.0328)	(0.0276)	(0.0250)
auto_indigena		0.0191	-0.000163	0.0326			-0.107	-0.153***	0.0216
		(0.0358)	(0.0459)	(0.0599)			(0.253)	(0.0569)	(0.0493)

auto_afro		0.0301 (0.0299)	0.0321 (0.0376)	0.0219 (0.0512)			-0.0723 (0.253)	0.00679 (0.0471)	0.0301 (0.0403)
hh_size		0.00181 (0.00371)	-0.00311 (0.00492)	0.00822 (0.00568)	0.000801 (0.00434)	0.00382 (0.00829)	0.00723 (0.00754)	0.00348 (0.00656)	-0.00174 (0.00591)
jefe		-0.0387 (0.0291)	-0.0474 (0.0384)	-0.0270 (0.0468)	-0.0290 (0.0342)	-0.0630 (0.0615)	0.00406 (0.0545)	0.00282 (0.0519)	-0.0965* (0.0493)
hijo_jefe		-0.0345 (0.0242)	-0.0361 (0.0329)	-0.0241 (0.0355)	-0.0333 (0.0270)	-0.0581 (0.0625)	-0.0371 (0.0425)	-0.00150 (0.0447)	-0.0630 (0.0420)
padre_jefe		-0.0623* (0.0372)	-0.0541 (0.0482)	-0.0716 (0.0586)	-0.0678 (0.0421)	-0.0336 (0.0996)	-0.0502 (0.0761)	-0.00775 (0.0656)	-0.138*** (0.0528)
noimigrant		-0.00617 (0.0165)	-0.00983 (0.0204)	-0.00444 (0.0290)	-0.0243 (0.0186)	0.0817** (0.0412)	0.0391 (0.0395)	0.0196 (0.0349)	-0.00557 (0.0242)
victima		-0.00884 (0.0271)	0.0315 (0.0360)	-0.0708* (0.0421)	-0.0175 (0.0321)	0.0596 (0.0540)	-0.0106 (0.0504)	0.133 (0.0838)	-0.0101 (0.0360)
receptor_sub		0.0503 (0.0318)	0.0503 (0.0367)	0.0521 (0.0643)	0.0706* (0.0383)	-0.0238 (0.0694)	0.0806 (0.0741)	0.0697 (0.0539)	-0.00364 (0.0420)
educacion		-0.00727 (0.00828)	-0.00892 (0.0109)	-0.00576 (0.0134)	-0.0134 (0.00990)	0.00870 (0.0176)	-0.0485** (0.0224)	-8.56e-05 (0.0189)	-0.0160 (0.0116)
hijos		-0.0222** (0.00966)	-0.0210 (0.0129)	-0.0180 (0.0153)	-0.0262** (0.0110)	-0.0149 (0.0262)	-0.0298 (0.0198)	-0.0224 (0.0155)	-0.0259 (0.0170)
Constant	0.120*** (0.0126)	0.123* (0.0703)	0.174* (0.0899)	0.0501 (0.120)	0.168** (0.0736)	0.0680 (0.193)	0.486 (0.306)	0.00863 (0.137)	0.175* (0.0958)
Observations	2,368	1,887	1,175	712	1,472	277	513	640	734
R-squared	0.027	0.032	0.038	0.033	0.044	0.053	0.057	0.082	0.032

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.3: Treatment effect on the probability of working part time or less

VARIABLES	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	no_cont	cont	mujeres	hombres	Afro	indigenas	bogota	bquilla	cali
treated	-0.0319***	-0.0146	-0.0218	-0.00233	-0.0227	0.0579	0.0404	-0.0388	-0.0245

	(0.0115)	(0.0146)	(0.0174)	(0.0266)	(0.0168)	(0.0355)	(0.0320)	(0.0260)	(0.0227)
midline	0.0351**	0.0376*	0.0381	0.0288	0.0586**	0.0101	0.0389	0.0939**	-0.00134
	(0.0170)	(0.0203)	(0.0260)	(0.0337)	(0.0247)	(0.0370)	(0.0395)	(0.0399)	(0.0283)
interaction	0.0553**	0.0462*	0.0479	0.0472	0.0428	0.0159	0.0204	0.0394	0.0634
	(0.0233)	(0.0250)	(0.0318)	(0.0407)	(0.0285)	(0.0564)	(0.0459)	(0.0440)	(0.0389)
edad		0.00389***	0.00476**	0.00259	0.00502***	0.00130	0.00991***	0.00472*	0.00110
		(0.00147)	(0.00198)	(0.00205)	(0.00179)	(0.00286)	(0.00344)	(0.00274)	(0.00223)
mujer		8.40e-05			0.00322	-0.0487*	-0.00934	-0.0106	0.0110
		(0.0131)			(0.0155)	(0.0281)	(0.0239)	(0.0249)	(0.0202)
auto_indigena		-0.0285	-0.0499	-0.00531			-0.472*	0.156	-0.0374
		(0.0311)	(0.0409)	(0.0478)			(0.271)	(0.122)	(0.0489)
auto_afro		-0.0165	-0.0208	-0.00882			-0.429	0.0420	-0.0426
		(0.0281)	(0.0374)	(0.0424)			(0.271)	(0.0354)	(0.0429)
hh_size		0.000173	0.00383	-0.00355	0.00184	-0.00475	0.00112	-1.53e-06	-0.00224
		(0.00352)	(0.00546)	(0.00427)	(0.00440)	(0.00477)	(0.00611)	(0.00795)	(0.00423)
jefe		0.0151	0.0422	-0.0201	-0.00257	0.0617*	0.0682*	-0.0351	0.0135
		(0.0234)	(0.0282)	(0.0421)	(0.0285)	(0.0340)	(0.0376)	(0.0506)	(0.0350)
hijo_jefe		0.0219	0.0305	0.00881	0.00323	0.132***	0.0685**	0.0121	0.000387
		(0.0173)	(0.0208)	(0.0293)	(0.0202)	(0.0386)	(0.0287)	(0.0383)	(0.0269)
padre_jefe		0.0302	0.0704*	-0.0421	0.0101	0.122	0.0502	-0.00867	0.0500
		(0.0322)	(0.0422)	(0.0453)	(0.0358)	(0.0980)	(0.0604)	(0.0550)	(0.0582)
noimigrant		-0.00204	-0.00321	0.00610	0.00258	-0.0476	-0.0269	0.0418	0.00635
		(0.0143)	(0.0179)	(0.0256)	(0.0162)	(0.0329)	(0.0309)	(0.0285)	(0.0227)
victima		-0.0169	-0.0241	0.00130	-0.0467*	0.00406	-0.0608	-0.00296	0.0200
		(0.0233)	(0.0296)	(0.0377)	(0.0250)	(0.0597)	(0.0425)	(0.0635)	(0.0353)
receptor_sub		0.0230	0.0375	-0.0241	-0.00912	0.153*	0.0112	-0.0467	0.0943*
		(0.0275)	(0.0336)	(0.0434)	(0.0298)	(0.0842)	(0.0502)	(0.0421)	(0.0536)
educacion		0.00130	0.000417	0.00317	-0.00257	-0.000937	0.00404	-0.00795	0.00234
		(0.00672)	(0.00906)	(0.0103)	(0.00723)	(0.0221)	(0.0186)	(0.0219)	(0.00817)
hijos		-0.00307	-0.0147	0.0111	-0.000150	0.00163	-0.0292*	0.00558	0.00810
		(0.00903)	(0.0123)	(0.0150)	(0.0106)	(0.0210)	(0.0162)	(0.0160)	(0.0145)
Constant	0.0643***	-0.0487	-0.0813	-0.0134	-0.0700	-0.0339	0.185	-0.0906	0.0456
	(0.00949)	(0.0637)	(0.0871)	(0.0846)	(0.0663)	(0.167)	(0.304)	(0.158)	(0.0951)

Observations	2,368	1,887	1,175	712	1,472	277	513	640	734
R-squared	0.018	0.022	0.033	0.017	0.028	0.091	0.060	0.051	0.036

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.4: Treatment effect on the probability of working full time or more

VARIABLES	(1) no_cont	(2) cont	(3) mujeres	(4) hombres	(5) Afro	(6) indigenas	(7) bogota	(8) bquilla	(9) cali
treated	0.0319*** (0.0115)	0.0146 (0.0146)	0.0218 (0.0174)	0.00233 (0.0266)	0.0227 (0.0168)	-0.0579 (0.0355)	-0.0404 (0.0320)	0.0388 (0.0260)	0.0245 (0.0227)
midline	-0.0351** (0.0170)	-0.0376* (0.0203)	-0.0381 (0.0260)	-0.0288 (0.0337)	-0.0586** (0.0247)	-0.0101 (0.0370)	-0.0389 (0.0395)	-0.0939** (0.0399)	0.00134 (0.0283)
interaction	-0.0553** (0.0233)	-0.0462* (0.0250)	-0.0479 (0.0318)	-0.0472 (0.0407)	-0.0428 (0.0285)	-0.0159 (0.0564)	-0.0204 (0.0459)	-0.0394 (0.0440)	-0.0634 (0.0389)
edad		-0.00389*** (0.00147)	-0.00476** (0.00198)	-0.00259 (0.00205)	-0.00502*** (0.00179)	-0.00130 (0.00286)	-0.00991*** (0.00344)	-0.00472* (0.00274)	-0.00110 (0.00223)
mujer		-8.40e-05 (0.0131)			-0.00322 (0.0155)	0.0487* (0.0281)	0.00934 (0.0239)	0.0106 (0.0249)	-0.0110 (0.0202)
auto_indigena		0.0285 (0.0311)	0.0499 (0.0409)	0.00531 (0.0478)			0.472* (0.271)	-0.156 (0.122)	0.0374 (0.0489)
auto_afro		0.0165 (0.0281)	0.0208 (0.0374)	0.00882 (0.0424)			0.429 (0.271)	-0.0420 (0.0354)	0.0426 (0.0429)
hh_size		-0.000173 (0.00352)	-0.00383 (0.00546)	0.00355 (0.00427)	-0.00184 (0.00440)	0.00475 (0.00477)	-0.00112 (0.00611)	1.53e-06 (0.00795)	0.00224 (0.00423)
jefe		-0.0151 (0.0234)	-0.0422 (0.0282)	0.0201 (0.0421)	0.00257 (0.0285)	-0.0617* (0.0340)	-0.0682* (0.0376)	0.0351 (0.0506)	-0.0135 (0.0350)
hijo_jefe		-0.0219 (0.0173)	-0.0305 (0.0208)	-0.00881 (0.0293)	-0.00323 (0.0202)	-0.132*** (0.0386)	-0.0685** (0.0287)	-0.0121 (0.0383)	-0.000387 (0.0269)
padre_jefe		-0.0302 (0.0322)	-0.0704* (0.0422)	0.0421 (0.0453)	-0.0101 (0.0358)	-0.122 (0.0980)	-0.0502 (0.0604)	0.00867 (0.0550)	-0.0500 (0.0582)
noimigrant		0.00204	0.00321	-0.00610	-0.00258	0.0476	0.0269	-0.0418	-0.00635

		(0.0143)	(0.0179)	(0.0256)	(0.0162)	(0.0329)	(0.0309)	(0.0285)	(0.0227)
victima		0.0169	0.0241	-0.00130	0.0467*	-0.00406	0.0608	0.00296	-0.0200
		(0.0233)	(0.0296)	(0.0377)	(0.0250)	(0.0597)	(0.0425)	(0.0635)	(0.0353)
receptor_sub		-0.0230	-0.0375	0.0241	0.00912	-0.153*	-0.0112	0.0467	-0.0943*
		(0.0275)	(0.0336)	(0.0434)	(0.0298)	(0.0842)	(0.0502)	(0.0421)	(0.0536)
educacion		-0.00130	-0.000417	-0.00317	0.00257	0.000937	-0.00404	0.00795	-0.00234
		(0.00672)	(0.00906)	(0.0103)	(0.00723)	(0.0221)	(0.0186)	(0.0219)	(0.00817)
hijos		0.00307	0.0147	-0.0111	0.000150	-0.00163	0.0292*	-0.00558	-0.00810
		(0.00903)	(0.0123)	(0.0150)	(0.0106)	(0.0210)	(0.0162)	(0.0160)	(0.0145)
Constant	0.936***	1.049***	1.081***	1.013***	1.070***	1.034***	0.815***	1.091***	0.954***
	(0.00949)	(0.0637)	(0.0871)	(0.0846)	(0.0663)	(0.167)	(0.304)	(0.158)	(0.0951)
Observations	2,368	1,887	1,175	712	1,472	277	513	640	734
R-squared	0.018	0.022	0.033	0.017	0.028	0.091	0.060	0.051	0.036

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.5: Treatment effect on the probability of having a written contract

VARIABLES	(1) no_cont	(2) cont	(3) mujeres	(4) hombres	(5) Afro	(6) indigenas	(7) bogota	(8) bquilla	(9) cali
treated	-0.0415*** (0.0140)	-0.0484*** (0.0185)	-0.0309 (0.0215)	-0.0721** (0.0349)	-0.0582*** (0.0208)	-0.0427 (0.0541)	-0.105** (0.0433)	-0.0578* (0.0337)	0.000290 (0.0248)
midline	0.169*** (0.0236)	0.197*** (0.0288)	0.172*** (0.0341)	0.238*** (0.0513)	0.182*** (0.0346)	0.272*** (0.0790)	0.244*** (0.0692)	0.154*** (0.0476)	0.209*** (0.0414)
interaction	0.139*** (0.0329)	0.131*** (0.0343)	0.123*** (0.0411)	0.141** (0.0610)	0.122*** (0.0391)	0.187* (0.100)	0.127* (0.0748)	0.112** (0.0550)	0.139*** (0.0528)
edad		0.000557 (0.00180)	0.00311 (0.00233)	-0.00255 (0.00284)	0.00264 (0.00220)	-0.0157*** (0.00530)	-0.00616 (0.00525)	0.00505 (0.00324)	-0.000342 (0.00265)
mujer		-0.0693*** (0.0196)			-0.0758*** (0.0227)	-0.0571 (0.0479)	-0.0551 (0.0398)	-0.123*** (0.0337)	-0.0482 (0.0300)
auto_indigena		0.0589 (0.0385)	0.0400 (0.0496)	0.0511 (0.0647)			-0.473*** (0.166)	0.0964 (0.124)	-0.0534 (0.0555)

auto_afro		0.0298 (0.0315)	0.000746 (0.0376)	0.0561 (0.0576)			-0.510*** (0.165)	0.0713* (0.0406)	-0.0131 (0.0475)
hh_size		-0.00546 (0.00441)	-0.00287 (0.00576)	-0.00611 (0.00685)	-0.00533 (0.00545)	-0.00697 (0.00774)	-0.0113 (0.00698)	-0.00487 (0.00797)	0.00488 (0.00759)
jefe		0.0672** (0.0324)	0.0692* (0.0398)	0.0957 (0.0591)	0.0457 (0.0377)	0.123 (0.0773)	0.100* (0.0602)	-0.0166 (0.0565)	0.124** (0.0548)
hijo_jefe		0.0412* (0.0244)	0.0564* (0.0310)	0.0102 (0.0393)	0.0277 (0.0275)	0.0911 (0.0653)	0.0410 (0.0447)	0.0424 (0.0468)	0.0331 (0.0397)
padre_jefe		0.00301 (0.0440)	-0.0131 (0.0522)	0.0204 (0.0796)	-0.00961 (0.0485)	0.0158 (0.145)	-0.0366 (0.0954)	-0.0284 (0.0646)	0.0729 (0.0771)
noimigrant		-0.00498 (0.0188)	0.0120 (0.0226)	-0.0203 (0.0331)	0.00650 (0.0210)	-0.137** (0.0527)	0.001000 (0.0463)	0.0160 (0.0395)	0.0170 (0.0282)
victima		0.0231 (0.0337)	0.0395 (0.0420)	-0.0200 (0.0558)	0.0319 (0.0379)	-0.0505 (0.0898)	-0.0327 (0.0653)	-0.0595 (0.0737)	0.0249 (0.0516)
receptor_sub		-0.129*** (0.0338)	-0.104*** (0.0384)	-0.153** (0.0717)	-0.121*** (0.0381)	-0.205* (0.109)	-0.111 (0.0883)	-0.0817 (0.0498)	-0.150*** (0.0577)
educacion		0.0158 (0.0102)	0.0138 (0.0128)	0.00948 (0.0175)	0.0146 (0.0117)	0.00465 (0.0278)	0.0744*** (0.0246)	0.0290 (0.0247)	0.00165 (0.0141)
hijos		-0.00389 (0.0118)	-0.0366*** (0.0141)	0.0440** (0.0207)	-0.00371 (0.0137)	0.0490 (0.0304)	0.00389 (0.0237)	0.0104 (0.0188)	-0.0196 (0.0193)
Constant	0.0942*** (0.0113)	-0.00277 (0.0823)	-0.102 (0.102)	0.0923 (0.134)	0.00236 (0.0923)	0.472** (0.206)	0.437* (0.258)	-0.210 (0.183)	0.0225 (0.120)
Observations	2,368	1,887	1,175	712	1,472	277	513	640	734
R-squared	0.108	0.129	0.116	0.156	0.115	0.235	0.181	0.111	0.159

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.6: Treatment effect on formal labor income

VARIABLES	(1) no_cont	(2) cont	(3) mujeres	(4) hombres	(5) Afro	(6) indigenas	(7) bogota	(8) bquilla	(9) cali
treated	-72,799***	-86,161***	-73,518***	-105,145***	-96,362***	-50,764	-106,672***	-100,772***	-45,128**

	(12,666)	(15,796)	(17,836)	(30,215)	(17,774)	(48,320)	(38,184)	(27,180)	(21,634)
midline	141,382***	165,486***	162,175***	172,412***	176,117***	129,317**	225,720***	152,790***	146,649***
	(22,853)	(26,630)	(31,737)	(45,553)	(33,220)	(63,175)	(62,945)	(44,442)	(38,383)
interaction	93,981***	90,212***	70,823*	125,919**	72,706**	168,620**	28,200	81,708*	122,088**
	(29,288)	(30,544)	(36,739)	(51,493)	(36,077)	(82,217)	(66,344)	(47,127)	(49,759)
edad		1,867	2,940	1,218	2,645	-4,375	3,018	6,701**	-979.1
		(1,551)	(1,938)	(2,475)	(1,853)	(5,299)	(4,390)	(3,051)	(2,281)
mujer		-83,437***			-83,110***	-76,771*	-43,727	-145,184***	-71,479**
		(16,951)			(20,144)	(40,981)	(33,174)	(28,516)	(28,009)
auto_indigena		68,542**	77,889**	13,043			-199,043**	159,580	9,007
		(30,394)	(36,560)	(54,738)			(84,821)	(100,053)	(44,263)
auto_afro		59,177**	58,192**	32,856			-180,498**	69,247*	22,435
		(24,739)	(26,872)	(48,842)			(83,875)	(35,786)	(35,277)
hh_size		-5,373	-4,304	-3,800	-7,727*	-1,974	-9,166	-487.6	-275.6
		(3,553)	(4,631)	(5,549)	(4,213)	(7,345)	(6,637)	(6,881)	(5,297)
jefe		45,976	28,663	108,235**	24,287	99,395	48,545	20,417	95,341**
		(28,688)	(35,151)	(52,550)	(32,644)	(73,239)	(57,998)	(45,942)	(44,077)
hijo_jefe		14,885	12,998	9,722	17,031	2,171	-15,498	40,179	21,878
		(20,499)	(26,504)	(31,872)	(22,823)	(52,255)	(38,827)	(36,366)	(31,900)
padre_jefe		36,230	21,139	30,552	36,610	-1,577	36,292	18,631	96,118
		(46,926)	(63,089)	(63,712)	(53,915)	(113,321)	(82,708)	(53,973)	(106,105)
noimigrant		-31,128**	-32,366*	-13,757	-28,858	-74,503*	-32,046	8,925	5,262
		(15,562)	(18,887)	(27,155)	(17,769)	(40,409)	(35,767)	(31,368)	(22,106)
victima		-2,846	3,191	-27,905	-708.6	-30,173	9,919	-104,516*	-21,325
		(26,832)	(33,085)	(44,758)	(30,629)	(77,020)	(56,434)	(56,454)	(40,839)
receptor_sub		-117,370***	-92,677***	-149,641***	-118,785***	-114,779	-151,988**	-89,321**	-115,445***
		(27,371)	(32,100)	(53,968)	(31,053)	(90,220)	(65,179)	(43,139)	(42,706)
educacion		12,628	16,503	-5,347	15,861	-18,298	54,879**	13,275	-727.3
		(9,344)	(11,748)	(16,164)	(11,139)	(22,173)	(23,259)	(23,475)	(12,645)
hijos		-2,222	-30,877**	48,956**	2,763	10,153	-6,753	8,312	-7,428
		(10,695)	(12,210)	(20,136)	(12,984)	(26,834)	(22,034)	(18,002)	(16,741)
Constant	133,398***	41,321	-65,265	139,712	78,497	390,562**	75,020	-139,265	120,239
	(10,404)	(73,808)	(91,687)	(120,762)	(85,094)	(193,895)	(202,417)	(167,467)	(106,446)

Observations	2,368	1,887	1,175	712	1,472	277	513	640	734
R-squared	0.089	0.120	0.104	0.158	0.118	0.155	0.162	0.155	0.115

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.7: Treatment effect on health care affiliation

VARIABLES	(1) no_cont	(2) cont	(3) mujeres	(4) hombres	(5) Afro	(6) indigenas	(7) bogota	(8) bquilla	(9) cali
treated	-0.0256 (0.0655)	-0.116 (0.0813)	-0.0823 (0.111)	-0.165 (0.118)	-0.0796 (0.0936)	-0.325* (0.174)	-0.168 (0.138)	0.350* (0.189)	-0.297*** (0.107)
midline	0.219*** (0.0535)	0.226*** (0.0637)	0.230** (0.0921)	0.233*** (0.0893)	0.188** (0.0759)	0.410*** (0.148)	0.253** (0.110)	0.187 (0.118)	0.233** (0.107)
interaction	0.202** (0.0809)	0.250*** (0.0927)	0.265** (0.129)	0.208 (0.135)	0.236** (0.108)	0.257 (0.205)	0.269* (0.160)	-0.166 (0.202)	0.445*** (0.133)
edad		-0.0106** (0.00467)	-0.00724 (0.00666)	-0.0157** (0.00664)	-0.00737 (0.00593)	-0.0251*** (0.00748)	-0.0121 (0.00888)	-0.00195 (0.0115)	-0.0104 (0.00690)
mujer		-0.0686* (0.0405)			-0.105** (0.0468)	0.0997 (0.0904)	-0.0521 (0.0691)	-0.105 (0.0845)	-0.119* (0.0674)
auto_indigena		0.166* (0.0933)	0.128 (0.130)	0.223 (0.136)			0.196 (0.276)	-0.134 (0.203)	-0.0199 (0.137)
auto_afro		0.151* (0.0816)	0.0394 (0.110)	0.280** (0.122)			0.139 (0.271)	0.165 (0.145)	0.0904 (0.112)
hh_size		-0.00427 (0.00973)	0.00229 (0.0141)	-0.00563 (0.0147)	0.000330 (0.0107)	-0.0181 (0.0280)	-0.00775 (0.0184)	-0.00106 (0.0165)	-0.000871 (0.0159)
jefe		0.151** (0.0723)	0.142 (0.106)	0.128 (0.101)	0.153* (0.0853)	0.107 (0.162)	0.128 (0.119)	0.0686 (0.169)	0.218* (0.119)
hijo_jefe		0.107 (0.0666)	0.0604 (0.104)	0.123 (0.0909)	0.0859 (0.0811)	0.0594 (0.147)	0.0713 (0.107)	0.113 (0.152)	0.176* (0.105)
padre_jefe		0.0602 (0.0872)	-0.0985 (0.129)	0.231* (0.119)	0.0704 (0.103)	0.0337 (0.225)	-0.0247 (0.151)	-0.0301 (0.186)	0.238* (0.136)
noimigrant		0.0144	0.0576	-0.0446	0.0353	-0.188*	0.102	0.0531	-0.00505

		(0.0448)	(0.0612)	(0.0659)	(0.0516)	(0.0969)	(0.0722)	(0.117)	(0.0720)
victima		-0.0197	-0.00701	-0.0342	0.0142	-0.0886	-0.0995	-0.0588	-0.00498
		(0.0518)	(0.0757)	(0.0766)	(0.0602)	(0.106)	(0.0831)	(0.196)	(0.0818)
receptor_sub		-0.118	-0.0908	-0.218	-0.0527	-0.459**	0.00968	0.0153	-0.265**
		(0.0725)	(0.0859)	(0.143)	(0.0822)	(0.181)	(0.127)	(0.127)	(0.125)
educacion		0.0435**	0.0404	0.0537*	0.0380*	0.0961***	0.0726	0.0808	0.0151
		(0.0192)	(0.0264)	(0.0307)	(0.0220)	(0.0348)	(0.0528)	(0.0566)	(0.0256)
hijos		0.0320	-0.00940	0.0604*	0.0180	0.107*	0.0440	0.00650	0.0466
		(0.0263)	(0.0413)	(0.0343)	(0.0302)	(0.0581)	(0.0444)	(0.0560)	(0.0457)
Constant	0.363***	0.225	0.164	0.248	0.326	0.554	0.185	-0.290	0.352
	(0.0385)	(0.204)	(0.284)	(0.290)	(0.222)	(0.367)	(0.474)	(0.524)	(0.287)
Observations	629	548	293	255	416	95	188	150	210
R-squared	0.120	0.147	0.155	0.176	0.122	0.357	0.201	0.155	0.215

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.8: Treatment effect on retirement benefits

VARIABLES	(1) no_cont	(2) cont	(3) mujeres	(4) hombres	(5) Afro	(6) indigenas	(7) bogota	(8) bquilla	(9) cali
treated	-0.0623 (0.0620)	-0.167** (0.0762)	-0.110 (0.104)	-0.227** (0.112)	-0.161* (0.0875)	-0.322* (0.173)	-0.182 (0.135)	0.0777 (0.200)	-0.278*** (0.0911)
midline	0.218*** (0.0531)	0.225*** (0.0632)	0.229** (0.0899)	0.226** (0.0896)	0.180** (0.0762)	0.355** (0.147)	0.230** (0.114)	0.165 (0.115)	0.281*** (0.104)
interaction	0.246*** (0.0786)	0.310*** (0.0885)	0.373*** (0.123)	0.196 (0.131)	0.334*** (0.103)	0.242 (0.203)	0.328** (0.159)	0.0776 (0.216)	0.446*** (0.118)
edad		-0.00520 (0.00476)	0.00303 (0.00653)	-0.0160** (0.00677)	-0.00300 (0.00600)	-0.0221*** (0.00758)	-0.00723 (0.00950)	0.00386 (0.0118)	-0.00541 (0.00699)
mujer		-0.0434 (0.0407)			-0.0518 (0.0476)	0.107 (0.0923)	-0.00587 (0.0712)	-0.0755 (0.0883)	-0.103 (0.0654)
auto_indigena		0.226** (0.0893)	0.238* (0.122)	0.240* (0.133)			0.495** (0.222)	-0.102 (0.179)	0.0567 (0.130)

auto_afro		0.197** (0.0765)	0.192* (0.0988)	0.218* (0.120)		0.431** (0.210)	0.147 (0.135)	0.165 (0.108)	
hh_size		-0.0172* (0.0102)	-0.00531 (0.0141)	-0.0275* (0.0152)	-0.0127 (0.0114)	-0.0343 (0.0270)	-0.0162 (0.0180)	-0.0241 (0.0190)	-0.0111 (0.0155)
jefe		0.0894 (0.0737)	0.0618 (0.105)	0.0558 (0.108)	0.101 (0.0871)	0.0346 (0.165)	0.0782 (0.124)	0.117 (0.171)	0.107 (0.115)
hijo_jefe		0.105 (0.0658)	0.0190 (0.102)	0.128 (0.0906)	0.0914 (0.0796)	0.0376 (0.155)	0.0310 (0.109)	0.216 (0.155)	0.150 (0.103)
padre_jefe		0.104 (0.0873)	-0.0941 (0.124)	0.330*** (0.123)	0.112 (0.103)	0.121 (0.225)	-0.0646 (0.154)	0.122 (0.185)	0.311** (0.127)
noimigrant		0.00260 (0.0450)	0.0214 (0.0603)	-0.0203 (0.0663)	0.0208 (0.0517)	-0.188* (0.0985)	0.0991 (0.0773)	0.113 (0.115)	-0.0422 (0.0699)
victima		-0.0250 (0.0533)	-0.0447 (0.0748)	0.0185 (0.0788)	-0.0129 (0.0619)	0.0290 (0.0985)	-0.103 (0.0880)	0.000879 (0.197)	-0.0191 (0.0808)
receptor_sub		-0.145** (0.0735)	-0.144* (0.0863)	-0.153 (0.134)	-0.0377 (0.0820)	-0.731*** (0.137)	-0.0184 (0.150)	0.0603 (0.132)	-0.349*** (0.115)
educacion		0.0373* (0.0193)	0.0290 (0.0252)	0.0471 (0.0304)	0.0331 (0.0221)	0.0900** (0.0352)	0.0698 (0.0533)	0.0388 (0.0570)	0.0193 (0.0255)
hijos		0.0403 (0.0268)	-0.0133 (0.0408)	0.0728** (0.0341)	0.0233 (0.0305)	0.138** (0.0591)	0.0452 (0.0461)	-0.0108 (0.0543)	0.0882* (0.0448)
Constant	0.325*** (0.0375)	0.0990 (0.199)	-0.122 (0.266)	0.393 (0.293)	0.254 (0.222)	0.586 (0.368)	-0.205 (0.447)	-0.219 (0.531)	0.131 (0.273)
Observations	629	548	293	255	416	95	188	150	210
R-squared	0.130	0.158	0.195	0.184	0.131	0.382	0.199	0.129	0.256

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.9: Treatment effect on ARL affiliation

VARIABLES	(1) no_cont	(2) cont	(3) mujeres	(4) hombres	(5) Afro	(6) indigenas	(7) bogota	(8) bquilla	(9) cali
treated	-0.0126	-0.0656	-0.0136	-0.129	-0.0300	-0.259	-0.130	0.370*	-0.218**

	(0.0648)	(0.0803)	(0.109)	(0.117)	(0.0925)	(0.171)	(0.138)	(0.190)	(0.101)
midline	0.216***	0.246***	0.281***	0.225**	0.213***	0.444***	0.256**	0.182	0.274***
	(0.0533)	(0.0633)	(0.0900)	(0.0899)	(0.0755)	(0.143)	(0.111)	(0.117)	(0.102)
interaction	0.194**	0.208**	0.217*	0.172	0.208*	0.121	0.238	-0.175	0.396***
	(0.0807)	(0.0921)	(0.127)	(0.135)	(0.108)	(0.202)	(0.162)	(0.203)	(0.128)
edad		-0.00906*	-0.00340	-0.0164**	-0.00583	-0.0245***	-0.0122	-0.00227	-0.00896
		(0.00468)	(0.00654)	(0.00660)	(0.00586)	(0.00751)	(0.00916)	(0.0115)	(0.00659)
mujer		-0.0614			-0.0855*	0.107	-0.0195	-0.101	-0.112*
		(0.0406)			(0.0471)	(0.0906)	(0.0737)	(0.0847)	(0.0637)
auto_indigena		0.146	0.156	0.158			0.189	-0.191	-0.0569
		(0.0926)	(0.127)	(0.140)			(0.241)	(0.195)	(0.126)
auto_afro		0.133*	0.0794	0.207			0.0886	0.0774	0.116
		(0.0805)	(0.107)	(0.127)			(0.236)	(0.145)	(0.112)
hh_size		-0.0128	-0.00849	-0.0147	-0.00695	-0.0315	-0.0213	-0.0134	-0.00853
		(0.0103)	(0.0143)	(0.0153)	(0.0115)	(0.0261)	(0.0185)	(0.0181)	(0.0160)
jefe		0.0850	0.0653	0.0675	0.102	0.0406	0.0294	0.0336	0.175
		(0.0725)	(0.104)	(0.103)	(0.0853)	(0.162)	(0.122)	(0.172)	(0.117)
hijo_jefe		0.0652	0.0300	0.0700	0.0434	-0.0120	0.0251	0.104	0.120
		(0.0669)	(0.103)	(0.0914)	(0.0808)	(0.151)	(0.109)	(0.155)	(0.104)
padre_jefe		0.0797	-0.0770	0.235*	0.0916	0.0786	-0.0710	-0.0293	0.347***
		(0.0867)	(0.126)	(0.120)	(0.102)	(0.240)	(0.151)	(0.182)	(0.127)
noimigrant		0.0628	0.0954	0.0158	0.0759	-0.0932	0.114	0.0976	0.0439
		(0.0447)	(0.0605)	(0.0670)	(0.0512)	(0.0985)	(0.0789)	(0.115)	(0.0683)
victima		-0.0348	-0.0484	-0.0311	-0.0352	0.0396	-0.135	-0.0753	0.0130
		(0.0536)	(0.0744)	(0.0817)	(0.0620)	(0.100)	(0.0875)	(0.199)	(0.0790)
receptor_sub		-0.194***	-0.176**	-0.249*	-0.127	-0.603***	-0.0908	0.0337	-0.400***
		(0.0718)	(0.0868)	(0.137)	(0.0819)	(0.148)	(0.142)	(0.128)	(0.102)
educacion		0.0543***	0.0369	0.0775***	0.0428**	0.130***	0.0898*	0.0829	0.0276
		(0.0186)	(0.0249)	(0.0284)	(0.0213)	(0.0329)	(0.0533)	(0.0556)	(0.0237)
hijos		0.0434	-0.0197	0.0887**	0.0222	0.139**	0.0712	0.0233	0.0534
		(0.0267)	(0.0405)	(0.0341)	(0.0303)	(0.0593)	(0.0463)	(0.0557)	(0.0445)
Constant	0.338***	0.145	0.0661	0.215	0.250	0.345	0.163	-0.192	0.195
	(0.0379)	(0.202)	(0.273)	(0.296)	(0.219)	(0.372)	(0.458)	(0.526)	(0.275)

Observations	629	548	293	255	416	95	188	150	210
R-squared	0.117	0.155	0.180	0.170	0.134	0.386	0.187	0.156	0.281

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

D.2 Economic Opportunities in the Countryside

Table D.10: Food security index

VARIABLES	(1) no_cont	(2) cont	(3) mujeres	(4) hombres	(5) Afro	(6) indigenas	(7) cesar	(8) choco	(9) magdalena
treated	0.869** (0.361)	0.366 (0.360)	1.373** (0.688)	-0.0438 (0.435)	0.402 (0.539)	0.0801 (0.488)	0.399 (0.794)	0.165 (0.410)	-2.484*** (0.860)
midline	2.170*** (0.372)	2.175*** (0.363)	1.689*** (0.618)	2.175*** (0.454)	2.943*** (0.512)	1.539*** (0.533)	2.477*** (0.597)	2.602*** (0.430)	-1.746* (0.915)
interaction	-1.038* (0.566)	-1.197** (0.556)	0.00807 (1.136)	-1.316** (0.641)	-0.685 (0.765)	-1.412* (0.789)	-2.144* (1.280)	-0.0825 (0.584)	
edad		-0.0638*** (0.00982)	-0.0335 (0.0208)	-0.0742*** (0.0113)	-0.0228 (0.0139)	-0.0907*** (0.0141)	-0.0565*** (0.0195)	-0.0218* (0.0111)	-0.0276 (0.0357)
mujer		-0.152 (0.302)			-0.671 (0.416)	0.353 (0.445)	1.850*** (0.564)	-0.316 (0.348)	-2.865* (1.546)
auto_indigena		4.503*** (0.697)	5.792*** (0.926)	3.740*** (0.899)			3.259*** (1.224)	6.535*** (0.612)	5.653*** (1.154)
auto_afro		6.843*** (0.680)	7.156*** (0.875)	6.371*** (0.887)			-1.495 (1.350)	4.948*** (0.576)	
jefe		0.0822 (0.831)	-0.773 (1.072)	0.521 (1.208)	-1.874 (1.344)	1.116 (0.954)	1.888 (1.228)	-1.105 (0.882)	0.392 (2.533)
noimigrant		0.936** (0.373)	-0.412 (0.712)	1.386*** (0.431)	-0.0456 (0.481)	1.722*** (0.578)	0.339 (0.830)	-0.173 (0.390)	1.283 (1.833)
educacion		-0.503***	-0.698***	-0.359***	-0.348***	-0.686***	-0.642***	-0.212**	-0.721**

		(0.0908)	(0.163)	(0.112)	(0.132)	(0.126)	(0.174)	(0.0977)	(0.309)
hijos	0.470***	0.601***	0.483***	0.873***	0.278***	0.210	0.691***	0.248	
	(0.0673)	(0.129)	(0.0776)	(0.102)	(0.0901)	(0.155)	(0.0714)	(0.156)	
o.interaction									-
o.auto_afro									-
Constant	9.671***	7.356***	6.199***	7.738***	12.76***	13.26***	4.971**	7.023***	6.618**
	(0.253)	(1.232)	(2.111)	(1.611)	(1.504)	(1.259)	(2.360)	(1.123)	(3.303)
Observations	1,672	1,591	453	1,138	666	916	377	1,008	206
R-squared	0.024	0.124	0.164	0.128	0.192	0.088	0.150	0.196	0.114

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.11: Food purchases

VARIABLES	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	no_cont	cont	mujeres	hombres	Afro	indigenas	cesar	choco	magdalena
treated	-0.109***	-0.0984***	-0.0977***	-0.0937***	-0.0302	-0.144***	-0.235***	-0.0260	-0.131**
	(0.0175)	(0.0184)	(0.0330)	(0.0224)	(0.0193)	(0.0277)	(0.0555)	(0.0179)	(0.0556)
midline	-0.0177	-0.00716	-0.0473	0.0133	0.123***	-0.120***	-0.237***	0.121***	0.00752
	(0.0233)	(0.0244)	(0.0406)	(0.0313)	(0.0338)	(0.0343)	(0.0420)	(0.0306)	(0.0220)
interaction	0.0972***	0.101***	0.186**	0.0722*	0.0263	0.173***	0.222***	0.0277	
	(0.0304)	(0.0322)	(0.0762)	(0.0385)	(0.0492)	(0.0409)	(0.0637)	(0.0419)	
edad		0.000116	0.000306	0.000155	-6.44e-05	-1.97e-07	0.000783	-0.000598	-0.00125
		(0.000551)	(0.00127)	(0.000621)	(0.000754)	(0.000799)	(0.00146)	(0.000638)	(0.00116)
mujer		0.0135			0.0252	0.0206	-0.0388	0.0316	-0.0651**
		(0.0186)			(0.0242)	(0.0278)	(0.0424)	(0.0215)	(0.0315)
auto_indigena		-0.0817	-0.178	-0.0325			-0.0988	0.0397	-0.0130
		(0.137)	(0.250)	(0.161)			(0.150)	(0.0261)	(0.0350)
auto_afro		-0.111	-0.229	-0.0572			-0.0584	0.0190	
		(0.137)	(0.250)	(0.159)			(0.144)	(0.0218)	

jefe	0.00442 (0.0427)	-0.0170 (0.0740)	0.0226 (0.0448)	-0.0491 (0.146)	0.0236 (0.0430)	-0.00447 (0.0813)	-0.00689 (0.0589)	0.0187 (0.0253)	
noimigrant	-0.0323 (0.0199)	-0.0584 (0.0383)	-0.0263 (0.0234)	-0.0375 (0.0303)	-0.0270 (0.0257)	-0.0714* (0.0429)	-0.0466* (0.0243)	-0.0120 (0.0175)	
educacion	0.0156*** (0.00556)	0.0171 (0.0112)	0.0149** (0.00642)	0.0155* (0.00847)	0.0135* (0.00748)	0.0290** (0.0140)	0.00883 (0.00655)	0.00449 (0.0106)	
hijos	-0.00438 (0.00345)	0.000412 (0.00897)	-0.00543 (0.00374)	-0.00183 (0.00544)	-0.00614 (0.00446)	0.00623 (0.0106)	-0.00326 (0.00405)	-0.00274 (0.00331)	
o.interaction								-	
o.auto_afro								-	
Constant	0.142*** (0.0156)	0.182 (0.145)	0.308 (0.268)	0.112 (0.169)	0.0524 (0.163)	0.145** (0.0608)	0.266 (0.205)	0.0405 (0.0691)	0.186** (0.0888)
Observations	1,672	1,591	453	1,138	666	916	377	1,008	206
R-squared	0.023	0.036	0.039	0.036	0.057	0.059	0.125	0.052	0.091

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.12: Treatment effect on family income

VARIABLES	(1) no_cont	(2) cont	(3) mujeres	(4) hombres	(5) Afro	(6) indigenas	(7) cesar	(8) choco	(9) magdalena
treated	-120,529*** (34,520)	-66,779** (33,826)	-163,558*** (59,122)	-21,470 (38,815)	-25,347 (54,915)	-69,551 (47,628)	-103,927 (108,210)	8,392 (39,309)	-26,812 (69,192)
midline	142,439** (65,428)	133,126* (72,266)	69,390 (132,098)	162,855** (76,589)	44,801 (85,646)	217,906** (109,275)	121,571 (152,215)	110,236 (72,728)	478,615* (289,597)
interaction	86,058 (93,048)	25,674 (105,499)	-10,245 (185,435)	16,136 (117,052)	76,201 (134,057)	-43,126 (155,428)	-127,178 (201,673)	-30,780 (106,879)	
edad		2,710* (1,467)	5,208 (3,782)	1,847 (1,509)	726.4 (1,617)	3,974* (2,246)	4,528 (3,984)	2,440* (1,290)	-5,477 (8,454)
mujer		54,114			-27,888	109,829	101,750	-30,037	168,595

		(48,800)			(51,562)	(71,507)	(130,442)	(45,972)	(126,479)
auto_indigena	1,521	-28,798	25,141				230,648	-518,808	345,549*
	(144,908)	(338,323)	(115,005)				(164,360)	(406,878)	(185,218)
auto_afro	139,269	-17,450	225,547*				-388,737	-250,418	
	(142,526)	(311,174)	(123,751)				(247,846)	(408,427)	
jefe	-99,644	100,534	-254,777**	-90,177	-111,467	-156,999	-119,078	208,979	
	(87,372)	(124,879)	(117,021)	(147,995)	(102,344)	(195,861)	(106,465)	(164,254)	
noimigrant	126,533	216,142	85,956	102,000	139,270	220,405	130,640	-172,604	
	(78,463)	(144,025)	(91,970)	(113,315)	(108,658)	(248,192)	(83,145)	(150,960)	
educacion	106,617***	110,991***	103,235***	82,068***	119,504***	138,891***	83,125***	101,103***	
	(13,419)	(21,196)	(17,552)	(23,172)	(14,359)	(25,578)	(16,533)	(29,084)	
hijos	31,646***	42,108**	30,430***	32,323**	31,775***	39,679**	46,835***	5,011	
	(7,890)	(18,760)	(9,192)	(15,407)	(8,848)	(19,416)	(11,340)	(14,420)	
o.interaction									-
o.auto_afro									-
Constant	617,399***	74,646	-81,395	199,806	421,539**	-29,761	-238,915	559,475	-286,485
	(25,197)	(207,322)	(487,899)	(182,998)	(214,321)	(164,138)	(450,493)	(423,623)	(210,922)
Observations	1,672	1,591	453	1,138	666	916	377	1,008	206
R-squared	0.015	0.069	0.067	0.073	0.040	0.075	0.074	0.094	0.054

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.13: Treatment effect on total expenditure

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
VARIABLES	no_cont	cont	mujeres	hombres	Afro	indigenas	cesar	choco	magdalena
treated	-139,674**	-93,048	207,726	-194,596**	372,874***	-384,283***	118,566	-121,478	21,324
	(67,659)	(74,560)	(127,590)	(96,286)	(107,579)	(109,640)	(135,126)	(110,646)	(64,531)
midline	222,720***	161,265*	48,836	191,358	58,123	353,789**	150,875	137,863	100,991*
	(81,741)	(84,653)	(83,341)	(127,639)	(78,086)	(149,067)	(92,528)	(123,377)	(60,672)

interaction	63,084 (113,628)	-17,171 (118,284)	-39,353 (216,038)	-19,254 (159,993)	56,375 (165,085)	-259,538 (185,512)	25,825 (210,271)	27,042 (169,037)	
edad		5,142*** (1,570)	6,335** (3,069)	4,228** (1,905)	1,425 (2,373)	3,975 (2,423)	11,320*** (3,322)	5,949*** (2,122)	-1,500 (1,861)
mujer		-137,766** (57,393)			-136,227* (77,381)	-210,964** (91,614)	22,914 (96,633)	-248,376*** (68,304)	66,135 (124,450)
auto_indigena		320,545** (132,398)	116,111 (261,824)	419,194*** (153,389)			495,754*** (136,232)	29,623 (310,451)	218,451*** (68,246)
auto_afro		781,975*** (127,827)	436,348* (255,961)	918,185*** (149,254)			-53,355 (162,003)	403,186 (294,209)	
jefe		117,217 (108,574)	108,384 (153,860)	105,985 (149,837)	-195,401 (438,018)	124,331 (98,166)	267,842 (178,680)	86,817 (174,364)	214,939*** (60,949)
noimigrant		98,989 (97,527)	-42,303 (89,252)	140,921 (133,433)	-27,378 (97,814)	250,852 (169,092)	-105,055 (102,764)	65,476 (118,032)	102,213 (78,793)
educacion		194,583*** (20,578)	167,280*** (26,907)	215,941*** (27,004)	133,386*** (25,438)	208,716*** (28,966)	312,380*** (51,837)	158,636*** (23,913)	50,420** (23,133)
hijos		65,063*** (15,650)	43,018** (20,985)	78,100*** (20,026)	67,785** (28,346)	71,593*** (20,300)	41,668** (19,987)	107,746*** (23,650)	6,958 (8,633)
o.interaction									-
o.auto_afro									-
Constant	983,299*** (50,334)	-607,226*** (217,227)	-392,677 (394,928)	-729,803*** (259,797)	707,360 (483,367)	-171,807 (204,972)	1.639e+06*** (445,557)	-146,051 (371,415)	-189,636 (167,382)
Observations	1,672	1,591	453	1,138	666	916	377	1,008	206
R-squared	0.015	0.143	0.148	0.154	0.113	0.149	0.267	0.107	0.076

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.14: Treatment effect on productive activity

VARIABLES	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	no_cont	cont	mujeres	hombres	Afro	indigenas	cesar	choco	magdalena

treated	0.222*** (0.0187)	0.163*** (0.0174)	0.309*** (0.0353)	0.0986*** (0.0188)	0.212*** (0.0293)	0.109*** (0.0208)	0.217*** (0.0478)	0.139*** (0.0195)	-0.00121 (0.00572)
midline	-0.148*** (0.0315)	-0.153*** (0.0321)	-0.135** (0.0576)	-0.173*** (0.0377)	-0.00676 (0.0438)	-0.279*** (0.0471)	-0.326*** (0.0590)	-0.0116 (0.0347)	-0.0768** (0.0372)
interaction	0.0897*** (0.0343)	0.0883** (0.0348)	0.0656 (0.0736)	0.114*** (0.0395)	-0.0525 (0.0481)	0.212*** (0.0508)	0.206** (0.0805)	-0.0181 (0.0365)	
edad		-0.000696 (0.000665)	0.000670 (0.00182)	-0.00109 (0.000689)	0.00138 (0.00104)	-0.00231*** (0.000876)	-0.000942 (0.00178)	0.00181** (0.000758)	0.000278 (0.000525)
mujer		-0.176*** (0.0220)			-0.120*** (0.0298)	-0.211*** (0.0324)	-0.176*** (0.0529)	-0.111*** (0.0236)	0.0182 (0.0130)
auto_indigena		0.380** (0.148)	0.173 (0.248)	0.473*** (0.178)			0.403*** (0.133)	-0.104 (0.0633)	-0.0572 (0.0352)
auto_afro		0.454*** (0.146)	0.308 (0.246)	0.511*** (0.176)			0.000700 (0.139)	-0.207*** (0.0630)	
jefe		-0.0805* (0.0453)	-0.235*** (0.0900)	0.0240 (0.0451)	-0.0140 (0.188)	-0.0862** (0.0345)	-0.175** (0.0824)	-0.0400 (0.0596)	0.00186 (0.00723)
noimigrant		-0.00910 (0.0245)	-0.0677 (0.0550)	0.0141 (0.0248)	-0.0235 (0.0343)	0.00716 (0.0344)	-0.0481 (0.0726)	-0.0238 (0.0245)	0.0507* (0.0271)
educacion		-0.0214*** (0.00562)	-0.0389*** (0.0140)	-0.00741 (0.00578)	-0.000915 (0.00785)	-0.0302*** (0.00750)	-0.0357** (0.0162)	0.00114 (0.00515)	0.0143 (0.00934)
hijos		0.000888 (0.00349)	0.00737 (0.0106)	0.00181 (0.00349)	-0.00636 (0.00688)	0.00569 (0.00382)	0.00642 (0.0110)	-0.00364 (0.00413)	0.00162 (0.00361)
o.interaction									-
o.auto_afro									-
Constant	0.776*** (0.0186)	0.624*** (0.161)	0.715** (0.295)	0.451** (0.189)	0.789*** (0.194)	1.140*** (0.0546)	0.676*** (0.211)	1.014*** (0.0910)	1.004*** (0.0512)
Observations	1,672	1,591	453	1,138	666	916	377	1,008	206
R-squared	0.150	0.204	0.194	0.136	0.123	0.297	0.296	0.139	0.073

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.15: Treatment effect on productive land, percent change

VARIABLES	(1) no_cont	(2) cont	(3) mujeres	(4) hombres	(5) Afro	(6) indigenas	(7) cesar	(8) choco	(9) magdalena
treated	1.099*** (0.408)	1.238** (0.576)	2.389*** (0.916)	1.141 (0.722)	0.412 (2.421)	0.728 (0.538)	1.604 (1.537)	1.593** (0.695)	0.781 (0.700)
midline	1.557 (1.804)	-0.236 (2.466)	0.904 (1.037)	-0.634 (3.328)	1.541 (3.968)	-0.292 (0.692)	-0.914 (1.431)	0.835 (3.107)	1.998 (2.657)
interaction	9.393* (5.057)	11.18* (5.869)	6.463 (5.076)	12.14* (6.859)	24.58* (12.99)	0.807 (1.241)	0.507 (2.037)	15.09* (8.170)	
edad		0.140 (0.124)	0.0142 (0.0586)	0.171 (0.155)	0.157 (0.273)	0.0663*** (0.0187)	0.0626* (0.0321)	0.138 (0.181)	0.120 (0.0754)
mujer		-2.713 (1.898)			-4.229 (3.387)	0.0109 (0.616)	-0.0615 (1.663)	-4.261 (2.860)	-0.886 (1.169)
auto_indigena		1.321 (2.095)	1.935 (2.441)	2.504 (3.251)			2.603* (1.551)	-0.451 (3.914)	7.456* (4.049)
auto_afro		6.564** (3.070)	3.053 (2.732)	8.991** (4.575)				5.865 (4.137)	
jefe		-4.339 (3.039)	-0.702 (1.811)	-4.617 (3.084)	-5.953 (6.659)	-1.162* (0.672)	0.798 (1.685)	-6.922 (4.485)	-2.095 (2.222)
noimigrant		-0.175 (4.516)	0.724 (2.744)	-0.660 (5.941)	-0.826 (8.959)	-0.951 (0.588)	-0.481 (1.334)	-1.138 (5.756)	-2.743* (1.623)
educacion		-0.159 (0.628)	-0.254 (0.268)	-0.182 (0.869)	-1.237 (1.565)	0.234 (0.160)	0.398 (0.357)	-0.522 (0.893)	0.518 (0.608)
hijos		-0.257 (0.319)	-0.262 (0.283)	-0.333 (0.403)	-0.116 (1.193)	0.0940 (0.0973)	-0.0324 (0.291)	-0.251 (0.535)	0.0960 (0.141)
o.auto_afro							-		-
o.interaction									-
Constant	3.347***	0.304	1.577	-2.010	8.274	1.250	-2.939	4.069	-7.965

	(0.328)	(5.349)	(3.109)	(6.725)	(9.511)	(1.014)	(3.280)	(7.232)	(6.837)
Observations	1,403	1,350	312	1,038	568	779	240	908	202
R-squared	0.014	0.024	0.081	0.024	0.037	0.017	0.018	0.029	0.032

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.16: Treatment effect on the probability of bank saving

VARIABLES	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	no_cont	cont	mujeres	hombres	Afro	indigenas	cesar	choco	magdalena
treated	0.0203** (0.00890)	0.0187** (0.00907)	0.00822 (0.0127)	0.0149 (0.0111)	0.0311* (0.0162)	0.00929 (0.0113)	0.00158 (0.0230)	0.0227** (0.0112)	0.0269* (0.0159)
midline	-0.00447 (0.00591)	-0.00376 (0.00660)	0.00450 (0.0109)	-0.00925 (0.00892)	0.00930 (0.0112)	-0.0145** (0.00732)	-0.0168 (0.0113)	0.00177 (0.00935)	-0.0321* (0.0185)
interaction	-0.00986 (0.0120)	-0.00885 (0.0126)	0.0287 (0.0353)	-0.0103 (0.0143)	-0.0214 (0.0225)	0.00179 (0.0145)	0.0430 (0.0409)	-0.0179 (0.0157)	
edad		0.000351* (0.000180)	0.000338 (0.000305)	0.000242 (0.000209)	0.000255 (0.000239)	0.000371 (0.000283)	-0.000278 (0.000324)	0.000290 (0.000247)	0.000831 (0.00101)
mujer		-0.00588 (0.00692)			0.00418 (0.0122)	-0.0139* (0.00752)	-0.0198 (0.0139)	-0.000870 (0.00883)	-0.00462 (0.0115)
auto_indigena		0.00711 (0.00696)	0.00937 (0.00771)	0.00287 (0.0113)			0.00377 (0.00895)	-0.00864 (0.0115)	0.0392 (0.0266)
auto_afro		0.0119* (0.00652)	0.0182 (0.0120)	0.00715 (0.0102)			0.0417** (0.0180)	0.00162 (0.00843)	
jefe		-0.0290 (0.0319)	-0.00122 (0.00768)	-0.0623 (0.0601)	0.0111 (0.00878)	-0.0385 (0.0388)	-0.122 (0.0915)	0.0128** (0.00635)	0.0230 (0.0188)
noimigrant		-0.00353 (0.00846)	-0.00554 (0.0130)	-0.00177 (0.0105)	-0.00294 (0.0129)	-0.00315 (0.0117)	-0.0321* (0.0174)	0.00175 (0.0109)	-0.00684 (0.00971)
educacion		0.00492** (0.00218)	0.000223 (0.00156)	0.00724** (0.00302)	0.00274 (0.00280)	0.00637* (0.00327)	0.00174 (0.00506)	0.00274 (0.00225)	0.0159 (0.0155)
hijos		0.00319* (0.00176)	-0.000715 (0.00170)	0.00497** (0.00223)	0.00321 (0.00347)	0.00364* (0.00204)	-0.000137 (0.00338)	0.00448* (0.00250)	0.00328 (0.00360)

o.interaction									-
o.auto_afro									-
Constant	0.00998** (0.00445)	-0.00683 (0.0349)	-0.0214 (0.0182)	0.0272 (0.0605)	-0.0353 (0.0221)	0.0117 (0.0428)	0.154 (0.106)	-0.0358** (0.0176)	-0.140 (0.0985)
Observations	1,672	1,591	453	1,138	666	916	377	1,008	206
R-squared	0.006	0.013	0.019	0.022	0.012	0.019	0.048	0.013	0.048

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, * p<0.1

Table D.17: Regression Results for Government Awareness of Ethnic Issues (Rural)

VARIABLES	(1) no_cont	(2) cont	(3) mujeres	(4) hombres	(5) Afro	(6) indigenas	(7) cesar	(8) choco	(9) magdalena
treated	-0.120*** (0.0308)	-0.111*** (0.0322)	-0.171*** (0.0638)	-0.0985** (0.0384)	-0.104* (0.0533)	-0.104** (0.0417)	-0.0783 (0.0795)	-0.0730* (0.0395)	-0.219** (0.0918)
midline	0.0120 (0.0344)	0.00932 (0.0365)	0.0421 (0.0603)	-0.00281 (0.0465)	-0.0829 (0.0524)	0.111** (0.0522)	0.0725 (0.0622)	-0.0236 (0.0461)	0.313*** (0.0802)
interaction	0.182*** (0.0494)	0.179*** (0.0514)	0.127 (0.113)	0.195*** (0.0607)	0.258*** (0.0788)	0.0878 (0.0702)	0.00692 (0.118)	0.175*** (0.0637)	
edad		0.00183** (0.000905)	0.00259 (0.00190)	0.00152 (0.00105)	0.000102 (0.00137)	0.00295** (0.00126)	0.00312 (0.00194)	0.000263 (0.00116)	0.000447 (0.00338)
mujer		0.0269 (0.0288)			0.0707* (0.0424)	-0.0290 (0.0400)	-0.0457 (0.0588)	0.0463 (0.0357)	-0.227* (0.133)
auto_indigena		-0.392*** (0.103)	-0.477*** (0.0620)	-0.362** (0.150)			-0.404*** (0.0606)	-0.129 (0.309)	0.726*** (0.106)
auto_afro		-0.433*** (0.102)	-0.456*** (0.0538)	-0.424*** (0.149)			-1.051*** (0.0918)	-0.0418 (0.308)	
jefe		-0.0311 (0.0763)	-0.0539 (0.111)	-0.0293 (0.106)	0.0482 (0.180)	-0.0780 (0.0824)	-0.156 (0.139)	-0.0114 (0.0990)	0.115 (0.195)

noimigrant		0.0223 (0.0353)	0.0266 (0.0653)	0.0277 (0.0423)	0.0782 (0.0496)	-0.0316 (0.0512)	-0.0137 (0.0872)	0.0810** (0.0412)	-0.232* (0.128)
educacion		0.0136* (0.00802)	0.00453 (0.0151)	0.0172* (0.00966)	-0.00855 (0.0128)	0.0237** (0.0106)	0.0188 (0.0178)	0.000536 (0.00987)	0.0404 (0.0290)
hijos		0.0104* (0.00596)	0.0129 (0.0131)	0.00957 (0.00680)	0.0145 (0.0100)	0.00722 (0.00767)	0.0295** (0.0140)	0.00797 (0.00751)	0.00592 (0.0149)
o.interaction									-
o.auto_afro									-
Constant	0.459*** (0.0223)	0.733*** (0.143)	0.833*** (0.183)	0.706*** (0.195)	0.362* (0.202)	0.320*** (0.110)	0.823*** (0.217)	0.425 (0.328)	-0.404 (0.289)
Observations	1,672	1,591	453	1,138	666	916	377	1,008	206
R-squared	0.020	0.031	0.035	0.032	0.032	0.042	0.042	0.032	0.118

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, *p<0.1

Table D.18: Regression Results for Government Awareness of Ethnic Issues (Urban)

VARIABLES	(1) no_cont	(2) cont	(3) mujeres	(4) hombres	(5) Afro	(6) indigenas	(7) bogota	(8) bquilla	(9) cali
treated	-0.0572** (0.0266)	-0.0724** (0.0336)	-0.0782* (0.0427)	-0.0687 (0.0552)	-0.0726* (0.0376)	-0.0726 (0.0897)	-0.150** (0.0644)	0.0293 (0.0583)	-0.120** (0.0541)
midline	-0.0990*** (0.0303)	-0.120*** (0.0367)	-0.126*** (0.0469)	-0.108* (0.0602)	-0.104** (0.0432)	-0.190* (0.103)	-0.292*** (0.0715)	0.0360 (0.0620)	-0.158*** (0.0586)
interaction	0.0190 (0.0417)	0.0569 (0.0458)	0.0796 (0.0582)	0.0223 (0.0752)	0.0452 (0.0521)	0.122 (0.123)	0.167** (0.0849)	-0.0827 (0.0780)	0.110 (0.0730)
edad		-0.00562** (0.00250)	-0.00504 (0.00334)	-0.00714* (0.00383)	0.00746*** (0.00288)	-0.00172 (0.00691)	-0.00876 (0.00579)	-0.000959 (0.00458)	-0.00946** (0.00374)
mujer		-0.0443* (0.0245)			-0.0613** (0.0281)	0.0359 (0.0611)	-0.0700 (0.0459)	-0.000517 (0.0417)	-0.0119 (0.0397)

auto_indigena		-0.169***	-0.125*	-0.228**			-0.148	-0.233	-0.132
		(0.0543)	(0.0708)	(0.0890)			(0.262)	(0.165)	(0.0828)
auto_afro		-0.0643	-0.0583	-0.0733			-0.137	-0.0200	-0.0876
		(0.0460)	(0.0576)	(0.0791)			(0.259)	(0.0675)	(0.0678)
hh_size		0.000969	0.00577	-0.00509	0.000157	-0.000664	-0.00444	0.00260	0.000283
		(0.00584)	(0.00805)	(0.00850)	(0.00688)	(0.0138)	(0.0101)	(0.0104)	(0.00971)
jefe		0.0333	0.0800	-0.0341	0.0536	-0.0926	0.0171	0.00913	0.0878
		(0.0423)	(0.0554)	(0.0681)	(0.0485)	(0.0980)	(0.0705)	(0.0789)	(0.0716)
hijo_jefe		-0.0342	0.00128	-0.0836	-0.0168	-0.0921	-0.0810	0.000711	-0.0181
		(0.0346)	(0.0478)	(0.0511)	(0.0391)	(0.0864)	(0.0574)	(0.0655)	(0.0572)
padre_jefe		-0.0310	0.0150	-0.0960	-0.00639	-0.323***	-0.0844	-0.0756	0.0112
		(0.0524)	(0.0681)	(0.0852)	(0.0593)	(0.114)	(0.0998)	(0.0884)	(0.0874)
noimigrant		0.0722***	0.0794**	0.0550	0.0747***	0.0623	0.0348	-0.0376	0.00430
		(0.0255)	(0.0320)	(0.0434)	(0.0286)	(0.0677)	(0.0507)	(0.0534)	(0.0416)
victima		-0.0419	-0.00314	-0.0957*	-0.0467	-0.0474	-0.000549	0.117	-0.00828
		(0.0359)	(0.0468)	(0.0568)	(0.0409)	(0.0887)	(0.0626)	(0.0821)	(0.0551)
receptor_sub		0.0453	0.0509	0.00622	0.0202	0.241**	0.148	-0.0506	-0.0769
		(0.0417)	(0.0490)	(0.0832)	(0.0468)	(0.117)	(0.0965)	(0.0638)	(0.0686)
educacion		0.000216	0.00417	-0.00547	0.00358	-0.0590*	-0.0355	-0.0289	-0.0189
		(0.0118)	(0.0153)	(0.0190)	(0.0132)	(0.0331)	(0.0309)	(0.0312)	(0.0157)
hijos		0.0309**	0.0262	0.0403*	0.0469***	0.00952	0.00717	0.0462**	0.00877
		(0.0148)	(0.0202)	(0.0224)	(0.0167)	(0.0392)	(0.0284)	(0.0215)	(0.0274)
Constant	0.547***	0.743***	0.587***	0.923***	0.692***	0.867***	1.167***	0.807***	0.965***
	(0.0193)	(0.114)	(0.146)	(0.182)	(0.117)	(0.271)	(0.354)	(0.257)	(0.167)
Observations	2,368	1,887	1,175	712	1,472	277	513	640	734
R-squared	0.010	0.034	0.029	0.054	0.029	0.064	0.064	0.024	0.037

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, *p<0.1

Table D.19: Regression Results for Participation in Activities to Claim Collective Rights (Rural)

(1) (2) (3) (4) (5) (6) (7) (8) (9)

VARIABLES	no_cont	cont	mujeres	hombres	Afro	indigenas	cesar	choco	magdalena
treated	0.0626** (0.0304)	0.0246 (0.0307)	0.0147 (0.0584)	0.0317 (0.0371)	0.0132 (0.0440)	0.0559 (0.0424)	0.293*** (0.0780)	0.00201 (0.0372)	-0.0360 (0.0921)
midline	-0.0105 (0.0322)	0.0297 (0.0336)	0.0313 (0.0542)	0.0309 (0.0435)	0.0370 (0.0443)	0.0256 (0.0515)	-0.00132 (0.0611)	0.0398 (0.0409)	0.494*** (0.0651)
interaction	0.0935* (0.0481)	0.0811* (0.0483)	0.0613 (0.100)	0.0829 (0.0577)	0.0413 (0.0677)	0.106 (0.0692)	-0.0183 (0.113)	-0.0353 (0.0578)	
edad		0.000671 (0.000821)	0.00248 (0.00173)	0.000212 (0.000957)	0.000192 (0.00110)	0.00125 (0.00124)	0.00132 (0.00194)	0.000977 (0.000992)	0.00180 (0.00300)
mujer		-0.0366 (0.0265)			-0.0297 (0.0352)	-0.0257 (0.0406)	0.0712 (0.0574)	-0.0388 (0.0318)	-0.369*** (0.0835)
auto_indigena		0.394*** (0.0418)	0.422*** (0.0742)	0.386*** (0.0529)			0.381*** (0.0650)	0.310*** (0.0519)	-0.0436 (0.0893)
auto_afro		0.176*** (0.0379)	0.217*** (0.0658)	0.165*** (0.0491)			0.139 (0.0917)	0.114*** (0.0433)	
jefe		0.00399 (0.0804)	-0.0202 (0.118)	0.0221 (0.110)	-0.435** (0.173)	0.0692 (0.0835)	0.0776 (0.130)	-0.0579 (0.108)	0.112 (0.201)
noimigrant		0.00662 (0.0328)	0.0318 (0.0589)	-0.00166 (0.0399)	0.126*** (0.0430)	-0.114** (0.0492)	-0.0797 (0.0823)	0.0747** (0.0370)	-0.237* (0.140)
educacion		0.0423*** (0.00755)	0.0542*** (0.0143)	0.0379*** (0.00923)	0.0428*** (0.0109)	0.0433*** (0.0102)	0.0339* (0.0182)	0.0501*** (0.00908)	-0.0102 (0.0277)
hijos		0.0245*** (0.00573)	0.0330*** (0.0120)	0.0226*** (0.00665)	0.0222** (0.00887)	0.0227*** (0.00773)	0.0159 (0.0139)	0.0257*** (0.00712)	0.00492 (0.0137)
o.interaction									-
o.auto_afro									-
Constant	0.327*** (0.0210)	-0.182* (0.106)	-0.370* (0.199)	-0.156 (0.133)	0.438** (0.191)	0.122 (0.109)	-0.298 (0.213)	-0.0876 (0.128)	0.317 (0.282)
Observations	1,672	1,591	453	1,138	666	916	377	1,008	206
R-squared	0.014	0.095	0.099	0.087	0.071	0.048	0.097	0.083	0.228

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, *p<0.1

Table D.20: Regression Results for Participation in Activities to Claim Collective Rights (Urban)

VARIABLES	(1) no_cont	(2) cont	(3) mujeres	(4) hombres	(5) Afro	(6) indigenas	(7) bogota	(8) bquilla	(9) cali
treated	0.0187*** (0.00679)	0.0106 (0.00940)	-0.00354 (0.0112)	0.0391** (0.0177)	0.0113 (0.00977)	0.00608 (0.0249)	0.0388** (0.0182)	-0.000386 (0.0165)	-0.00163 (0.0177)
midline	-0.0541*** (0.0141)	-0.0617*** (0.0177)	-0.0755*** (0.0225)	-0.0394 (0.0295)	-0.0482*** (0.0186)	-0.0989* (0.0506)	-0.143*** (0.0441)	-0.0630** (0.0288)	-0.0222 (0.0229)
interaction	0.00932 (0.0175)	0.0161 (0.0183)	0.0363 (0.0238)	-0.0202 (0.0298)	-0.00525 (0.0197)	0.0804* (0.0483)	0.0569 (0.0448)	0.0105 (0.0319)	0.00440 (0.0235)
edad		0.00233** (0.000969)	0.00198 (0.00134)	0.00275* (0.00143)	0.00224** (0.00105)	-0.00110 (0.00256)	0.00433 (0.00280)	0.000264 (0.00175)	0.00199* (0.00120)
mujer		-0.00458 (0.00973)			0.000881 (0.0108)	-0.0324 (0.0197)	-0.0252 (0.0198)	0.00260 (0.0181)	0.0158 (0.0131)
auto_indigena		0.0361 (0.0283)	0.0174 (0.0374)	0.0589 (0.0477)			0.387 (0.235)	0.00240 (0.0977)	0.0159 (0.0333)
auto_afro		0.0482* (0.0253)	0.0472 (0.0312)	0.0494 (0.0445)			0.365 (0.235)	0.0768* (0.0402)	0.0258 (0.0265)
hh_size		-0.000677 (0.00233)	0.000547 (0.00381)	-0.00248 (0.00239)	-0.000323 (0.00252)	-0.00504 (0.00533)	-0.00487 (0.00517)	0.00204 (0.00310)	-0.00362 (0.00372)
jefe		0.00127 (0.0149)	0.0200 (0.0214)	-0.0222 (0.0208)	-0.00701 (0.0171)	0.0288 (0.0297)	0.0113 (0.0310)	0.00335 (0.0228)	-0.0235 (0.0230)
hijo_jefe		-0.00191 (0.0121)	0.00909 (0.0195)	-0.0125 (0.0144)	-0.00816 (0.0127)	0.0539 (0.0346)	0.0297 (0.0278)	-0.0195 (0.0189)	-0.00137 (0.0170)
padre_jefe		-0.0357 (0.0278)	-0.0285 (0.0375)	-0.0351 (0.0409)	-0.0351 (0.0282)	-0.0407 (0.0941)	-0.0554 (0.0757)	-0.0459 (0.0389)	-0.0149 (0.0340)
noimigrant		-0.0150 (0.00947)	-0.0159 (0.0124)	-0.0120 (0.0143)	-0.00420 (0.00964)	-0.0701** (0.0303)	-0.0353 (0.0291)	-0.0532*** (0.0115)	-0.00912 (0.0117)
victima		0.0242 (0.0151)	0.0104 (0.0219)	0.0432** (0.0189)	0.0128 (0.0175)	0.0497 (0.0305)	0.0524 (0.0375)	0.00121 (0.0398)	0.0311** (0.0147)

receptor_sub		0.0111 (0.0193)	0.00822 (0.0239)	0.0311 (0.0283)	0.0337* (0.0182)	-0.0414 (0.0645)	-0.0278 (0.0558)	0.00672 (0.0308)	0.0340*** (0.0108)
educacion		-0.00521 (0.00426)	-0.00875 (0.00606)	-0.000910 (0.00603)	-0.00302 (0.00458)	-0.00940 (0.00945)	0.0129 (0.0163)	-0.00598 (0.00992)	0.000754 (0.00417)
hijos		-0.00860 (0.00562)	-0.0130 (0.00857)	-0.00534 (0.00722)	-0.0113* (0.00604)	-0.00209 (0.0100)	-0.00773 (0.0121)	-0.0102 (0.00962)	-0.00409 (0.00858)
Constant	0.975*** (0.00609)	0.925*** (0.0506)	0.950*** (0.0620)	0.880*** (0.0874)	0.957*** (0.0460)	1.094*** (0.109)	0.449* (0.266)	1.000*** (0.0858)	0.923*** (0.0655)
Observations	2,368	1,887	1,175	712	1,472	277	513	640	734
R-squared	0.021	0.033	0.036	0.042	0.023	0.118	0.125	0.051	0.020

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, *p<0.1

Table D.21: Regression Results for Knowledge for Cultural Traditions (Rural)

VARIABLES	(1) no_cont	(2) cont	(3) mujeres	(4) hombres	(5) Afro	(6) indigenas	(7) cesar	(8) choco	(9) magdalena
treated	0.0903*** (0.0236)	0.0768*** (0.0238)	0.0268 (0.0492)	0.0917*** (0.0283)	0.120** (0.0493)	0.0385* (0.0233)	0.128*** (0.0365)	0.0766** (0.0339)	-0.0132 (0.0117)
midline	0.0869*** (0.0253)	0.121*** (0.0254)	0.102*** (0.0374)	0.134*** (0.0343)	0.209*** (0.0452)	0.0347 (0.0264)	0.0803** (0.0346)	0.164*** (0.0366)	-0.01000 (0.0203)
interaction	-0.0818** (0.0346)	-0.112*** (0.0348)	-0.0776 (0.0790)	-0.130*** (0.0423)	-0.146** (0.0658)	-0.0674* (0.0369)	-0.0757* (0.0399)	-0.158*** (0.0504)	
edad		0.00107 (0.000682)	0.00140 (0.00131)	0.000751 (0.000817)	0.000734 (0.00122)	0.000741 (0.000766)	0.00110 (0.00118)	0.00166* (0.000969)	0.000843 (0.000672)
mujer		0.0291 (0.0208)			0.0548 (0.0371)	0.0213 (0.0206)	0.0583* (0.0306)	0.0401 (0.0296)	0.00484 (0.00679)
auto_indigena		0.458*** (0.147)	0.287 (0.237)	0.531*** (0.168)			0.320* (0.183)	0.791*** (0.0563)	0.00750 (0.0235)
auto_afro		0.278* (0.147)	0.113 (0.237)	0.349** (0.169)			-0.550*** (0.184)	0.637*** (0.0548)	

jefe		-0.0357 (0.0417)	-0.0386 (0.0710)	-0.0558 (0.0441)	-0.135 (0.136)	-0.0202 (0.0405)	0.00886 (0.0660)	-0.0966 (0.0596)	-0.0201 (0.0171)
noimigrant		0.0387 (0.0244)	-0.0265 (0.0470)	0.0674** (0.0288)	0.0811** (0.0388)	-0.00158 (0.0283)	-0.0198 (0.0479)	0.0754** (0.0304)	0.0167 (0.0125)
educacion		0.0242*** (0.00532)	0.0149 (0.0101)	0.0273*** (0.00621)	0.0359*** (0.0104)	0.0152*** (0.00573)	0.0210** (0.00943)	0.0318*** (0.00759)	0.00475 (0.00604)
hijos		0.0124*** (0.00407)	0.00537 (0.00924)	0.0149*** (0.00465)	0.00510 (0.00866)	0.0164*** (0.00405)	0.0178*** (0.00687)	0.00943 (0.00615)	0.00195 (0.00147)
o.interaction									-
o.auto_afro									-
Constant	0.786*** (0.0183)	0.274* (0.157)	0.533** (0.266)	0.205 (0.178)	0.577*** (0.159)	0.793*** (0.0552)	0.352* (0.211)	-0.0903 (0.0898)	0.965*** (0.0455)
Observations	1,672	1,591	453	1,138	666	916	377	1,008	206
R-squared	0.014	0.093	0.075	0.108	0.061	0.028	0.136	0.069	0.020

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, *p<0.1

Table D.22: Regression Results for Knowledge for Cultural Traditions (Rural)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
VARIABLES	no_cont	cont	mujeres	hombres	Afro	indigenas	bogota	bquilla	cali
treated	0.132*** (0.0238)	0.0632** (0.0290)	0.0461 (0.0368)	0.101** (0.0480)	0.0533 (0.0328)	0.0592 (0.0777)	0.0541 (0.0485)	0.175*** (0.0465)	-0.0272 (0.0529)
midline	-0.0506* (0.0295)	-0.0699** (0.0341)	-0.0752* (0.0433)	-0.0651 (0.0559)	-0.0729* (0.0404)	-0.125 (0.0932)	-0.163*** (0.0627)	-0.0491 (0.0558)	-0.0476 (0.0571)
interaction	0.0750** (0.0374)	0.0820** (0.0400)	0.0880* (0.0507)	0.0766 (0.0656)	0.0802* (0.0460)	0.133 (0.106)	0.143** (0.0680)	0.0732 (0.0611)	0.0603 (0.0715)
edad		0.00221 (0.00229)	-0.00273 (0.00318)	0.00974*** (0.00309)	0.00141 (0.00270)	-0.00204 (0.00626)	0.00607 (0.00452)	0.00402 (0.00305)	0.00389 (0.00374)
mujer		0.00310 (0.0213)			0.0296 (0.0245)	-0.107** (0.0484)	-0.0228 (0.0346)	0.0342 (0.0340)	-0.0149 (0.0382)
auto_indigena		0.383***	0.333***	0.427***			0.597***	0.124	0.298***

		(0.0493)	(0.0650)	(0.0814)		(0.228)	(0.143)	(0.0771)	
auto_afro		0.372***	0.386***	0.352***		0.528**	0.384***	0.326***	
		(0.0425)	(0.0537)	(0.0739)		(0.226)	(0.0642)	(0.0619)	
hh_size		-0.00409	-0.00385	-0.00371	-0.00434	0.00190	-0.00514	-0.00279	-0.00760
		(0.00501)	(0.00675)	(0.00746)	(0.00596)	(0.00922)	(0.00657)	(0.00753)	(0.00943)
jefe		-0.0182	0.0133	-0.0202	-0.0369	0.0165	0.0241	-0.0791	-0.0104
		(0.0351)	(0.0468)	(0.0560)	(0.0411)	(0.0712)	(0.0483)	(0.0555)	(0.0681)
hijo_jefe		-0.0230	0.00243	-0.0298	-0.0424	0.0246	0.0575	-0.0932**	0.00950
		(0.0288)	(0.0410)	(0.0415)	(0.0326)	(0.0709)	(0.0454)	(0.0422)	(0.0555)
padre_jefe		0.0279	0.0719	-0.0349	-0.00575	0.0146	0.219***	-0.0124	-0.0780
		(0.0453)	(0.0564)	(0.0795)	(0.0489)	(0.138)	(0.0525)	(0.0610)	(0.0874)
noimigrant		-0.0695***	-0.0798***	-0.0513	-0.0385	-0.187***	-0.0845**	0.0533	-0.127***
		(0.0220)	(0.0270)	(0.0389)	(0.0243)	(0.0629)	(0.0410)	(0.0411)	(0.0404)
victima		0.0461	0.0450	0.0447	0.0404	0.0862	0.0345	0.0592	0.101*
		(0.0308)	(0.0392)	(0.0502)	(0.0357)	(0.0650)	(0.0461)	(0.0649)	(0.0530)
receptor_sub		0.00165	0.0215	-0.0442	0.0111	0.0202	0.0364	-0.0512	0.00902
		(0.0367)	(0.0423)	(0.0760)	(0.0425)	(0.0803)	(0.0646)	(0.0533)	(0.0672)
educacion		0.0409***	0.0325**	0.0494***	0.0458***	0.0462*	0.0210	0.00414	0.00564
		(0.0107)	(0.0141)	(0.0170)	(0.0121)	(0.0265)	(0.0224)	(0.0262)	(0.0151)
hijos		0.00433	-0.00113	0.0135	-0.000811	0.0384	-0.0310	-0.0141	0.0106
		(0.0127)	(0.0179)	(0.0182)	(0.0149)	(0.0292)	(0.0202)	(0.0179)	(0.0261)
Constant	0.653***	0.134	0.303**	-0.124	0.494***	0.618**	0.0536	0.251	0.291*
	(0.0184)	(0.100)	(0.130)	(0.157)	(0.105)	(0.247)	(0.284)	(0.194)	(0.159)
Observations	2,368	1,887	1,175	712	1,472	277	513	640	734
R-squared	0.034	0.105	0.107	0.126	0.036	0.134	0.105	0.223	0.065

Robust standard errors in parentheses

*** p<0.01, ** p<0.05, *p<0.1

ANNEX E: INDICATOR TABLE

Indic.	Description	Disaggregations	Baseline	Midline	%change	Source
25	Average percent change in ICIAE score among targeted institutions benefiting from ACIP support	Total	46.9	43.7	-6.8%	Baseline ICIAE 2013, Econometría S.A., Midline ICIAE 2015, Proyecto EVAL
		National	50.5	40.1	-20.6%	
		Departmental	45.1	54.6	21.1%	
		Municipal	45.4	41.3	-9.0%	
26 ⁹	Average % change in proportion of women holding leadership positions in targeted Afro-Colombian and indigenous organizations, by organization type	Total	28.6%	43%	0,14 pp	Baseline ECOA-equivalent 2013, Econometría S.A., Midline survey 2015, Proyecto EVAL
		Local Afro-Colombian	33.3%	75%	0,42 pp	
		Regional Afro-Colombian	0.0%	57%	0,57 pp	
		Local indigenous	37.5%	0%	-0,38 pp	
		Regional indigenous	0.0%	20%	0,20 pp	
		Civil Society Organizations	55.6%	63%	0,07 pp	
		Women organizations	22.2%	40%	0,18 pp	
27 ¹⁰	Average % change in proportion of youth holding leadership positions in targeted Afro-Colombian and indigenous organizations	Total	14.3%	16%	0,02 pp	Urban and rural ethnic communities survey • Baseline 2013, Econometría S.A. • Midline 2015, Proyecto EVAL
		Local Afro-Colombian	0.0%	25%	0,25 pp	
		Regional Afro-Colombian	0.0%	21%	0,21 pp	
		Local indigenous	25.0%	0%	-0,25 pp	
		Regional indigenous	0.0%	10%	0,10 pp	
		Civil Society Organizations	22.2%	31%	0,09 pp	
		Women organizations	22.2%	20%	-0,02 pp	
28	Average % change in estimated income of Afro-Colombian and indigenous families in targeted rural areas	Total ¹¹	519,508	743,877	43%	Urban and rural ethnic communities survey • Baseline 2013, Econometría S.A. • Midline 2015, Proyecto EVAL
		Cesar and Magdalena	440,630	757,942	72%	
		Choco	576,570	736,672	28%	
		Afro-Colombian	680,545	779,630	15%	
		Indigenous	436,927	711,614	63%	
29	Average percent change in perceptions of Afro-Colombian and indigenous persons of their socio economic and political inclusion	Total ¹²	33.2	34.7	5%	Urban and rural ethnic communities survey • Baseline 2013, Econometría S.A. • Midline 2015, Proyecto EVAL
		Total urban	54.3	39.8	-27%	
		Urban female	51.7	36.9	-29%	
		Urban male	59.4	44.5	-25%	
		Bogotá	56.0	35.8	-36%	
		Barranquilla	57.6	47.2	-18%	
		Cali	49.7	36.1	-27%	
		Total rural	12.1	29.7	146%	
		Rural indigenous	12.8	26.3	106%	
		Rural Afro-Colombian	10.7	33.5	213%	
		North	9.8	28.2	187%	
		Pacific	13.8	30.7	122%	

⁹ This indicator is constructed, as at baseline, with the percentage number of organizations that highlighted as a strength having women holding leadership positions in the organization.

¹⁰ This indicator is constructed, as at baseline, with the percentage number of organizations that highlighted as a strength having youth holding leadership positions in the organization.

¹¹ These positive numbers were parallel to those in the control households. As a result, no impact is found nor attributed to ACIP for these positive increases in comparison. The high attrition in the sample may also have affected findings of impact.

¹² This variable is constructed in line with its construction by Econometría at baseline, in which socio-economic inclusion is measured by respondents' disagreement with the question "If I were to get a job, I could not get a very high position." Political inclusion is measured by respondents' agreement with the following two questions: "Afro-descendants and indigenous people can reach high political positions like senators and mayors" and "Afro-descendant and indigenous civil society organizations can influence the decisions that are made in the municipio where I live." Socio-economic and political inclusion are each worth one point in the indicator, and those that disagree with the socio-economic inclusion question and agree with both of two political inclusion questions are considered to have socio-economic and political inclusion.

ANNEX F: LIST OF ENTITIES, ORGANIZATIONS AND INDIVIDUALS INTERVIEWED

ICAE	
Ministry of Agriculture and Rural Development	National level
Ministry of Interior	National level
Governor's office of Guajira	Department level
Governor's office of Cauca	Department level
Governor's office of Cesar	Department level
Mayor's office of Quibdó	Municipal level
Mayor's office of Maicao	Municipal level
Mayor's office of Santa Marta	Municipal level
Mayor's office of Barranquilla	Municipal level
Mayor's office of Silvia	Municipal level
Mayor's office of Cartagena	Municipal level
Mayor's office of Valledupar	Municipal level

ECO A
Red de Mujeres Afrocolombianas del Norte del Cauca (REDMUNORCA)
Conferencia Nacional de Organizaciones Afrocolombianas (CNOA)
Asociación de Afrocolombianos Desplazados (AFRODES)
Archipiélago Movement Ethnic Native Self Determination (AMEN-SD)
Asociación de Consejos Comunitarios del Distrito Turístico y Cultural de Cartagena (ASOCOC Mi tambo)
Asociación de productores de dulces y servicios etnoturísticos (ASOPRADUSE)
Fundación Santa Rita para la Educación y Promoción FUNSAREP
Organización de Raizales Fuera del Archipiélago de San Andrés, Providencia y Santa Catalina (ORFA)
Asociación Regional Indígena AWA (OREWA)
Consejo Comunitario de Guayabal
Mujeres Notables de Barranquilla (NOTABLAZO) (Fundación Social y Comunitaria Mujeres en Acción)
Red de Mujeres Afrocaribe (REMA)
Unidad de Organizaciones Afro Caucanas (UOAFROC)
Asociación de consejos comunitarios del norte del cauca ACONC
Cabildos Indígenas Yanacona, Nasa, Inga, Misak, Quichua y Cofan
Red Nacional de Mujeres Afro - Kambiri
Asociación Cultural Casa del Niño
Asociación zonal de Cabildos del Norte del Cauca (ACIN)
Fundación Siempre Unidos
Consejo Regional Indígena del Cauca (CRIC)
Asociación de Mujeres del Municipio de Buenos Aires (ASOM)

Fundación Cultural Afrocolombiana "MASAI"
Organización Wayuu Painwashi
Asociación de Autoridades Tradicionales Wayuu Ejepenajirrawa
Asociación de Autoridades Tradicionales Anainjak Wakuaipa
Cabildo Indígena Zenú - Maicao
Cooperativa Multiactiva Indígena Wayuu del clan Epinayu, COOPWACE
Organización Indígena Kankuama
Delegación Wiwa del Resguardo Kogui Malayo Arahuaico
Resguardo Kogui-Malayo-Arahuaico
Consejo Comunitario Mayor de la Asociación Campesina Integral del Atrato (COCOMACIA)
Consejo Regional Indígena del Chocó (CRICH)
Federación de Asociaciones de Cabildos Indígenas del Chocó (FEDEOREWA)
Consejo Comunitario del Alto San Juan (ASOCASAN)
Consejo Comunitario Mayor del Alto Atrato (COCOMOPOCA)
Consejo Comunitario Integral de Lloró (COCOILLO)
Organización Nacional de Colombia (ONIC)

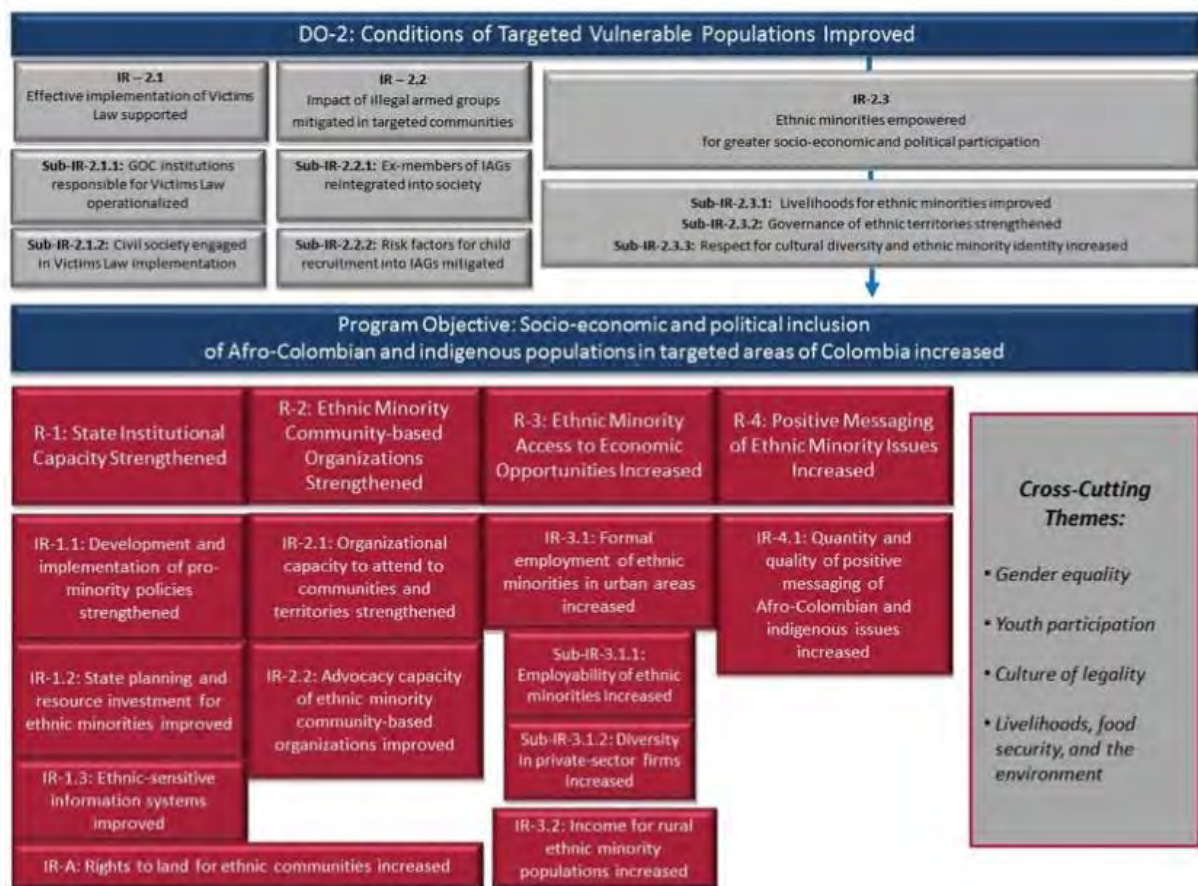
ANNEX G: EVALUATION STATEMENT OF WORK

I. BACKGROUND INFORMATION

1. Program background

ACIP Program Identification Data	
Program title	The Afro-Colombian and Indigenous Program (ACIP)
Award number	514-A-11-00004
Award dates	August 30, 2011 to August 29, 2016
Funding	US\$ 61.4 million
Implementer	ACDI VOCA

ACIP Results Framework¹³



¹³ From the “Afro-Colombian and Indigenous Program (ACIP) Year Four Work Plan, October 2014 – September 2015.” Publication prepared by ACIDI VOCA for review by USAID, dated December 18, 2014, and provided to the evaluation team for purposes of background knowledge of the Program.

The Government of the United States of America through its Agency for International Development (USAID) created its first program developed specifically for Colombia's Afro-Colombian and indigenous populations. The main objective of the program is to strengthen the Colombian government's capacity to develop and implement pro-minority public policies to increase socio-economic and political inclusion of Afro-Colombian and indigenous populations.

ACIP's strategic approach is centered on building the human and institutional capacity of ethnic minorities and their communities, state institutions and private sector organizations. ACIP includes a grant fund and implements activities in three geographic regions—Pacific, Caribbean, and Central. With the support from the government of Colombia, the program aims to achieve four results, which form the main core of the program:

- Result 1: Strengthen State institutional capacity
- Result 2: Strengthen community-based organizations
- Result 3: Increase access to economic opportunity for ethnic minorities
- Result 4: Increase positive messaging of ethnic minority issues.

ACIP includes among its interventions a set of cross cutting themes: gender equality, youth participation, promotion of a culture of legality and improving the living conditions of beneficiaries by improving livelihood, food security and environmental protection.

II. EVALUATION RATIONALE

1. Evaluation purpose

USAID/Colombia requests an external mid-term impact evaluation of the results of ACIP efforts after three years of program implementation. The evaluation is designed to capture progress on indicators defined for baseline data collection in 2013.

2. Audiences and intended uses

The key intended audiences of the evaluation report will be:

- USAID/Colombia Mission Front Office, Technical Offices, and Program Office
- Implementing partners, at both prime and sub levels

Three guiding principles have been set for uses of the evaluation, as follows:

- (1) Measure the progress on impact indicators defined under each of the four program results, to determine the extent to which ACIP is achieving its goals with the targeted populations.
- (2) Improve the decision-making process to identify which components need to be strengthened for the remaining implementation period, in order to achieve program goals.
- (3) Identify best practices and lessons learned to date that could maximize the final impacts of the program.

3. Research questions

The themes selected for the evaluation were identified previously when the baseline was designed. The following six evaluation questions were formulated:

Table 1. Evaluation Questions

QUESTION	STRATEGIC LEVEL
1. To what extent has the Program increased the socio-economic and political inclusion of ethnic minorities in the Program's targeted intervention areas?	Main Objective
2. To what extent has GOC attention to the needs of ethnic minorities increased? - To what extent has the capacity of the GOC to protect and grant ethnic minorities their legal and political land rights increased?	Result 1
3. To what extent did Community-based Organizations (CBOs) participate in policy design and enforcement processes (i.e., free, prior, and informed consent (FPIC) processes)?	Result 2
4. To what extent has governance improved in ethnic territories?	Results 1 and 2
5. To what extent has ACIP increased economic opportunities for Afro-Colombian and indigenous populations? <ul style="list-style-type: none"> • Rural area: Program contribution to value chain sustainability and market alliances? • Urban area: To what extent has the Program increased formal employment for ethnic minorities? 	Result 3
6. How effective were the strategies in empowering women and youth?	Cross-cutting

III. EVALUATION DESIGN

1. Design

Based on the design of the baseline evaluation and the outcome variables established at that time, EVAL will conduct this mid-term measure of the program's contributions to a significant and sustainable change in the socioeconomic and political inclusion of indigenous and Afro-Colombian populations in the targeted areas. The evaluation will also identify changes in policies, practices, attitudes and decision-making among community based organizations (CBOs) and key institutions involved with policies for indigenous and Afro-Colombian populations. A mixed methods – qualitative and quantitative – approach will be used to examine a set of variables and indicators for each of the results pursued by the program, per the following paragraphs.

Result 1: State Institutional Capacity Strengthened

As measured at baseline, the evaluation of this result includes variables and indicators at national and municipal levels in three main areas:

- a) strengthening the development and implementation of pro-minority policies,
- b) improving state planning and investment of public resources in ethnic communities, and
- c) Ensuring that variables on ethnic minorities are captured in state monitoring to improve policy implementation for Afro-Colombian and indigenous populations.

The design of the current mid-term measure will parallel the work done in the 2013 baseline, in order to undertake apples-to-apples comparisons of the indicators and variables. For this reason, EVAL will collect data to measure the Institutional Capacity Index of Ethnic Care (ICIAE), a tool designed for the baseline by Consucol to measure ACIP's effects in terms of social inclusion, economic and policy improvements.

The unit of analysis for this component is divided into treatment and control institutions. The first group are entities at central, department and municipal government levels which were subject to ACIP intervention. The second group are homologous institutions that were not selected for the ACIP interventions. To measure progress on the relevant indicators, EVAL will attempt to collect information from the same institutions that responded to the baseline survey.

Result 2: Strengthen community based organizations

To evaluate progress on this result, ACIP established an index called the Ethnic Organizational Capacity Assessment (EOCA), to measure the capacity of ethnic organizations to advocate for their rights, work autonomously, conduct necessary administrative and management tasks, establish territorial control, and carry out necessary political representation.

The unit of analysis for this component are those ethnic territorial organizations at central, regional and local levels, and civil society organizations at the regional and local level. As in the case of the evaluation approach for Result 1, above, EVAL will attempt to collect mid-term measurements from the same organizations that completed the baseline survey.

Result 3: Increase access to economic opportunity for ethnic minorities

Under this component, ACIP works to increase ethnic minority employment and income generation with distinct strategies for urban and for rural areas. In targeted urban areas, the strategy finances job training programs that are linked to companies that will hire the trained target populations. The model for rural populations includes technical assistance, infrastructure and equipment to support productive projects including cocoa, coffee, citrus, goats, forestry, fishing and bananas. The baseline survey design and thus the follow up measure therefore have a range of different questions for urban and rural participants.

For this component, the evaluation is designed with a longitudinal, quasi-experimental panel approach, including representative samples of control and treatment groups, allowing the detection of program impact over time. The same individuals who were interviewed at baseline will be contacted again to request their participation in the mid-term evaluation. The design isolates the net effect of the program from other possible effects.

The units of the analysis for the component are divided into urban and rural groups. For the urban respondents, Afro-Colombians and indigenous persons who are eligible for the job training program comprise the target population. The treatment group are those Afro-Colombians and indigenous individuals who completed ACIP-financed job training, while

the control group sample was taken from those who were eligible and interested in participating but, due to course size restrictions, were not offered a seat in the courses. In order to identify this group the baseline design applied a RDD (Regression Discontinuity Design) in which the comparison group is selected randomly around the cutoff score obtained by potential beneficiaries, in the test used by the program to finally assign treatment.

For the rural area, the unit of analysis is the household who owns and manages the productive project. Program benefits are delivered through organizations and productive associations. Households from those targeted organizations are the treatment group. For the comparison group, households were taken from a set of matched comparison communities with similar socioeconomic and living conditions as the treatment group.

The main thematic areas that will be traced for the urban sample are employment and income, while for the rural sample the variables are closely related to the productive unit, economic activities, land, savings, debts and credit, the culture of legality, household living conditions and women’s empowerment.

Result 4: Increase positive messaging of ethnic minority issues

To pursue this result, ACIP efforts are aimed to shift attitudes and perceptions of civil society towards ethnic communities. ACIP interventions under this component include media campaigns and support for Afro-Colombian and indigenous meetings, among other activities.

The units of analysis for this component are composed of two groups. The first group is that group of beneficiaries that will be interviewed under Result 3, as they have been influenced through many of the activities such as cultural meetings and promotion of their ethnic heritage in the media. A second group for analysis are citizens in target areas, but who have not been involved with programming and in fact do not belong to ethnic communities. The purpose of this second sample is to measure the effects of ACIP’s activities on changing opinions and perceptions about ethnic communities, among other populations.

The main themes to approach under this component are ethnic identities, knowledge of traditions, advocacy for ethnic rights, instances of discrimination and changes to economic inclusion. For the second group in particular, the evaluation will collect variables that are related to media access, knowledge of ethnic promotion campaigns, and opinions about these.

Sample sizes and information collecting tools

Pursuant to the initial longitudinal design, the samples for this mid-term measure parallel those collected at baseline. The following table describes the units of analysis, tools and sample sizes in which information will be collected.

Table 2. Sample sizes and information collecting tools

Strategic Objective	Observational	Sample Sizes	Tools	Places
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	units	Treatment Group	Control Group		
Result 1: State Institutional Capacity Strengthened	Central, Departmental and municipal institutions	20	5	Structured interview (face to face)	Atlántico, Choco, San Andres, La Guajira, Cauca, Bogotá, Cesar, Bolivar, Magdalena
Result 2: Strengthen community based organizations	Ethnic and civil society organizations	42		Semi-structured interview (face to face)	
Result 3: Increase access to economic opportunity for ethnic minority	Individuals who applied to a training program and were enrolled (treatment) and were not enrolled (control)	741 (Urban) 501 (Rural)	669 (Urban) 495 (Rural) 724 (Urban) 481 (Rural)	Survey (face to face)	Urban: Bogotá, Barranquilla y Cali Rural: Magdalena, Cesar, Chocó
Result 4: Increase positive messaging of ethnic minority issues.	General Population Survey			Survey (telephone)	

Considering the longitudinal design, follow up will collect information on sample units where information was also collected in baseline, this will allow analysis using impact models from the evaluation design, such as the difference-in-differences design in which baseline and midline, treatment and comparison, are compared. Because this was a panel design, the only individuals and groups that can be interviewed at midline are those interviewed at baseline (as any others would lack a measure at baseline.)

IV. EVALUATION PRODUCTS

A. Deliverables

The Start Date, generally marked with a team planning meeting (TPM) will be agreed upon once a final SOW is approved by USAID. That date will take into consideration the time necessary for team recruitment and contracting. Team member profiles and/or CVs will be provided to USAID prior to the Start Date.

Table 5. Evaluation deliverables

DELIVERABLE	DESCRIPTION	DATE
Work plan	Detailed work plan that indicates evaluation activities. The work plan will be submitted to the EVAL COR at USAID/Colombia for review.	15 days after TPM
Evaluation design	A written evaluation design and operational work plan will be prepared and submitted to USAID for review prior to fieldwork.	20 days after TPM (subject to availability for interviews with USAID and IP)
Data collection and analysis tools	Draft instruments and the analysis plan will be prepared and submitted to USAID for review prior to fieldwork.	30 days after TPM
Field data collection	Weekly electronic reports of the data collection progress made covering key scheduled activities, completion status, constraints identified with approaches to address constraints.	Throughout field work

First draft report	Rough draft of the report submitted to the USAID COR, who will provide preliminary comments – one unified document from whatever sources are required within USAID – to facilitate preparation of the debriefing.	60 work days after TPM (national holidays are excluded from this count)
Debriefing with USAID	EVAL will present the evaluation findings to USAID through a presentation and discussion of findings, conclusions and recommendations. The team will consider USAID comments and revise the draft report, as appropriate.	Ten work days after submission of draft
Final report	Final report including issues identified by USAID during the debriefing. As part of the final submission, quantitative data will be delivered in Excel, and qualitative data will be shared in secure hard copies (encoded disks) to maintain respondents' confidentiality.	Seven work days after receipt of final comments from USAID

B. Reporting Guidelines

The format for the Evaluation Report is as follows:

- Executive Summary—most salient findings and recommendations, concisely stated (2-3 pages)
- Introduction—purpose, audience, and synopsis of task (1 page)
- Background—brief overview of the programs, and purpose of the evaluation (2 pages)
- Design—data collection methods, including limitations and gaps (2 pages)
- Findings/Conclusions/Recommendations— (22–25 pages)
- Issues—list of key technical and/or administrative concerns, if any (1–2 pages)
- References---including bibliography and other references as appropriate (as needed)
- Annexes— detailed discussion of methods, schedules, interview lists and tables will be succinct, pertinent and readable. The evaluation SOW and instruments will be in the annexes, per the 2011 Evaluation Policy.

The report will not exceed 30 pages, excluding table of contents, acronyms list, executive summary, references and annexes. This format is consistent with the 2011 USAID Evaluation Policy.

V. EVALUATION MANAGEMENT

A. Team composition

The evaluation will be carried out by a high-level team of social science researchers, with sector-specific experience in the key evaluation themes. They will work together in Bogotá at the start of the project to ensure inter-rater reliability and shared criteria, to interview USAID and the implementing partner, and to review the relevant documentation.

A Project Director (senior) will direct the evaluation, including fieldwork, with support from Bogotá- and locally-based field researchers. Field teams will include expertise from among the key themes and sectors included in the evaluation. Logistics will be covered by the supervisory stratum of the field team and back-stopped from Bogotá. A native English-speaking editor will support the technical writing. The following table shows the detail for the team member roles expected:

POSITION	QUALIFICATION
Project Director (Senior)	<ul style="list-style-type: none"> • Education and experience in relevant sectors (Afro-Colombian and indigenous communities, organizational development) • Minimum M.A. + 12 years' experience, with significant time on evaluation specifically. • Experience with development assistance • Understanding of Colombian national socioeconomic context, particularly as it pertains to Afro-Colombian and indigenous populations, and across both urban and rural contexts. • Experience in field research in Colombia • Experience in qualitative analyses and in valuing quantitative and qualitative data sources
Ethnic groups Specialist	<ul style="list-style-type: none"> • Education and experience in relevant sectors (Afro-Colombian and indigenous communities, organizational development) • Experience in development programs with a focus on ethnic communities • Understanding of Colombian public policy and legal framework around social and economic inclusion for indigenous and Afro-Colombian groups • Experience in field research in Colombia • Experience in qualitative analyses and in valuing quantitative and qualitative data sources
Income Generation Specialist	<ul style="list-style-type: none"> • Specialist in income generation projects and labor markets for vulnerable populations. Minimum M.A. +10 years experience in development, particularly in productive projects and labor market analysis • Understanding of Colombian national policies for income generation and productive projects, particularly with Afro-Colombian and indigenous populations • Experience in field research in Colombia, particularly with the income generation sector, and for projects with disadvantaged populations
Senior Impact Evaluation Specialist	<ul style="list-style-type: none"> • Education and experience in applied econometrics, modeling and quasi-experimental designs that involve treatment and control groups. • Strong quantitative skills and database management with specialized software • Working experience with double difference models, propensity score matching, and regression discontinuity. • Bilingual writer to coordinate reporting in English from Spanish inputs
Mid-level specialist	<ul style="list-style-type: none"> • Education and experience in relevant sectors (productive projects, agricultural, labor markets and income generation.) Minimum B.A. + 12 years experience, or M.A. +5 years • Experience in evaluations and qualitative field data collection for international development assistance in Colombia • Experience with development assistance in consolidation areas • Experience leading teams in fieldwork for research or evaluation
Qualitative analysts	<ul style="list-style-type: none"> • Qualitative data analysis to meet the methodological needs of the evaluation design – combining in-depth interviews and observations to form a coherent qualitative impact analysis. Will conduct data editing, cleaning, and analysis, develop coding tree under expert supervision, and apply it to qualitative data
CNC Quantitative research oversight	<ul style="list-style-type: none"> • Expertise in analysis, managing teams, and familiarity with CNC systems and approaches. Experience in preparation, processing, analysis of quantitative data using appropriate software.
Phone Surveyors	<ul style="list-style-type: none"> • Expertise in conducting telephone interviews and updating information
Survey Supervisor	<ul style="list-style-type: none"> • Expertise in conducting telephone interviews and in managing staff doing such work, particularly for difficult-to-reach groups (considering two-year since baseline), to support phone survey team and to minimize attrition
Logistical support	<ul style="list-style-type: none"> • To arrange site visits efficiently and with sufficient attendance for interviews, etc. Also field guides for community entry with indigenous, Afro-Colombian or other communities

B. Logistics

EVAL will hold a set of Team Planning Meetings at the outset, to guide the multi-faceted tasks of the first phase of the evaluation, to build team consistency, and to plan the evaluation. The first steps will include document review and a telephone contact information update of every unit of analysis sample during the baseline, to measure the attrition rate before going out to conduct field work. Initial interviews with USAID and implementing partner key personnel will be held. The evaluation team will work with USAID to arrange these and any other initial meetings in Bogotá, as well as the hand-over of baseline implementer databases.

EVAL will direct the evaluation's logistics in Bogotá and the field sites. The EVAL Team will be responsible for arranging all the transportation for fieldwork, and will monitor security issues and threats closely before and during field work.

The field teams will each be led by an experienced field researcher. Communications will be maintained daily with each of the teams in the field, to ensure that challenges or difficulties are quickly resolved.

C. Analysis

Management of analyses will be based on the detailed analysis plan set forth in the final evaluation design, and led by the evaluation Team Leader.

Considering the previous evaluation design and the baseline information collected, two main impact methods will be used:

Difference in Differences (Double difference)

This method computes impact on outcomes variables, subtracting the estimator (i.e., income) across time (follow up - baseline) and then across groups (Treatment - Control). This calculation gives as a result the net effect of the program on that estimator or indicator. The following equation summarizes the double difference model:

$$Y_{impact} = (Y_{2015}^{(D=1)} - Y_{2013}^{(D=1)}) - (Y_{2015}^{(D=0)} - Y_{2013}^{(D=0)})$$

The expression $(Y_{2015}^{(D=1)} - Y_{2013}^{(D=1)})$ denotes the change of an outcome variable (i.e., income) for the treatment group (denoted by superscript $D=1$), between 2015 (follow up) and 2013 (baseline). The expression $(Y_{2015}^{(D=0)} - Y_{2013}^{(D=0)})$, denotes the change over the same period for control group ($D=0$.) When subtracting the results of these two expressions, the impact estimator for impact variable Y is obtained.

Propensity Score Matching (PSM)

The PSM approach identifies a control group with key characteristics similar to those of the treatment group but without the intervention, in order to pose comparisons that allow for the calculation of impacts on outcome variables. The control group identification process matches individuals based on a group of variables that characterize each individual and calculates a probability (p-score) of being treated. The main result of PSM is to set a scenario in which there are no important differences in a pre-program measure between treatment and control individuals; as a result, impact variables should have the same outcome as those in the control group, in the absence of the intervention.

Regression Discontinuity Design

Regression discontinuity refers to the method of selection of the individuals to be interviewed. Those with scores near, but just below, the cut-off point for inclusion in the course constitute the comparison sample. Those whose scores were just above the cut-off point are compared with their nearly matched peers, with propensity scores if data are available, and the difference-in-differences is then calculated to investigate the effects of the program as described above.

ACIP - CRONOGRAMA PARA EVALUACION DE MEDIO TÉRMINO

Año		2014								2015																														
Mes		Noviembre				Diciembre				Enero				Febrero				Marzo				Abril				Mayo				Junio										
Semana		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
ACTIVIDADES																																								
Planeación	Revisión información línea de base (diseño de la evaluación, bases de datos e informes)	■	■																																					
	Recontacto telefónico y actualización de datos a personas e instituciones encuestadas en línea de base		■	■	■	■	■	■																																
	Seguimiento al avance del recontacto telefónico			■	■	■	■	■	■																															
	Revisión de los resultados de recontacto telefónico								■																															
	Realización de Team Planning Meeting (TPM)										■																													
	Ajustes al diseño metodológico (muestras e instrumentos)										■	■																												
	Entrega de documento metodológico para evaluación de medio término											■																												
	Revisión y aprobación documento metodológico para evaluación de medio término (USAID)												■																											
Trabajo de campo	Programación de dispositivos móviles/diagramación de formularios										■	■	■	■																										
	Reclutamiento equipo de campo										■	■	■	■																										
	Realización prueba piloto													■	■	■																								
	Informe de resultados de prueba piloto														■	■	■																							
	Ajustes a los instrumentos y a la logística, según resultados del piloto															■																								
	Entrenamiento al equipo de campo																■																							
	Realización del trabajo de campo cuantitativo																	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Realización del trabajo de campo cualitativo																		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Seguimiento a campo																			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
Supervisión, crítica, codificación, depuración de datos																					■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
Informe	Procesamiento, cálculo de factores de expansión																																							
	Análisis y elaboración de informe de medio término																																							
	Traducción y edición del informe																																							

	Entrega informe final de medio término																																			
	Revisión y aprobación informe seguimiento intermedio (USAID)																																			

ANNEX H: DATA COLLECTION INSTRUMENTS

- I. Script for updating contact data from baseline respondents
- II. Result 1: Institutional capacity for ethnic care instrument, version for entities where an ethnic group is in the majority
- III. Result 1: Institutional capacity for ethnic care instrument, version for entities where no ethnic group is in the majority
- IV. Result 1: Complementary question guide for the ICAE instruments, for in-depth interviews
- V. Result 2: Questionnaire for ethnic and/or civil society organizations
- VI. Result 2: Focus group guide for organizations
- VII. Result 3 (rural): Survey questionnaire
- VIII. Result 3 (urban): Survey questionnaire
- IX. Result 3 (rural): Focus group guide for participants
- X. Result 3 (urban): Focus group guide for participants

Script for updating contact data from baseline respondents

PARA LOS ENTREVISTADOS EN LINEA DE BASE

INSTRUCCIONES PARA EL ENCUESTADOR: El proyecto consiste en ACTUALIZAR LOS DATOS DE UBICACION Y CONTACTO de las personas listadas e identificadas en el campo denominado "NOMBRE DEL ENCUESTADO" para poder visitarlas en los meses de Febrero/marzo 2015 y realizarles nuevamente una encuesta presencial que ya se les había realizado en los meses de Junio/Julio del año 2013. En caso que la información de contacto del "encuestado" este ya desactualizada y sus información de contacto no corresponda, en la base de datos hay información de amigos o familiares que deberían poder dar razón del encuestado y de la forma de contactarlo. Se debe contactar de manera directa la totalidad de los encuestados para la actualización de los datos.

GUION CUANDO SE CONTACTA DIRECTAMENTE AL ENTREVISTADO EN EL AÑO 2013

NIM - Numero de identificación muestral (E: Anote de listado de la base de datos).

Buenos días/tardes/noches por favor podría comunicarme con (**E: Mencione el nombre del Encuestado**): _____

Buenos días/tardes/noches mi nombre es _____ pertenezco al programa EVAL de cooperación internacional de USAID. Actualmente estamos iniciando la evaluación de la estrategia para el mejoramiento de las condiciones de vida de la población Afrocolombiana e Indígena. Recuerda Ud. que entre los meses de Junio/Julio del año 2013 Ud. respondió una encuesta sobre sus condiciones de vida? Si 1 No 2. En los meses de Febrero y Marzo, estaremos visitándolo para que nos colabore respondiendo una encuesta breve. Por tanto tener sus datos de contacto y ubicación es muy importante. Le agradezco respondiéndome las siguientes preguntas:

- | | | | |
|---|-------|-------|---|
| 1. El número celular para contactarlo a Ud. es:
(E: Lea el número celular de la base de datos, si no registra en la base, pase a pregunta 1.1) | 1. Si | 2. No | 1.1. Cuál es su número de celular actual?

8 No tiene |
| 2. El número fijo para contactarlo a Ud. es:
(E: Lea el número fijo de la base de datos, si no registra en la base, pase a pregunta 2.1) | 1. Si | 2. No | 2.1. Cuál es su número fijo actual?

8 No tiene |
| 3. El municipio donde vive actualmente es
(E: Lea el municipio de la base de datos) | 1. Si | 2. No | 3.1 Cuál es el municipio donde reside actualmente? _____ |
| 4. El lugar donde actualmente reside es
(E: Lea la dirección/comunidad de la base de datos y pregunte si hay alguna indicación adicional para llegar al lugar) | 1. Si | 2. No | 4.1 Cuál es el lugar donde actualmente reside (E: anote dirección y en caso rural con indicaciones y nombre de vereda/comunidad para llegar al lugar) |

5. En los próximos cuatro meses tiene planeado cambiar su lugar de residencia? 1. Si 2. No AGRADEZCA LA COLABORACION y TERMINE

6. Sabe Ud. cuál sería el lugar/dirección y municipio de su nuevo lugar de residencia 1. Si 2. No AGRADEZCA LA COLABORACION y TERMINE

7.1. Dirección _____ 7.2. Teléfono fijo: _____

7.3. Municipio: _____ 7.4. Vereda/comunidad _____

AGRADEZCA LA COLABORACION y TERMINE

GUION CUANDO SE CONTACTA A ALGUN FAMILIAR O AMIGO PORQUE NO HA SIDO POSIBLE CONTACTAR DIRECTAMENTE AL BENEFICIARIO

Buenos días/tardes/noches por favor podría comunicarme con (E: Mencione el nombre del Familiar /amigo que puede dar razón del encuestado que está en la base de datos):

_____ Buenos días/tardes/noches mi nombre es _____ pertenezco al programa EVAL de cooperación internacional de USAID. Necesitamos contactar a (***E: Mencione el nombre del Encuestado***): _____ y no ha sido posible. Él (ella) nos dejó sus datos de contacto en caso que tuviéramos algún inconveniente para contactarlo, para que por favor Ud. nos indicara cómo contactarlo nuevamente:

1. Puede por favor indicarme el número celular actual de (***E: Mencione el nombre del Encuestado***)

1. _____ - _____
2. Algún otro número: _____ - _____
9. NS/NR

2. Puede por favor indicarme el número de teléfono fijo de la vivienda/trabajo de: (E: Mencione el nombre del Encuestado)

1. _____ NS/NR 9

3. Nombre del municipio al que pertenece este teléfono: _____ NS/NR 9
Encuestador: Si el familiar/amigo respondió que "No sabe" nuevos números telefónicos para contactar al encuestado pregunte:

4. Conoce a algún familiar de (E: Mencione el nombre del Encuestado) que nos pueda indicar cómo contactar a (E: Mencione el nombre del Encuestado)

Si 1
No 2

4.1. Nombre completo del familiar/amigo de: **(E: Mencione el nombre del Encuestado)**

4.2. Teléfonos del familiar/amigo

AGRADEZCA LA COLABORACION y TERMINE

Institutional capacity for ethnic care instrument (ICOE)

Version for entities where an ethnic group is in the majority¹⁴

I. IDENTIFICACIÓN DE LA ENTIDAD

Nombre

Tipo de Entidad (Ministerio, Secretaría, Departamento Administrativo, etc)

Nivel (Nación, Departamento, Municipio)

Sector

Personas Entrevistadas

Cargo

Fecha

II. POLÍTICAS PÚBLICAS Y PLANIFICACIÓN

A. NORMAS

1. ¿Durante los años 2013 y 2014, el departamento, distrito o municipio, aprobó ordenanzas o acuerdos sobre asuntos relativos al grupo étnico con menor participación poblacional?

NO

Pase a la pregunta No 3

SI

Sobre población afrocolombiana ___

Sobre población indígena ___

Sobre población raizal

Sobre otros grupos ___

2. (En caso afirmativo), ¿Cuáles ordenanzas o acuerdos? (Solicitar número y copia)

3. Durante los años 2013 y 2014, ¿la entidad expidió decretos relacionados con la atención al grupo étnico con menor participación poblacional?

NO

Pase a la pregunta No 5

SI

Sobre población afrocolombiana ___

Sobre población indígena ___

Sobre población raizal

Sobre otros grupos ___

4. (En caso afirmativo), ¿Cuáles decretos? (Solicite números y copias)

B. DOCUMENTOS DE POLÍTICA

¹⁴ Se entiende por mayoría étnica aquella situación de una entidad territorial en la cual la mitad más uno de los habitantes pertenecen a la población negra, afrocolombiana, palenquera, raizal o indígena. Nota: Este cuestionario aplica a las entidades territoriales, donde hay un predominio de un grupo étnico, caso en el cual las preguntas se refieren a la atención del grupo siguiente en población (por ejemplo, los indígenas en Chocó). Este formato es el mismo general común a las entidades nacionales, pero tiene unos cambios menores en las preguntas para especificar que se refiere a un grupo con menor participación poblacional; igualmente tiene un módulo adicional sobre proyectos

5. ¿La entidad durante los años 2013 y 2014 expidió algún documento de política sobre el grupo étnico con menor participación poblacional?
 SI Continúe
 NO Pase a la pregunta 7
6. (En caso afirmativo), ¿Cuál es el documento? (Anote el nombre, fecha y autores del documento; solicite copia)

C. PROYECTOS DE INVERSIÓN

7. Dentro del Plan Operativo Anual de Inversiones del departamento o del municipio, durante los años 2013 y 2014, ¿se incluyeron proyectos específicos dirigidos al grupo étnico con menor participación poblacional?
 SI Continúe
 NO Pase a la pregunta 9
8. (En caso afirmativo), ¿Cuáles proyectos? (Solicite copia del Plan Operativo Anual de Inversiones 2013 y 2014, y de las fichas EBI)
9. Dentro del Plan Operativo Anual de Inversiones de los años 2013 y 2014, ¿se incluyeron componentes específicos dirigidos al grupo étnico con menor participación poblacional, dentro de algunos proyectos?
 SI Continúe
 NO Pase a la pregunta 11
10. (En caso afirmativo) ¿En cuáles proyectos se incluyeron componentes? (Solicite copia de las fichas EBI de los proyectos)

D. SEGUIMIENTO A EJECUCIÓN Y RESULTADOS

11. ¿Tiene la entidad informe de ejecución del plan de desarrollo donde se presenten los resultados alcanzados en las metas establecidas con relación al grupo étnico con menor participación poblacional en los años 2013 y 2014?
 SI Continúe
 NO Pase a la pregunta No 13
12. ¿Está disponible el documento?
 SI Solicite copia
 NO
13. ¿Tiene la entidad informe de ejecución del presupuesto y del plan operativo anual de inversiones donde se presente en detalle la información sobre recursos asignados al grupo étnico con menor participación poblacional en los años 2013 y 2014?
 SI Continúe
 NO Pase a la pregunta No 15

14. ¿Está disponible el documento?
SI Solicite copia
NO

15. ¿Realizó la entidad reuniones de seguimiento a la inversión hacia el grupo étnico con menor participación poblacional para discutir las asignaciones con representantes de organizaciones de dichas comunidades durante los años 2013 y 2014? (Verificar solicitando informe o actas)
SI
NO

III. RECURSOS FISCALES: PRESUPUESTO Y EJECUCIÓN

E. GASTOS DE INVERSIÓN

16. ¿Durante los años 2013 y 2014, cuántos recursos de inversión destinó la entidad a programas, proyectos y acciones para atención del grupo étnico con menor participación poblacional? (solicitar copia de la ejecución presupuestal)

2013	2014
Cifras en pesos corrientes	

17. ¿Con relación al total del presupuesto de inversión, cuánto representa? (Solicitar valor de la ejecución presupuestal total de gastos de inversión durante 2013 y 2014).

IV. ORGANIZACIÓN Y RECURSO HUMANO

F. DEPENDENCIA RESPONSABLE

18. ¿Con corte a 31 de diciembre de 2014, tenía la entidad dependencias o grupos formales responsables de la administración de los asuntos del grupo étnico con menor participación poblacional? (Solicitar copia del organigrama y norma de estructura y funciones)

SI Continúe
NO Pase a la pregunta No 21

19. ¿Cuál es el nombre de las dependencias o grupos formales?

20. ¿Dentro de qué nivel de la estructura administrativa se encontraba?

G. RECURSO HUMANO

21. ¿Durante 2013 y 2014 tuvo la entidad funcionarios de planta y/o contratistas dedicados exclusivamente a la atención de los asuntos del grupo étnico con menor participación poblacional?

SI Continúe
 NO Pase a la pregunta No 26

22. ¿Cuántos funcionarios de planta y/o contratistas?

Funcionarios de planta
 Contratistas

23. ¿Cuál es el nivel académico y años de experiencia?

Funcionario o contratista	Secretaría, área o dependencia donde está ubicado	Profesión	Nivel académico	Años de experiencia	Vinculación a organizaciones o movimientos étnicos

24. ¿La entidad realizó durante los años 2013 y 2014 acciones de capacitación a los funcionarios en asuntos relativos al grupo étnico con menor participación poblacional? (Temas de interculturalidad, respeto, valoración y reconocimiento a la diversidad étnica y cultural?)

SI Continúe
 NO Pase a la pregunta No 31

25. ¿Qué proporción de los funcionarios de la entidad fue capacitada en estos asuntos?

75 a 100%
 50 a 75%
 25 a 50%
 Menos de 25%

26. ¿Del total de funcionarios de planta de la entidad, cuántos pertenecen a la población negra, afrocolombiana, palenquera, raizal o indígena?

Número total de funcionarios
 Número total de funcionarios afrocolombianos
 Número total de funcionarios raizales
 Número total de funcionarios palenqueros
 Número total de funcionarios indígenas

V. SISTEMAS DE INFORMACIÓN

H. INDICADORES DE COBERTURA

27. ¿Tiene la entidad información sobre tasas de cobertura y calidad de atención al grupo étnico con menor participación poblacional en los servicios a su cargo?

SI
 NO
 NO APLICA

28. ¿Tiene la entidad territorial datos sobre los siguientes indicadores? (En caso afirmativo indique el último año disponible)

Indicador	Total población		Población afrocolombiana		Población indígena	
	Dato	Año	Dato	Año	Dato	Año
1. Cobertura neta en educación básica						
2. Cobertura neta en educación media						
3. Proporción de colegios con resultados altos en prueba SABER 11						
4. Razón de mortalidad infantil						
5. Razón de mortalidad materna						
6. Tasa de afiliación a seguridad social en salud						
7. Tasa de cobertura de acueducto						
8. Tasa de cobertura de alcantarillado						
9. Déficit cuantitativo de vivienda						
10. Déficit cualitativo de vivienda						

NOTA: Si no tiene el dato poner NO en la casilla correspondiente.

I. REGISTROS Y ENCUESTAS

29. ¿Dentro de los registros de los servicios que presta la entidad, se presenta información sobre el grupo étnico con menor participación poblacional?

SI Solicitar lista de los registros
NO

30. ¿Tiene la entidad algún censo de beneficiarios potenciales de sus servicios?

SI ¿Cuál?
NO Pase a la pregunta No. 32

31. ¿Incluye dentro de ese censo la variable étnica relativa al grupo étnico con menor participación poblacional?

SI
NO

J. INFORMES

32. ¿Dentro del informe de gestión de la entidad de los años 2013 y 2014, se incluyó información específica sobre el grupo étnico con menor participación poblacional?

SI Solicitar copia del último informe disponible
NO

33. ¿Se preparó en 2013 o 2014 un informe específico sobre la atención al grupo étnico con menor participación poblacional?

SI Solicitar copia del último informe disponible
NO

K. TRANSPARENCIA Y ACCESO A LA INFORMACIÓN

34. ¿La entidad presenta información disponible sobre el grupo étnico con menor participación poblacional en la web¹⁵?

ELEMENTO	SI	NO
Diagnósticos		
Censos y encuestas		
Registros		
Políticas		
Metas de efecto e impacto		
Programas y proyectos		
Informes de ejecución financiera		
Informes de ejecución física		
Número de beneficiarios		
Coberturas de servicios a población étnica		

35. ¿Tiene la entidad en la página web una parte o vínculo específico sobre el grupo étnico con menor participación poblacional?

SI Dirección del vínculo:
NO

VI. GESTIÓN PARTICIPATIVA

L. CONSULTA PREVIA

36. ¿Durante los años 2013 y 2014 se realizaron consultas previas con el grupo étnico con menor participación poblacional con relación a alguna actividad en su entidad?

SI Continúe
NO Pase a la pregunta No 38

37. ¿Existe un balance sobre el proceso y resultados de estas consultas previas?

SI Solicitar copia
NO

M. ESPACIOS DE PARTICIPACIÓN

38. ¿Durante 2013 o 2014 participó la entidad en algún espacio de participación del grupo étnico con menor participación poblacional?

SI Continúe
NO Pase a la pregunta No 44

39. ¿Cuál o cuáles?

¹⁵ Esta pregunta y la siguiente no se hace, se verifica en la página web.

40. ¿Es creado normativamente?
SI Continúe
NO Pase a la pregunta No

41. ¿Cuál norma lo crea y regula?

42. ¿Qué nivel de participación tiene? (decisión, incidencia, consulta, información, etc.)

43. ¿Cuántas veces se reunió durante 2013 y 2014?

N. RENDICIÓN DE CUENTAS

44. ¿Realizó la entidad durante 2013 y 2014 eventos de rendición de cuentas específicos para el grupo étnico con menor participación poblacional? (Verificar con informe o memoria de la rendición de cuentas)

SI Presentó evidencia
NO

VII. MÓDULO ESPECÍFICO PARA LAS ENTIDADES TERRITORIALES DONDE HAY MAYORÍA DE UNA COMUNIDAD ÉTNICA

O. CAPACIDAD EN FORMULACIÓN DE PROYECTOS

45. Al finalizar el año 2014, ¿tenía la oficina de planeación una dependencia, grupo o funcionarios/contratistas dedicados a los proyectos de inversión?

Categoría	Nombre dependencia o grupo
1 Dependencia	
2 Grupo	
3 Funcionarios /Contratistas	

46. ¿Cuántos funcionarios y contratistas se dedicaban a los proyectos de inversión?

Categoría	Número	Se dedican exclusivamente al tema de proyectos de inversión: Si / No
-----------	--------	--

Funcionarios de planta

Contratistas

Total

47. ¿Durante los años 2013 y 2014, los funcionarios de proyectos recibieron capacitación para la formulación de proyectos?

SI
NO

48. ¿Qué tipo de capacitación y cuántos funcionarios participaron?

Tipo de capacitación	Número	Número de funcionarios y/o
----------------------	--------	----------------------------

Eventos informativos o talleres de hasta dos días
Diplomado
Especialización
Otro: ¿Cuál?

49. Durante los años 2013 y 2014, ¿presentó proyectos para concursar por recursos del Sistema General de Regalías SGR?

SI Continúe
NO Pase a la pregunta

50. ¿Obtuvo financiación del Sistema General de Regalías?

SI Continúe
NO Pase a la pregunta

51. ¿Cuántos y cuáles proyectos? (solicite copias de las fichas de los proyectos)

52. ¿Cuántos recursos de inversión se consiguieron?

53. Durante los años 2013 y 2014, ¿presentó proyectos para concursar por recursos diferentes al SGR?

SI Continúe
NO Pase a la pregunta No

54. ¿Obtuvo financiación de otras fuentes?

SI Continúe
NO Pase a la pregunta No

55. ¿Cuántos y cuáles proyectos? (Solicite copia de las fichas de proyectos)

56. ¿Cuántos recursos totales de inversión se consiguieron?

Institutional capacity for ethnic care instrument (ICOE)

Versión para entidades nacionales y entidades territoriales sin mayoría de población étnica¹⁶

I. IDENTIFICACIÓN DE LA ENTIDAD

Nombre
Tipo de Entidad (Ministerio, Secretaría,
Departamento Administrativo, etc)
Nivel (Nación, Departamento, Municipio)
Sector
Personas Entrevistadas
Cargo
Fecha

II. POLÍTICAS PÚBLICAS Y PLANIFICACIÓN

A. NORMAS

1. ¿Durante los años 2013 y 2014, se expidió por parte del Congreso alguna ley sobre asuntos relativos a las comunidades afrocolombianas, negras, palenqueras, raizales o indígenas, en cuya elaboración participó su entidad?

SI Continúe
NO Pase a la pregunta 3

2. (En caso afirmativo), ¿Cuál ley o leyes?

3. Durante los años 2013 y 2014, ¿se expidió algún decreto relacionado a las comunidades afrocolombianas, negras, palenqueras, raizales o indígenas, preparado por la entidad?

SI Continúe
NO Pase a la pregunta 5

4. (En caso afirmativo), ¿Cuáles decretos? (solicite números)

B. DOCUMENTOS DE POLÍTICA

5. ¿La entidad, durante los años 2013 y 2014, expidió algún documento de política relativo a las comunidades afrocolombianas, negras, palenqueras, raizales o indígenas ?

SI Continúe
NO Pase a la pregunta 7

6. (En caso afirmativo), ¿Cuál es el documento? (Anote el nombre, fecha y autores del documento; solicite copia)

C. PROYECTOS DE INVERSIÓN

7. Dentro de los Planes Operativos Anuales de Inversiones de la entidad correspondientes a 2013 y 2014, ¿se incluyeron proyectos o programas específicos dirigidos a las comunidades afrocolombianas, negras, palenqueras, raizales o indígenas?

SI Continúe

¹⁶ Se entiende por mayoría étnica aquella situación de una entidad territorial en la cual la mitad más uno de los habitantes pertenecen a la población afrocolombiana, negra, palenquera, raizal o indígena.

NO Pase a la pregunta 9

8. (En caso afirmativo), ¿Cuáles proyectos o programas? (Solicite copia del Plan Operativo Anual de Inversiones de 2013 y 2014 y de las fichas EBI)
9. Dentro del Plan Operativo Anual de Inversiones de 2013 y de 2014, ¿se incluyeron componentes específicos dirigidos a las comunidades afrocolombianas, negras, palenqueras, raizales o indígenas, dentro de algunos proyectos o programas a cargo de la entidad?
- SI Continúe
NO Pase a la pregunta 11
10. (En caso afirmativo) ¿En cuáles proyectos o programas se incluyeron componentes? (Solicite copia de las fichas EBI de los proyectos)

D. SEGUIMIENTO A EJECUCIÓN Y RESULTADOS

11. ¿Tiene la entidad informe de ejecución del plan de desarrollo donde se presenten resultados alcanzados en las metas establecidas con relación a las comunidades afrocolombianas, negras, palenqueras, raizales o indígenas, tanto en el año 2013 como 2014 ?
- SI Continúe
NO Pase a la pregunta No 13
12. ¿Está disponible el documento?
- SI Solicite copia
NO
13. ¿Tiene la entidad informe de ejecución del presupuesto y del plan operativo anual de inversiones donde se presente en detalle la información sobre recursos asignados a las comunidades afrocolombianas, negras, palenqueras, raizales o indígenas en los años 2013 y 2014?
- SI Continúe
NO Pase a la pregunta No 15
14. ¿Está disponible el documento?
- SI Solicite copia
NO
15. ¿Realizó la entidad reuniones de seguimiento a la inversión hacia las comunidades afrocolombianas, negras, palenqueras, raizales o indígenas para discutir las asignaciones con representantes de organizaciones de dichas comunidades durante los años 2013 y 2014? (Verificar solicitando informe o actas)
- SI
NO

15.1 Cuáles?

III. RECURSOS FISCALES

E. GASTOS DE INVERSIÓN

16. ¿Durante los años 2013 y 2014, cuántos recursos de inversión destinó la entidad a programas, proyectos y acciones para atención de las comunidades afrocolombianas, negras, palenqueras, raizales o indígenas? (solicitar copia de la ejecución presupuestal)
- | | |
|------|------|
| 2013 | 2014 |
|------|------|

Cifras en pesos corrientes

17. ¿Con relación al total del presupuesto de inversión, cuánto representó en 2013 y cuánto en 2014? (Solicitar valor de la ejecución presupuestal total de gastos de inversión durante 2013 y 2014).

IV. ORGANIZACIÓN Y RECURSO HUMANO

F. DEPENDENCIA RESPONSABLE

18. ¿Con corte a 31 de diciembre de 2014, tenía la entidad dependencias o grupos formales responsables de la administración de los asuntos relativos a las comunidades afrocolombianas, negras, palenqueras, raizales o indígenas? (Solicitar copia del organigrama y norma de estructura y funciones)

SI Continúe
NO Pase a la pregunta No 21

19. ¿Cuál es el nombre de las dependencias o grupos formales?

20. ¿Dentro de qué nivel de la estructura administrativa se encontraba?

G. RECURSO HUMANO

21. ¿Durante 2013 y 2014 tuvo la entidad funcionarios de planta y/o contratistas dedicados exclusivamente a la atención de las comunidades afrocolombianas, negras, palenqueras, raizales o indígenas?

SI Continúe
NO Pase a la pregunta No 26

22. ¿Cuántos funcionarios de planta y/o contratistas?

Funcionarios de planta
Contratistas

23. ¿Cuál es el nivel académico y años de experiencia?

Funcionario o contratista	Secretaría, área o dependencia donde está ubicado	Profesión	Nivel académico	Años de experiencia	Vinculación a organizaciones o movimientos étnicos
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24. ¿La entidad realizó durante los años 2013 y 2014 acciones de capacitación a los funcionarios en asuntos relativos a las comunidades afrocolombianas, negras, palenqueras, raizales o indígenas? (Temas de interculturalidad, respeto, valoración y reconocimiento a la diversidad étnica y cultural)

SI Continúe (solicitar documentos y materiales de capacitación)
NO Pase a la pregunta No 26

25. ¿Qué proporción de los funcionarios de la entidad fue capacitada en estos asuntos?

75 a 100%
50 a 75%
25 a 50%
Menos de 25%

26. ¿Del total de funcionarios de planta de la entidad, cuántos pertenecen a las comunidades afrocolombianas, negras, palenqueras, raizales o indígenas, y que cargos ocupan?

Número total de funcionarios
 Número total de funcionarios afrocolombianos, negros,
 palenqueros o raizales
 Número total de funcionarios indígenas

V. SISTEMAS DE INFORMACIÓN

H. INDICADORES DE COBERTURA

27. ¿Tiene la entidad información sobre tasas de cobertura y calidad de atención a las comunidades afrocolombianas, negras, palenqueras, raizales o indígenas la población étnica en los servicios a su cargo?

- SI
- NO
- NO APLICA

28. **ESTA PREGUNTA ES SOLO PARA ENTIDADES TERRITORIALES** ¿Tiene la entidad territorial datos sobre los siguientes indicadores? (En caso afirmativo indique el último año disponible)

Indicador	Total población		Población afrocolombiana, negra, palenquera o raizal		Población indígena	
	Dato	Año	Dato	Año	Dato	Año
1. Cobertura neta en educación básica						
2. Cobertura neta en educación media						
3. Proporción de colegios con resultados altos en prueba SABER 11						
4. Razón de mortalidad infantil						
5. Razón de mortalidad materna						
6. Tasa de afiliación a seguridad social en salud						
7. Tasa de cobertura de acueducto						
8. Tasa de cobertura de alcantarillado						
9. Déficit cuantitativo de vivienda						
10. Déficit cualitativo de vivienda						

I. REGISTROS Y ENCUESTAS

29. ¿Dentro de los registros de los servicios que presta la entidad, se presenta información sobre las comunidades afrocolombianas, negras, palenqueras, raizales o indígenas?

- SI Solicitar lista de los registros
- Cuáles (Qué tipo de comunidad?)
- NO
- NO APLICA

30. ¿Tiene la entidad algún censo de beneficiarios potenciales de sus servicios?

- SI ¿Cuál?
- Cuáles (Qué tipo de comunidad?)
- NO Pase a la pregunta No 32
- NO APLICA

31. ¿Incluye dentro de ese censo la variable étnica?

- SI

NO

J. INFORMES

32. ¿Dentro del informe de gestión de la entidad de los años 2013 y 2014, se incluyó información específica sobre las comunidades afrocolombianas, negras, palenqueras, raizales o indígenas?

SI Solicitar copia del último informe disponible

NO

33. ¿Se preparó en 2013 y en 2014 un informe específico sobre la atención a las comunidades afrocolombianas, negras, palenqueras y/o raizales o indígenas?

SI Solicitar copia del último informe disponible

NO

K. TRANSPARENCIA Y ACCESO A LA INFORMACIÓN

34. ¿La entidad presenta información disponible sobre las comunidades afrocolombianas, negras, palenqueras, raizales o indígenas en la web¹⁷?

ELEMENTO	SI	NO
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Diagnósticos

Censos y encuestas

Registros

Políticas

Metas de efecto e impacto

Programas y proyectos

Informes de ejecución financiera

Informes de ejecución física

Número de beneficiarios

Coberturas de servicios a población étnica

35. ¿Tiene la entidad en la página web una parte o vínculo específico sobre las comunidades afrocolombianas, negras, palenqueras, raizales o indígenas?

SI Dirección del vínculo:

NO

VI. GESTIÓN PARTICIPATIVA

L. CONSULTA PREVIA

36. ¿Durante los años 2013 y 2014 se realizaron consultas previas con relación a alguna actividad en su entidad?

SI Continúe

NO Pase a la pregunta No 38

37. ¿Existe un balance sobre el proceso y resultados de estas consultas previas?

SI Solicitar copia

NO

M. ESPACIOS DE PARTICIPACIÓN

¹⁷ Esta pregunta y la siguiente no se hace, se verifica en la página web.

38. ¿Durante 2013 y 2014 participó la entidad en algún espacio de participación de las comunidades afrocolombianas, negras, palenqueras, raizales o indígenas?

SI Continúe
NO Pase a la pregunta No 44

39. ¿Cuál o cuáles?

40. ¿Es creado normativamente?

SI Continúe
NO Pase a la pregunta No 42

41. ¿Cuál norma lo crea y regula?

42. ¿Qué nivel de participación tiene? (decisión, incidencia, consulta, información, etc.)

Información
Consulta
Incidencia
Decisión

43. ¿Cuántas veces se reunió durante 2013 y 2014?

N. RENDICIÓN DE CUENTAS

44. ¿Realizó la entidad durante 2013 y 2014, eventos de rendición de cuentas específicos para las comunidades afrocolombianas, negras, palenqueras, raizales o indígenas? (Verificar con informe o memoria de la rendición de cuentas)

SI Presentó evidencia
NO

Complementary questions guide

To accompany the ICOE

- La numeración de las secciones a continuación corresponde a la utilizada en los formularios de línea de base.

II. Políticas Públicas y Planificación

En relación con las preguntas 1-10

Si el funcionario manifiesta que **NO** se han aprobado nuevas reglamentaciones, documentos de política o proyectos de inversión para atención de población étnica, indagar:

- Los motivos (por ejemplo: no se consideró necesario, había otras prioridades de inversión, se decidió con organizaciones focalizar esfuerzos en otros aspectos, no se ha llegado a un acuerdo con la población en algún tema).
- Si en la actualidad se está trabajando en la aprobación de reglamentaciones, documentos de política o proyectos de inversión para atención de población étnica (sí, no, por qué).

Si el funcionario manifiesta que **SI** se han aprobado nuevas reglamentaciones, documentos de política o proyectos de inversión indagar:

- Aspectos reglamentados o incluidos, motivaciones que dieron lugar a trabajar ese aspecto (cómo se identificó la necesidad de abordar el tema particular).
- El tipo de participación de las organizaciones o miembros de grupos étnicos en esta decisión y en la construcción de la reglamentación, documento o proyecto.
- ¿Qué ha pasado con posterioridad a la aprobación? (Nivel de implementación, posibles dificultades, resultados positivos, etc.)
- Si en la actualidad se está trabajando en la aprobación de otras reglamentaciones, documentos de política o proyectos de inversión para atención de población étnica (sí, no, por qué).

III. Recursos Fiscales

En relación con las preguntas 16 y 17

Indagar sobre cómo se decidió el monto de inversión asignado para atención de las comunidades étnicas, si ha sido suficiente, si ha aumentado o disminuido durante los años y por qué.

IV. Organización y Recurso Humano

En relación con la pregunta 21 (y siguientes)

Si le respuesta es NO indagar:

- ¿Quién atiende los temas étnicos en la entidad?, ¿Con qué dedicación?, ¿Es suficiente el tiempo?
- Considera que sería necesario y pertinente contar con personal dedicado exclusivamente a temas étnicos (sí, no, por qué).
- ¿Cuál es la formación de quién atiende los temas étnicos?, ¿por qué se le asignaron estas responsabilidades?

Si la respuesta es SI indagar:

- ¿Cómo se seleccionó a esta(s) persona(s)?
- ¿Hace cuánto trabaja(n) con la entidad? (dirigido a saber si la vinculación es o no resultado del programa)
- ¿Cuáles han sido/son sus principales aportes?
- En lugares donde hay presencia de población NARP e indígena indagar si hay personas atendiendo los temas de cada grupo o si la misma persona atiende todo lo relacionado con temas étnicos.
- Indagar también si hay personas afro participando o atendiendo temas indígenas y viceversa y posibles dificultades o potencialidades de la situación.

En relación con la pregunta 24 (y siguientes)

Si la respuesta es NO indagar:

- Si se consideraría pertinente hacer procesos de capacitación (sí, no, por qué)
- En qué temas particulares podría ser relevante
- A qué funcionarios sería relevante capacitar

Si la respuesta es SI indagar:

- Quién fue el responsable de la capacitación (formación y experiencia) y temas tratados
- Si los temas de capacitación fueron socializados con otros funcionarios y contratistas que no participaron (sí, no, por qué)

V. Sistemas de Información

En relación con las preguntas 26-31

En caso de que NO se cuente con registros específicos sobre atención a población étnica e informes correspondientes indagar:

- Si se consideraría útil contar con esta diferenciación (sí, no, por qué)
- Si se ha presentado alguna dificultad en la definición de criterios de atención o construcción de políticas, proyectos, etc., por no contar con esta información

En caso de que SI se cuente con registros específicos sobre atención a población étnica e informes correspondientes indagar:

- ¿Qué información relevante se ha obtenido mediante estos registros en relación con la situación de grupos étnicos particulares?
- ¿Se han emprendido acciones con base en esta información? (En lo posible relacionar con sección II)

VI. Gestión Participativa

En relación con la pregunta 36

En caso de NO haber realizado consultas previas indagar el motivo (por ejemplo: no se presentaron procesos que lo requirieran, se deben hacer pero se han pospuesto por x motivo, etc.)

En relación con la pregunta 38 (y siguientes)

En caso de que la entidad NO haya asistido a espacios de participación indagar el motivo.

En caso de que la entidad SI haya asistido a espacios de participación indagar:

- ¿Quién asistió? ¿Con qué propósito?
- ¿Cuál fue el resultado y seguimiento de la misma?
- ¿Se produjo algún cambio en el funcionamiento o políticas de la entidad en relación con estas reuniones? (En lo posible relacionar con sección II)

En todos los casos indagar si se han creado otros canales o medios de interlocución entre grupos étnicos y la entidad en particular.

III. DEMOCRACIA Y PARTICIPACIÓN	
301. En cuanto a los espacios de tomas de decisión de la organización, seleccione las tres principales fortalezas en orden de importancia -1 la más importante, 3 la menos importante-.	<p>Frecuencia en la realización de los espacios <input type="checkbox"/></p> <p>Preparación de los espacios <input type="checkbox"/></p> <p>Participación en los espacios <input type="checkbox"/></p> <p>Resultados de los espacios <input type="checkbox"/></p> <p>Seguimientos de los acuerdos tomados en los espacios <input type="checkbox"/></p> <p>Temas de capacitación que surgen de la asamblea <input type="checkbox"/></p> <p>Resultados de las comisiones conformadas por mandato de la asamblea <input type="checkbox"/></p> <p>Participación de las mujeres en los espacios <input type="checkbox"/></p> <p>Participación de los jóvenes en los espacios <input type="checkbox"/></p>
302. ¿Explique su respuesta?	
303. En cuanto a las asambleas de la organización, seleccione las tres principales necesidades de fortalecimiento en orden de importancia -1 la más importante, 3 la menos importante-.	<p>Frecuencia en la realización de las asambleas <input type="checkbox"/></p> <p>Preparación de la asamblea <input type="checkbox"/></p> <p>Participación en la asamblea <input type="checkbox"/></p> <p>Resultados de la asamblea <input type="checkbox"/></p> <p>Seguimientos de los acuerdos de la asamblea <input type="checkbox"/></p> <p>Temas de capacitación que surgen de la asamblea <input type="checkbox"/></p> <p>Resultados de las comisiones conformadas por mandato de la asamblea <input type="checkbox"/></p> <p>Participación de las mujeres en las comisiones <input type="checkbox"/></p> <p>Participación de los jóvenes en las capacitaciones <input type="checkbox"/></p>
304. ¿Explique su respuesta?	
305. En cuanto a los cargos directivos de la organización, seleccione las tres principales fortalezas en orden de importancia -1 la más importante, 3 la menos importante-.	<p>Tiempo de permanencia en los cargos directivos <input type="checkbox"/></p> <p>Participación de mujeres en cargos directivos <input type="checkbox"/></p> <p>Participación de jóvenes en cargos directivos <input type="checkbox"/></p> <p>Rotación de cargos directivos <input type="checkbox"/></p> <p>Capacitación para renovar cargos directivos <input type="checkbox"/></p> <p>Realización de capacitaciones <input type="checkbox"/></p> <p>Frecuencia de reuniones de los directivos <input type="checkbox"/></p> <p>Forma como se toman las decisiones <input type="checkbox"/></p> <p>Registro de actas <input type="checkbox"/></p> <p>Reglamentos internos <input type="checkbox"/></p> <p>Temas que con más frecuencia comunican los directivos <input type="checkbox"/></p> <p>Medios que utilizan para comunicar <input type="checkbox"/></p> <p>Otras autoridades o liderazgos influyentes en la organización <input type="checkbox"/></p> <p>Relación de los directivos con otros actores <input type="checkbox"/></p>
306. ¿Explique su respuesta?	
307. En cuanto a los cargos directivos de la organización, seleccione las tres principales necesidades de fortalecimiento en orden de importancia -1 la más importante, 3 la menos importante-.	<p>Tiempo de permanencia en los cargos directivos <input type="checkbox"/></p> <p>Participación de mujeres en cargos directivos <input type="checkbox"/></p> <p>Participación de jóvenes en cargos directivos <input type="checkbox"/></p> <p>Rotación de cargos directivos <input type="checkbox"/></p> <p>Capacitación para renovar cargos directivos <input type="checkbox"/></p> <p>Realización de capacitaciones <input type="checkbox"/></p> <p>Frecuencia de reuniones de los directivos <input type="checkbox"/></p> <p>Forma como se toman las decisiones <input type="checkbox"/></p> <p>Registro de actas <input type="checkbox"/></p>

	Reglamentos internos __	
	Temas que con más frecuencia comunican los directivos __	
	Medios que utilizan para comunicar __	
	Otras autoridades o liderazgos influyentes en la organización __	
	Relación de los directivos con otros actores __	
308. ¿Explique su respuesta?		
309. Durante la última asamblea llevada a cabo por la organización dígame cuantas personas (aproximadamente) asistieron:	Hombres adultos (mayores de 28 años) __ __ __ Mujeres adultas (mayores de 28 años) __ __ __ Hombres jóvenes (entre 14 a 28 años) __ __ __ Mujeres jóvenes (entre 14 a 28 años) __ __ __ + Total __ __ __	
310. ¿Qué funciones están asumiendo las mujeres dentro de esta organización?		
311. ¿Qué funciones están asumiendo los jóvenes hombres dentro de esta organización?		
312. Durante las asambleas, ¿cómo participan las mujeres en la toma de decisiones?		
313. Durante las asambleas, ¿cómo participan los jóvenes en la toma de decisiones?		
314. ¿Como califica la participación actual de las mujeres en las asambleas?	Excelente 1 <input type="checkbox"/> Buena 2 <input type="checkbox"/> Aceptable 3 <input type="checkbox"/> Deficiente 4 <input type="checkbox"/>	¿Por qué?
315. ¿Como califica la participación actual de los jóvenes en las asambleas?	Excelente 1 <input type="checkbox"/> Buena 2 <input type="checkbox"/> Aceptable 3 <input type="checkbox"/> Deficiente 4 <input type="checkbox"/>	¿Por qué?
316. Dentro de su organización, ¿Cuál es el máximo cargo al que puede aspirar una mujer adulta (mayores de 28 años)?		
317. Dentro de su organización, ¿Cuál es el máximo cargo al que puede aspirar una mujer joven (entre 14 a 28 años)?		
318. Dentro de su organización, ¿Cuál es el máximo cargo al que puede aspirar un hombre adulto (mayores de 28 años)?		
319. Dentro de su organización, ¿Cuál es el máximo cargo al que puede aspirar un hombre joven (entre 14 a 28 años)?		

IV. AUTONOMÍA Y GESTIÓN ADMINISTRATIVA		
401. En cuanto a la autonomía y gestión administrativa de la organización, seleccione las tres principales fortalezas en orden de importancia -1 la más importante, 3 la menos importante-.	Existencia del plan propio de la organización __ Nivel de articulación de los planes propios con el PDM – PDD __ Nivel de participación en la formulación del plan propio __ Avances en la implementación del plan propios __ Proceso de sistematización __ Gestión de los dos últimos años __ Registros Contables __ Manejo de caja menor __ Manejo de cuentas bancarias __ Estados Financieros __ Manuales de Procedimiento __ Órganos de control y auditoría __ Obligaciones tributarias __	

	Capacitación en aspectos administrativos y contables __ Bienes de la organización Capital propio para su funcionamiento __ Presupuesto de la organización
402. ¿Explique su respuesta?	
403. En cuanto a la autonomía y gestión administrativa de la organización, seleccione las tres principales necesidades de fortalecimiento en orden de importancia -1 la más importante, 3 la menos importante-.	Existencia del plan propio de la organización __ Nivel de articulación de los planes propios con el PDM – PDD __ Nivel de participación en la formulación del plan propio __ Avances en la implementación del plan propios __ Proceso de sistematización Gestión de los dos últimos años Registros Contables Manejo de caja menor Manejo de cuentas bancarias Estados Financieros Manuales de Procedimiento Órganos de control y auditoría Obligaciones tributarias Capacitación en aspectos administrativos y contables __ Bienes de la organización Capital propio para su funcionamiento __ Presupuesto de la organización
404. ¿Explique su respuesta?	
405. ¿Lo planes propios tienen componentes específicos para mujeres?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/> No tiene plan 3 <input type="checkbox"/>
406. ¿Lo planes propios tienen componentes específicos para jóvenes?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/> No tiene plan 3 <input type="checkbox"/>
407. ¿En tema de mujeres la organización tiene lecciones aprendidas?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/> ¿Cuáles?
408. ¿En tema de jóvenes la organización tiene lecciones aprendidas?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/> ¿Cuáles?
409. ¿Cómo obtiene la organización sus lecciones aprendidas?	

V. IDENTIDAD CULTURAL, DESARROLLO HUMANO Y SOCIAL	
501. En cuanto a la identidad cultural y el desarrollo humano y social de la organización, seleccione las tres principales fortalezas en orden de importancia -1 la más importante, 3 la menos importante-.	Conocimiento del plan propio por parte de los integrantes de la organización __ Conocimiento de la Ley superior que ampara los derechos fundamentales de la comunidad Realización de acciones jurídicas o movilización social, para garantizar el reconocimiento de su grupo étnico Preservación de la cultura Identificación de algún bien, recurso o tradición considerado como vital de cohesión cultural Gestión para el acceso de educación primaria Gestión para el acceso de educación secundaria Gestión para el acceso de educación técnica Gestión para el acceso de educación universitaria Gestión de proyectos productivos Gestión de proyectos de infraestructura Gestión de proyectos de servicios Gestión de proyectos de seguridad Social

	Participación de las Mujeres en la organización Participación de los Jóvenes en la organización Manejo de tensiones, diferencias, conflicto en la comunidad	__ __ __
502. ¿Explique su respuesta?		
503. En cuanto a la identidad cultural y el desarrollo humano y social de la organización, seleccione las tres principales necesidades de fortalecimiento en orden de importancia -1 la más importante, 3 la menos importante-	Conocimiento del plan propio por parte de los integrantes de la organización __ Conocimiento de la Ley superior que ampara los derechos fundamentales de la comunidad Realización de acciones jurídicas o movilización social, para garantizar el reconocimiento de su grupo étnico Preservación de la cultura Identificación de algún bien, recurso o tradición considerado como vital de cohesión cultural Gestión para el acceso de educación primaria Gestión para el acceso de educación secundaria Gestión para el acceso de educación técnica Gestión para el acceso de educación universitaria Gestión de proyectos productivos Gestión de proyectos de infraestructura Gestión de proyectos de servicios Gestión de proyectos de seguridad Social Participación de las Mujeres en la organización Participación de los Jóvenes en la organización Manejo de tensiones, diferencias, conflicto en la comunidad	__ __ __ __ __ __ __ __ __ __ __ __ __ __ __
504. ¿Explique su respuesta?		
505. ¿En la organización tienen identificadas las necesidades que requieren acciones de fortalecimiento cultural para mujeres?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>	¿Cuáles?
506. ¿En la organización tienen identificadas las necesidades que requieren acciones de fortalecimiento cultural para jóvenes?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>	¿Cuáles?
507. ¿Existen iniciativas propias de las mujeres para fortalecimiento cultural?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>	¿Cuáles?
508. ¿Existen iniciativas propias de los jóvenes para fortalecimiento cultural?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>	¿Cuáles?
509. ¿Tienen proyectos funcionando de fortalecimiento cultural dirigidos a las mujeres?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>	¿Cuáles?
510. ¿Tienen proyectos funcionando de fortalecimiento cultural dirigidos a los jóvenes?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>	¿Cuáles?

511. ¿En la organización tienen identificadas las necesidades que requieran acciones de desarrollo social para mujeres?	Si <input type="checkbox"/> No <input type="checkbox"/>	1 2	Productivos 1 <input type="checkbox"/> Infraestructura 2 <input type="checkbox"/> Servicios 3 <input type="checkbox"/> Seguridad Social 4 <input type="checkbox"/>
512. ¿En la organización tienen identificadas las necesidades que requieran acciones de desarrollo social para jóvenes?	Si <input type="checkbox"/> No <input type="checkbox"/>	1 2	Productivos 1 <input type="checkbox"/> Infraestructura 2 <input type="checkbox"/> Servicios 3 <input type="checkbox"/> Seguridad Social 4 <input type="checkbox"/>
513. ¿Existen iniciativas propias de las mujeres para desarrollo social?	Si <input type="checkbox"/> No <input type="checkbox"/>	1 2	Productivos 1 <input type="checkbox"/> Infraestructura 2 <input type="checkbox"/> Servicios 3 <input type="checkbox"/> Seguridad Social 4 <input type="checkbox"/>
514. ¿Existen iniciativas propias de los jóvenes para desarrollo social?	Si <input type="checkbox"/> No <input type="checkbox"/>	1 2	Productivos 1 <input type="checkbox"/> Infraestructura 2 <input type="checkbox"/> Servicios 3 <input type="checkbox"/> Seguridad Social 4 <input type="checkbox"/>
515. ¿Tienen proyectos funcionando de desarrollo social dirigidos a las mujeres?	Si <input type="checkbox"/> No <input type="checkbox"/>	1 2	Productivos 1 <input type="checkbox"/> Infraestructura 2 <input type="checkbox"/> Servicios 3 <input type="checkbox"/> Seguridad Social 4 <input type="checkbox"/>
516. ¿Tienen proyectos funcionando de desarrollo social dirigidos a los jóvenes?	Si <input type="checkbox"/> No <input type="checkbox"/>	1 2	Productivos 1 <input type="checkbox"/> Infraestructura 2 <input type="checkbox"/> Servicios 3 <input type="checkbox"/> Seguridad Social 4 <input type="checkbox"/>

VI. MANEJO Y CONTROL DEL TERRITORIO (Organizaciones étnico-territoriales)	
601. En cuanto a al manejo y control del territorio de la organización, seleccione las tres principales fortalezas en orden de importancia -1 la más importante, 3 la menos importante-.	Estado del Territorio Étnico __ Plan de Ordenamiento del Territorio __ Delimitación Cartográfica del Territorio __ Plan de manejo ambiental del Territorio __ Delimitación de sitios sagrados y/o espirituales del Territorio __ Mecanismos para el manejo de conflictos territoriales __ Áreas de preservación ambiental del Territorio __ Áreas de Soberanía Alimentaria en el Territorio __ Cumplimiento del plan de ordenamiento y plan de manejo ambiental del territorio __ Conocimiento de la normatividad de protección al territorio __ Acuerdos internos para proteger el territorio __
602. ¿Explique su respuesta?	
603. En cuanto a al manejo y control del territorio de la organización, seleccione las tres principales necesidades de fortalecimiento en orden de importancia -1 la más importante, 3 la menos importante-.	Estado del Territorio Étnico __ Plan de Ordenamiento del Territorio __ Delimitación Cartográfica del Territorio __ Plan de manejo ambiental del Territorio __ Delimitación de sitios sagrados y/o espirituales del Territorio __ Mecanismos para el manejo de conflictos territoriales __ Áreas de preservación ambiental del Territorio __ Áreas de Soberanía Alimentaria en el Territorio __ Cumplimiento del plan de ordenamiento y plan de manejo ambiental del territorio __ Conocimiento de la normatividad de protección al territorio __ Acuerdos internos para proteger el territorio __

604. ¿Explique su respuesta?	
605. Seleccione las tres principales afectaciones en cuanto al territorio para las mujeres en orden de importancia (1 la más importante, 3 la menos importante)	Territorio no formalizado __ Insuficiente tierra para seguridad alimentaria __ Insuficiente tierra para nuevas familias __ Conflictos territoriales __ Planes de manejo ambiental __ Ausencia de planeamiento del territorio __
606. Seleccione las tres principales afectaciones en cuanto al territorio para os jóvenes en orden de importancia (1 la más importante, 3 la menos importante)	Territorio no formalizado __ Insuficiente tierra para seguridad alimentaria __ Insuficiente tierra para nuevas familias __ Conflictos territoriales __ Planes de manejo ambiental __ Ausencia de planeamiento del territorio __
607. ¿Qué necesidades en cuanto al territorio manifiestan las mujeres?	
608. ¿Qué necesidades en cuanto al territorio manifiestan los jóvenes?	
609. ¿Qué acciones proponen las mujeres para mejorar la situación del territorio?	
610. ¿Qué acciones proponen los jóvenes para mejorar la situación del territorio?	
611. ¿Las mujeres tienen acceso a tierras para garantizar soberanía alimentaria?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>

VII. REPRESENTACIÓN	
701. En cuanto a la representación de la organización, seleccione las tres principales fortalezas en orden de importancia -1 la más importante, 3 la menos importante-	Representación en CMP __ Representación en CTP Representación en consultivas o mesas departamentales __ Representación en Comisiones Municipales Representación en Juntas Directivas Participación en debates de política pública en el Consejo Municipal __ Participación en debates de política pública en la Asamblea Departamental __ Participación en debates de política pública en el Congreso de la República __ Participación en Alianzas Participación en la formulación de políticas públicas __ Proceso de formación para la incidencia de políticas públicas __
702. ¿Explique su respuesta?	
703. En cuanto a la representación de la organización, seleccione las tres principales necesidades de fortalecimiento en orden de importancia -1 la más importante, 3 la menos importante-	Representación en CMP __ Representación en CTP Representación en consultivas o mesas departamentales __ Representación en Comisiones Municipales Representación en Juntas Directivas Participación en debates de política pública en el Consejo Municipal __ Participación en debates de política pública en la Asamblea Departamental __ Participación en debates de política pública en el Congreso de la República __ Participación en Alianzas Participación en la formulación de políticas públicas

	<input type="checkbox"/> Proceso de formación para la incidencia de políticas públicas <input type="checkbox"/>
704. ¿Explique su respuesta?	
705. ¿Cómo participan las mujeres hacia afuera de la organización?	
706. ¿Cómo participan los jóvenes hacia afuera de la organización?	

VIII. GESTIÓN DE DERECHOS	
801. En cuanto a la gestión de derechos de la organización, seleccione las tres principales fortalezas en orden de importancia -1 la más importante, 3 la menos importante	Ejercicio efectivo de derechos étnicos en participación política <input type="checkbox"/> Ejercicio efectivo de derechos étnicos en Etnoeducación y Cultura <input type="checkbox"/> Ejercicio efectivo de derechos étnicos en Salud Propia <input type="checkbox"/> Ejercicio efectivo de derechos étnicos en Infancia – Juventud <input type="checkbox"/> Ejercicio efectivo de derechos étnicos en Mujer <input type="checkbox"/> Conocimiento y difusión de la Ley de víctimas <input type="checkbox"/> Conocimiento y difusión de la Ley de anti discriminación <input type="checkbox"/> Conocimiento y difusión de la Ley de restitución <input type="checkbox"/> Control Social - Veeduría Acciones para hacer efectivos los derechos Consulta Previa Justicia Propia Conocimiento y divulgación de la Ley de la Mujer <input type="checkbox"/> Conocimiento de las rutas de acceso para hacer efectivo sus derechos <input type="checkbox"/>
802. ¿Explique su respuesta?	
803. En cuanto a la gestión de derechos de la organización, seleccione las tres principales necesidades de fortalecimiento en orden de importancia -1 la más importante, 3 la menos importante	Ejercicio efectivo de derechos étnicos en participación política <input type="checkbox"/> Ejercicio efectivo de derechos étnicos en Etnoeducación y Cultura <input type="checkbox"/> Ejercicio efectivo de derechos étnicos en Salud Propia <input type="checkbox"/> Ejercicio efectivo de derechos étnicos en Infancia – Juventud <input type="checkbox"/> Ejercicio efectivo de derechos étnicos en Mujer <input type="checkbox"/> Conocimiento y difusión de la Ley de víctimas <input type="checkbox"/> Conocimiento y difusión de la Ley de anti discriminación <input type="checkbox"/> Conocimiento y difusión de la Ley de restitución <input type="checkbox"/> Control Social - Veeduría Acciones para hacer efectivos los derechos Consulta Previa Justicia Propia Conocimiento y divulgación de la Ley de la Mujer <input type="checkbox"/> Conocimiento de las rutas de acceso para hacer efectivo sus derechos <input type="checkbox"/>
804. ¿Explique su respuesta?	

805. ¿Cómo participan las mujeres en las acciones de ejercicio de los derechos?	
806. ¿Cómo participan los jóvenes en las acciones de ejercicio de los derechos?	
807. ¿Conocen las mujeres las rutas de acceso para hacer efectivos sus derechos?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>
808. ¿Conocen los jóvenes las rutas de acceso para hacer efectivos sus derechos?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>
809. ¿Se realizan talleres con mujeres para divulgar la ley de víctimas, antidiscriminación, restitución, consulta previa....?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>
810. ¿Se realizan talleres con jóvenes para divulgar la ley de víctimas, antidiscriminación, restitución, consulta previa....?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>

IX. PERCEPCIONES					
901.	A continuación le voy a leer una serie de situaciones, cuéntenos qué tan frecuente suceden en su municipio	Nunca	Casi nunca	Casi Siempre	Siempre
Diversidad e inclusión	a. Indiferencia frente a los problemas de las comunidades étnicas	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	b. Dificultades para encontrar trabajo	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	c. Discriminación o rechazo por parte de la sociedad hacia la población étnica	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
	e. El gobierno atiende las necesidades de las comunidades étnicas	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

902. Frente a las siguientes afirmaciones indíqueme por favor su grado de acuerdo o desacuerdo.	Totalmente de Acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
a. Las personas de la población étnica pueden llegar a tener ingresos que le permitan tener una vida digna	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Las personas de la población étnica pueden llegar a tener altos cargos políticos como senadores y alcaldes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Los resguardos indígenas y los territorios colectivos ayudan a proteger el medio ambiente	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Las organizaciones de la población étnica pueden influir en las decisiones que se toman en el municipio	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Los indígenas y los afrodescendientes son una carga para el gobierno	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

903. ¿En esta vereda, resguardo, territorio, cabildo, consejo comunitario y/o comunidad existen alguna(s) de las siguientes organizaciones?	1. ¿Existe esta organización?		
	N/S ↓	No ↓	Si ↓
a. Junta de Acción Comunal o Veedurías ciudadanas	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> ↓
b. Organización de población desplazada	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> ↓
c. Grupo de un movimiento o partido político	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> ↓
d. Asociación de padres de familia	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> ↓
e. Grupo deportivo, recreacional, cultural, étnico o de conservación del medio ambiente, ludotecas	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> ↓
f. Grupo voluntario, religioso o de la tercera edad	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> ↓
g. Grupo de mujeres	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> ↓
h. Grupo de jóvenes	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> ↓
i. Organizaciones de vigilancia o seguridad	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> ↓
j. Juntas de usuarios de servicios públicos, juntas municipales de educación, comités de participación u otras organizaciones comunitarias	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> ↓
k. Grupo productivo, cooperativas o asociación de productores	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>

Community and Ethno-territorial Organizations focus group guide

Objetivo:

Obtener información primaria para el análisis de los impactos de resultado 2 del programa ACIP relacionado con el fortalecimiento a las organizaciones comunitarias de base.

Participantes:

8 -12 miembros de la organización que hayan participado en los procesos de fortalecimiento. En la medida de lo posible:

- Miembros de la base de la organización que hayan participado o estado involucrados directamente en los procesos de fortalecimiento.
- Miembros de los centros de pensamiento de las comunidades -si existen- (Nasa, Arhuacos, algunos consejos comunitarios)
- Al menos un(a) joven
- Al menos una mujer adulta

Diseño:

La guía se estructura en 4 partes: Generales; Proyectos; Percepción y Prospectivo y busca indagar sobre 5 temas principales de las organizaciones: Incidencia; Estructura; Territorio; Proyectos y Proceso Organizativo.

Preguntas:

Generales

- En los últimos dos años han recibido algún tipo de fortalecimiento /capacitación /apoyo como organización del cual tenga conocimiento?
 - En caso de ser positiva la respuesta ¿Conoce la organización que la impartió? ¿Sobre que temas trataron?
- ¿Conoce el programa para afrocolombianos e indígenas desarrollado por la cooperación del Gobierno de los Estados Unidos de América?

Proyectos

- ¿Se han desarrollado iniciativas relacionadas con la capacidad de incidencia de la organización frente a actores gubernamentales locales o nacionales para exigir sus derechos? ¿Qué tipo de iniciativas? - **Incidencia**
- ¿La organización ha recibido capacitaciones frente al manejo de los asuntos administrativos y gerenciales? ¿Qué temas puntuales se han abordado? - **Estructura**
- El territorio colectivo puede tener diferentes usos y manejos ¿La organización ha tenido acompañamiento / capacitación en ordenamiento territorial? - **Territorio**
- ¿Han tenido algún tipo de capacitación frente a formulación y gestión de proyectos para poder acceder a fuentes de recurso nacionales o internacionales? ¿Metodologías específicas? ¿Marco lógico? - **Proyectos**
- ¿Han existido procesos de formación recientes sobre las reglas, procesos y conductas que afectan el modo como se ejerce el poder al interior de la organización, particularmente en lo que se refiere a la apertura, la participación, la responsabilidad, la efectividad y la coherencia? – **Proceso organizativo**


Percepción

- ¿Qué resultados han observado de las iniciativas relacionadas con la capacidad de incidencia de la organización? ¿Ha modificado su nivel de interlocución con los actores gubernamentales locales o nacionales? ¿Se sienten más cómodos en estos espacios de diálogo? – **Incidencia**
- ¿Se ha modificado el manejo / gerencia de la organización a partir de los proyectos que se han desarrollado para fortalecimiento de la misma? ¿En qué aspectos han visto la modificación? ¿Han sido capacitados miembros de todos los grupos que componen la organización? – **Estructura**
- ¿Los usos y manejo del suelo del territorio colectivo han tenido modificación? ¿Conocen los posibles usos que puede tener el suelo? ¿Se sienten conformes con los usos actuales del suelo en su territorio? - **Territorio**
- ¿Se han postulado a convocatorias para proyectos específicos para la organización en los últimos dos años? ¿Cuáles han sido los resultados de estas postulaciones? ¿Si no se han presentado, indagar la razón por la que no se han presentado? – **Proyectos**
- ¿Los proyectos de fortalecimiento del proceso organizativo que impactos han tenido sobre la apertura, la participación, y la responsabilidad de la organización? ¿Se sienten mejor representados, más incluidos en estos espacios? – **Proceso Organizativo**

Prospectivo

- ¿En su concepto que componentes se deben complementar para aumentar la capacidad de incidencia de su organización frente a los actores gubernamentales locales o nacionales?– **Incidencia**
- ¿En su concepto que aspectos se deben trabajar a futuro para continuar mejorando la capacidad administrativa y de gerencia de la organización? -**Estructura**
- Buscando garantizar un territorio que permita preservar los usos y costumbres culturales y al mismo tiempo armonizarlos con actividades para la pervivencia de la comunidad ¿En qué temáticas se debería profundizar para obtener un mejor ordenamiento del territorio? - **Territorio**
- Buscando una posible consecución de recursos de fuentes como la cooperación internacional o el Sistema General de Regalías ¿En qué componentes considera que se debe hacer mayor énfasis (formulación, evaluación, fundraising...)?– **Proyectos**
- ¿En su concepto que etapas del fortalecimiento al proceso organizativo deben ser profundizados para lograr una organización más participativa e incluyente? – **Proceso Organizativo**

Rural beneficiaries questionnaire

 Centro Nacional de Consultoría S.A.		Calle 34 N° 5-27 Bogotá	Teléfono: 339 4888
Centro de Costos: 7532-03		Fecha: 17 de Marzo de 2015	Prueba piloto: <input type="checkbox"/> <input type="checkbox"/>
Elaborado por: Jorge Gallego/MSI		Revisado por: Carlos Castro	Revisado en Campo por: Nasaret Pulido

1. Fecha de entrevista: Día Mes Año 2 0 1 5	5. Número muestral- NIM (Según base):
2. Municipio: _____ DANE:	6. Tipo de muestra Tratamiento 1 Proyecto: _____ Control 2

- Saludo al primer contacto.** Buenos días, tardes, mi nombre es (nombre y apellido), pertenezco al Centro Nacional de Consultoría, una empresa privada dedicada a la investigación de mercados, social y de opinión pública. Actualmente nos encontramos desarrollando un estudio sobre el programa para población Afrocolombiana e Indígena-ACIP de USAID y para hacerlo requerimos hablar con **(E: Mencione el nombre del informante del listado)**
- Saludo a la persona seleccionada.** Buenos días, tardes, mi nombre es (nombre y apellido), pertenezco al Centro Nacional de Consultoría, una empresa privada dedicada a la investigación de mercados, social y de opinión pública. Actualmente nos encontramos desarrollando un estudio sobre el programa para población Afrocolombiana e Indígena-ACIP de USAID. Es posible que usted haya o no haya sido beneficiario de este Programa pero su participación respondiendo esta encuesta es muy importante para hacer valer opiniones de personas que como usted hacen parte de los grupos étnicos del país. Le agradecería que me dedicara 60 minutos para responderme unas preguntas. ¿Puedo comenzar? Para cualquier inquietud puede comunicarse con el Centro Nacional de Consultoría, teléfono 3394888.

I. DATOS DEL INFORMANTE	
101. Nombre de la persona Nombres _____ Apellidos _____	
102. Número de documento de identificación No tiene 1 <input type="checkbox"/> NS/NR 2 <input type="checkbox"/>	
103. ¿Usted se autoreconoce como....?	Indígena 1 <input type="checkbox"/> Negro, mulato, afro descendiente 2 <input type="checkbox"/> Raizal del archipiélago 3 <input type="checkbox"/> → 105 Palenquero 4 <input type="checkbox"/> De ninguno de los anteriores 5 <input type="checkbox"/> → 201
104. ¿A que pueblo indígena pertenece (Arhuaco, Páez, Wayuu, Guambiano,...)? _____	
105. ¿Usted hace parte de un Resguardo o Territorio Colectivo?	Si 1 <input type="checkbox"/> ↓ No 2 <input type="checkbox"/> NS 3 <input type="checkbox"/> NA 4 <input type="checkbox"/> ¿Nombre del Resguardo? _____
106. ¿Usted hace parte de un Cabildo o Autoridades tradicionales o Consejo comunitario?	Si 1 <input type="checkbox"/> ↓ No 2 <input type="checkbox"/> NS 3 <input type="checkbox"/> NA 4 <input type="checkbox"/> ¿Nombre del Cabildo/Consejo Comunitario? _____
107. ¿Usted hace parte de algún otro tipo de comunidad ?	Si 1 <input type="checkbox"/> ↓ No 2 <input type="checkbox"/> NS 3 <input type="checkbox"/> NA 4 <input type="checkbox"/> ¿Nombre de la Comunidad? _____
108. Se considera Ud. víctima del conflicto armado en Colombia	Si 1 <input type="checkbox"/> ↓ 108.a No 2 <input type="checkbox"/> 109
108.a. ¿En que año(s) ocurrió(eron) los hechos de violencia por el(los) cual(es) se considera víctima del conflicto armado en Colombia?	_____
109. ¿Actualmente participa de alguno de los siguientes programas del Gobierno?	Ninguno 00 Familias en Acción 01 100 mil viviendas gratis 02 Red Unidos 03 Familias en Acción Indígena 04 Iraca del DPS 05 Afrounidos 06 Ingwikin 07 Vive digital 08 INCODER: Promoción, seguimiento y grupos étnicos 09 ICBF: Grupos étnicos con bienestar 10 MinTIC: Soy TIC Awa 11 MinCultura: Cocinas tradicionales 12 MinInterior. Planes de Salvaguarda 13 MinInterior: Planes específicos 14
109.a ¿Ha diligenciado algún trámite para certificar que ha sido víctima de la violencia?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>

II. VIVIENDA

<p>201. ¿Actualmente vive en una vivienda.....?</p> <p>Propia 1 <input type="checkbox"/></p> <p>En arriendo 2 <input type="checkbox"/></p> <p>Empeño o garantía de pago 3 <input type="checkbox"/> →203</p> <p>En vivienda prestada (sin pagar arriendo) 4 <input type="checkbox"/></p> <p>Ocupada de hecho 5 <input type="checkbox"/></p>	<p>202. ¿Como consiguió la vivienda?</p> <p>Por adjudicación del cabildo o consejo comunitario 1 <input type="checkbox"/></p> <p>Construcción propia 2 <input type="checkbox"/></p> <p>Comprada con escritura pública 3 <input type="checkbox"/></p> <p>Comprada sin escritura pública 4 <input type="checkbox"/></p> <p>Sucesión familiar 5 <input type="checkbox"/></p> <p>Otro, ¿Cuál? _____ 6 <input type="checkbox"/></p>
<p>203. ¿Hace cuanto vive en esta vivienda?</p> <p>Años _ _ Meses _ _ Siempre ha vivido aquí 1 <input type="checkbox"/></p>	<p>204. ¿Cuántas personas habitan en la vivienda (<i>residente habitual</i>)?</p> <p> _ _ </p>
<p>205. ¿Cocinan todos en la misma olla? Si 1 <input type="checkbox"/> →208 No 2 <input type="checkbox"/></p>	
<p>206. ¿Cuántas familias, incluyendo la suya, habitan esta vivienda?</p> <p> _ _ </p>	<p>207. ¿Cuántas personas hacen parte de SU familia?</p> <p> _ _ </p>
<p>208. ¿Qué energía o combustible utilizan principalmente para cocinar? (<i>Espera respuesta</i>)</p> <p>Electricidad 1 <input type="checkbox"/></p> <p>Gas natural 2 <input type="checkbox"/></p> <p>Gas en cilindro o pipeta 3 <input type="checkbox"/></p> <p>Kerosén, petróleo, gasolina, alcohol 4 <input type="checkbox"/></p> <p>Leña o carbón de leña 5 <input type="checkbox"/></p> <p>Carbón mineral 6 <input type="checkbox"/></p> <p>Material de desecho 7 <input type="checkbox"/></p> <p>No se preparan alimentos 8 <input type="checkbox"/></p>	<p>209. ¿De dónde toman principalmente el agua para preparar alimentos? (<i>Espera respuesta</i>)</p> <p>Acueducto con suministro (continuo o intermitente) 1 <input type="checkbox"/></p> <p>Pozo con bomba o sin bomba, jagüey, aljibe 2 <input type="checkbox"/></p> <p>Agua lluvia 3 <input type="checkbox"/></p> <p>Pila pública 4 <input type="checkbox"/></p> <p>Carro tanque, aguatero 5 <input type="checkbox"/></p> <p>Río, quebrada, manantial, nacimiento 6 <input type="checkbox"/></p> <p>Agua embotellada 7 <input type="checkbox"/></p> <p>No usan agua para preparar alimentos 8 <input type="checkbox"/></p>

III. CARACTERIZACIÓN DE LOS MIEMBROS DE LA FAMILIA

🗨️ **ENTREVISTADOR:** Lea el siguiente texto: “Ahora voy a preguntarle por los miembros de su familia, aquellos con los que cocina en la misma olla y duermen bajo el mismo techo”

E: Registre a TODOS los miembros del hogar empezando por el jefe

No	301.	302.	303.	304.	305.	306.	307.	308.	309.	310.	311.
	¿Cuál es el nombre completo de los miembros de esta familia?	Marca muestra (Marque el miembro del hogar que está en el listado de muestra)	☛ Si tiene menos de 1 año, marque 0. ¿Cuál es la edad de ___?	¿Cuál es el sexo de ___? 1. Hombre 2. Mujer	☛ Si tiene menos de 10 años, pase a 306 ¿Cuál es el estado civil de ___? 1. Soltero 2. Casado 3. Unión libre 4. Separado 5. viudos 6 Otro	_____ es: 1. Indígena 2. Raizal del archipiélago 3. Palenquero 4. Negro, mulato, afro descendiente 5. De ninguno de los anteriores	¿Cuál es el parentesco de _____ con el Jefe de la familia? 1. Jefe de la familia 2. Cónyuge 3. Hijo o hija 4. Padres o suegros 5. Hermanos o cuñados 6. Otro pariente 7. Otro no pariente	¿Es _____ beneficiario, afiliado o cotizante de alguna entidad de seguridad social en salud? (Cotización a EPS, Régimen subsidiado: Sisben) 1. Si 2. No	☛ Aplique sólo a personas de 5 años y más Aplique sólo a personas de 14 años y más ¿Sabe leer y escribir? 1 Si 2 Si, con dificultad 3 No	☛ Aplique sólo a personas de 5 años y más ¿Cuál es el máximo nivel educativo formal alcanzado por ___? 1. Ninguno → pase p 313 2. Preescolar 3. Primaria 4. Básica Secundaria 5 Media 6. Técnico 7 tecnológica 8. Universitaria 9. Postgrado 10. NS/NR → pase p312	☛ Aplique sólo a personas de 5 años y más ¿Cuántos años ha _____? APROBADO en este nivel _____?
1		<input type="checkbox"/>	_ _ _	1 <input type="checkbox"/> 2 <input type="checkbox"/>							
2		<input type="checkbox"/>	_ _ _	1 <input type="checkbox"/> 2 <input type="checkbox"/>							
3		<input type="checkbox"/>	_ _ _	1 <input type="checkbox"/> 2 <input type="checkbox"/>							
4		<input type="checkbox"/>	_ _ _	1 <input type="checkbox"/> 2 <input type="checkbox"/>							
5		<input type="checkbox"/>	_ _ _	1 <input type="checkbox"/> 2 <input type="checkbox"/>							
6		<input type="checkbox"/>	_ _ _	1 <input type="checkbox"/> 2 <input type="checkbox"/>							
7		<input type="checkbox"/>	_ _ _	1 <input type="checkbox"/> 2 <input type="checkbox"/>							

IV. GASTOS DE LA FAMILIA

ENTREVISTADOR: Lea el siguiente texto: "A continuación le voy a mencionar una serie de alimentos y usted me dirá si los compraron, se los regalaron, los tomaron de la actividad productiva, como pago en especie o por trueque en su familia durante los últimos 7 días"

401. ¿Durante los últimos 7 días contados hasta ayer, algún miembro de la familia compró, le regalaron, tomó de su unidad productiva, recibió como pago en especie o consiguió por trueque alguno de los siguientes alimentos?	402. ¿Lo compraron?		403. ¿Cuál fue el valor total pagado en ___ durante los últimos 7 días contados hasta ayer?	404. ¿Durante los últimos 7 días contados hasta ayer, en esta familia obtuvieron ___ sin tener que pagarlo?		405. ¿De dónde o cómo lo obtuvieron principalmente? 1. Finca, huerta o lote de la familia, mar o río 2. Pago en especie 3. Regalo o donación 4. Trueque	406. ¿En cuánto estima el valor de ___ obtenido?	
	No ↓	Sí →		No ↓	Sí →			
a. Maíz, arroz, pan, arepa, galletas, avena, cebada, pasta, plátano, papa, yuca o ñame	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> →	2 <input type="checkbox"/> → 404	1 <input type="checkbox"/> →	\$ _ _ _ _ _ _	2 <input type="checkbox"/> ↓ 1 <input type="checkbox"/> →	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	\$ _ _ _ _ _ _
b. Huevo, carne de res, de cerdo, de conejo, pollo, pescado, sardina, atún, hígado, frijol, lenteja, garbanzo,	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> →	2 <input type="checkbox"/> → 404	1 <input type="checkbox"/> →	\$ _ _ _ _ _ _	2 <input type="checkbox"/> ↓ 1 <input type="checkbox"/> →	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	\$ _ _ _ _ _ _
c. Verduras	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> →	2 <input type="checkbox"/> → 404	1 <input type="checkbox"/> →	\$ _ _ _ _ _ _	2 <input type="checkbox"/> ↓ 1 <input type="checkbox"/> →	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	\$ _ _ _ _ _ _
d. Frutas	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> →	2 <input type="checkbox"/> → 404	1 <input type="checkbox"/> →	\$ _ _ _ _ _ _	2 <input type="checkbox"/> ↓ 1 <input type="checkbox"/> →	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	\$ _ _ _ _ _ _
e. Leche, queso, kumis, yogurt, suero costeño o leche en polvo	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> →	2 <input type="checkbox"/> → 404	1 <input type="checkbox"/> →	\$ _ _ _ _ _ _	2 <input type="checkbox"/> ↓ 1 <input type="checkbox"/> →	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	\$ _ _ _ _ _ _
f. Panela, miel, azúcar, bocadillo, dulces, chocolatinas, colombinas, mermelada o gaseosas	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> →	2 <input type="checkbox"/> → 404	1 <input type="checkbox"/> →	\$ _ _ _ _ _ _	2 <input type="checkbox"/> ↓ 1 <input type="checkbox"/> →	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	\$ _ _ _ _ _ _
g. Aceite, manteca, margarina u otras grasas	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> →	2 <input type="checkbox"/> → 404	1 <input type="checkbox"/> →	\$ _ _ _ _ _ _	2 <input type="checkbox"/> ↓ 1 <input type="checkbox"/> →	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	\$ _ _ _ _ _ _
h. Otros alimentos, que no le haya mencionado y que los adquirieron en los últimos 7 días.	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> →	2 <input type="checkbox"/> → 404	1 <input type="checkbox"/> →	\$ _ _ _ _ _ _	2 <input type="checkbox"/> ↓ 1 <input type="checkbox"/> →	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>	\$ _ _ _ _ _ _

407. En promedio MENSUAL, cuánto gasta la familia (tomando como referencia los meses transcurridos del 2015) en:	Valor	
a. Comida preparada fuera de la vivienda (excluya restaurante escolar)	<input type="checkbox"/> No hubo gasto ↓	\$ _ _ _ _ _ _
b. Bebidas alcohólicas y cigarrillos consumidos dentro o fuera de la vivienda	<input type="checkbox"/> No hubo gasto ↓	\$ _ _ _ _ _ _
c. Alquiler de vivienda	<input type="checkbox"/> No hubo gasto ↓	\$ _ _ _ _ _ _
d. Servicios públicos	<input type="checkbox"/> No hubo gasto ↓	\$ _ _ _ _ _ _ Incluido en arriendo 1 <input type="checkbox"/> ↓
e. Salud y medicamentos	<input type="checkbox"/> No hubo gasto ↓	\$ _ _ _ _ _ _
f. Seguridad social (salud y pensiones)	<input type="checkbox"/> No hubo gasto ↓	\$ _ _ _ _ _ _
g. Educación (pensión y otros gastos mensuales, transporte, copias, materiales para tareas)	<input type="checkbox"/> No hubo gasto ↓	\$ _ _ _ _ _ _

h. Transportes (municipal, intermunicipal, río, mar, combustible para el transporte, aceite, reparaciones)	<input type="checkbox"/> No hubo gasto ↓	\$
i. Combustible (Velas, kerosén, petróleo, gasolina, alcohol, carbón, Gas en pipeta)	<input type="checkbox"/> No hubo gasto ↓	\$
j. Pago de préstamo de vivienda	<input type="checkbox"/> No hubo gasto ↓	\$
k. Pago de otros préstamos	<input type="checkbox"/> No hubo gasto ↓	\$
l. Artículos para el aseo personal y aseo de la casa	<input type="checkbox"/> No hubo gasto ↓	\$
m. Servicios personales (corte de cabello, etc.)	<input type="checkbox"/> No hubo gasto ↓	\$
n. Telefonía celular, internet, llamadas larga distancia	<input type="checkbox"/> No hubo gasto ↓	\$
o. Recreación (deportes, juegos entretenimiento)	<input type="checkbox"/> No hubo gasto ↓	\$
p. Loterías, chances, juegos de azar	<input type="checkbox"/> No hubo gasto ↓	\$
q. Herramientas e insumos para la actividad agrícola	<input type="checkbox"/> No hubo gasto ↓	\$

408. En PROMEDIO, cuánto gastó la familia durante los últimos DOCE MESES calendario en:	Valor	
a. Ropa y calzado	<input type="checkbox"/> No hubo gasto ↓	\$
b. Educación (uniformes, matrículas, útiles y textos escolares)	<input type="checkbox"/> No hubo gasto ↓	\$
c. Muebles para el hogar (comedor, camas, mesas, etc.)	<input type="checkbox"/> No hubo gasto ↓	\$
d. Televisor, nevera, lavadora, computador, equipo de sonido, y otros electrodomésticos	<input type="checkbox"/> No hubo gasto ↓	\$
e. Fiestas (Regalos)	<input type="checkbox"/> No hubo gasto ↓	\$
f. Otros gastos anuales (Impuestos, funerales, etc.)	<input type="checkbox"/> No hubo gasto ↓	\$

410. ¿Quiénes en la familia deciden cuanto gastar en....?	E: Anote el número de orden de la matriz de composición del hogar											
a. Comida	1	2	3	4	5	6	7	8	9	10	11	12
b. Ropa y calzado	1	2	3	4	5	6	7	8	9	10	11	12
c. Educación	1	2	3	4	5	6	7	8	9	10	11	12
d. Salud	1	2	3	4	5	6	7	8	9	10	11	12
e. Mejoras en la vivienda	1	2	3	4	5	6	7	8	9	10	11	12

V. TRANSFERENCIAS	
501. En los últimos 12 meses calendario, ¿alguien de esta familia ha dado alguna ayuda en DINERO a algún pariente, vecino, amigo o conocido que no viva en esta vivienda?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/> → 503
502. ¿ En total esta familia cuánto dio en los últimos 12 meses? (sume todas las veces que dieron)	\$
503. En los últimos 12 meses calendario, ¿alguien de este hogar ha dado alguna ayuda en ESPECIE (comida, ropa) a algún pariente, vecino, amigo o conocido que no viva en este hogar	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/> → 601
504. ¿A cuánta plata equivale el total dado en los últimos 12 meses? (sume todas las veces que dieron ayuda)	\$

VI. INGRESOS DE LA FAMILIA	
601. ¿Actualmente de cuánto es el ingreso mensual total de esta familia por trabajo de todos sus miembros (pago en dinero o especie, excluya ingresos de la actividad productiva)?	_ _ _ _ _ _ _ _ _ No tiene <input type="checkbox"/> ↓
602. ¿Actualmente de cuánto es el ingreso mensual total de esta familia por ayudas en dinero entregadas por parte del estado (Gobernación, Alcaldía, Familias en Acción, otros programas del Gobierno)?	_ _ _ _ _ _ _ _ _ No recibe <input type="checkbox"/> ↓

603. ¿Actualmente de cuánto es el ingreso mensual total de esta familia por otras fuentes de ingresos (transferencias de familiares y otras transferencias)?	_ _ _ _ _ _ _ _ _ _ _ _ _ No recibe <input type="checkbox"/> ↓
604. ¿ Actualmente de cuánto es el ingreso mensual total de esta familia por ayudas en especie entregadas por parte del estado, alguna organización o familiares/amigos (<i>Calcule cuánto tendrían que pagar por tales ayudas</i>)?	_ _ _ _ _ _ _ _ _ _ _ _ _ No recibe <input type="checkbox"/> ↓
605. Los ingresos que reciben todos los miembros de su familia CUBREN LOS GASTOS BÁSICOS	Sí <input type="checkbox"/> No <input type="checkbox"/> → 701
606. Además de cubrir los gastos básicos de la familia, ¿sobra dinero?	Sí <input type="checkbox"/> No <input type="checkbox"/>

De los siguientes animales	607. ¿Cuántos tiene de cada uno? ENTREVISTADOR: Si no tiene animales, marque 0	608. ¿Cuál es la finalidad de la producción?	609. Después de gastos, ¿Cuántos ingresos percibe por la producción mensual que le genera la especie de ___?	610. Si los fuera a vender hoy, ¿Cuánto cree que le pagarían por el total de cada especie?
a. Oveja		Consumo doméstico <input type="checkbox"/> Venta <input type="checkbox"/>		
b. Cabra		Consumo doméstico <input type="checkbox"/> Venta <input type="checkbox"/>		
c. Vaca		Consumo doméstico <input type="checkbox"/> Venta <input type="checkbox"/>		
d. Cerdo		Consumo doméstico <input type="checkbox"/> Venta <input type="checkbox"/>		
e. Caballo		Consumo doméstico <input type="checkbox"/> Venta <input type="checkbox"/>		
f. Aves de corral		Consumo doméstico <input type="checkbox"/> Venta <input type="checkbox"/>		
g. Otros		Consumo doméstico <input type="checkbox"/> Venta <input type="checkbox"/>		

611. Adicionalmente a estas actividades o negocios, ¿Este hogar tiene alguna otra actividad o negocio que le genere ingresos?	Sí <input type="checkbox"/> No <input type="checkbox"/>
612. ¿A qué sector o sectores pertenece esta actividad, negocio o proyecto?	Agropecuario (incluye piscicultura y silvicultura) <input type="checkbox"/> 1. Pesca artesanal <input type="checkbox"/> 2. Transformación de productos agropecuarios <input type="checkbox"/> 3. Elaboración de productos no agropecuarios <input type="checkbox"/> 4. Compra y venta de productos <input type="checkbox"/> 5. Servicios <input type="checkbox"/> 6. Transporte <input type="checkbox"/> 7. Extracción de minerales <input type="checkbox"/> 8. Artesanías <input type="checkbox"/> 9.

VII. PERCEPCIÓN DE SEGURIDAD ALIMENTARIA		
El período de referencia son los últimos 30 días contados hasta el día anterior a la entrevista.		
ITEMS DE LA ESCALA	Sí	No
701. En los últimos 30 días ¿Usted se preocupó alguna vez de que en su familia se acabaran los alimentos debido a falta de dinero?	<input type="checkbox"/>	<input type="checkbox"/>
702. En los últimos 30 días. ¿Alguna vez en su familia se quedaron sin alimentos por falta de dinero?	<input type="checkbox"/>	<input type="checkbox"/>
703. En los últimos 30 días. ¿Alguna vez en su familia se quedaron sin dinero para obtener una alimentación nutritiva: es decir que contenga carne, leche o productos lácteos, frutas, huevos, verduras, cereales, leguminosas, tuberculos y platanos ?.	<input type="checkbox"/>	<input type="checkbox"/>
704. En los últimos 30 días. ¿Alguna vez usted o algún adulto de su familia dejó de desayunar, almorzar o comer por falta de dinero?	<input type="checkbox"/>	<input type="checkbox"/>
705. En los últimos 30 días. ¿alguna vez usted o algún adulto de su familia no pudo variar la alimentación por falta de dinero?.	<input type="checkbox"/>	<input type="checkbox"/>
706. En los últimos 30 días. ¿Alguna vez usted o algún adulto de su familia comió menos de lo que está acostumbrado por falta de dinero?.	<input type="checkbox"/>	<input type="checkbox"/>

707.	En los últimos 30 días. ¿Alguna vez usted o algún adulto de su familia sintió o se quejó de hambre y no comió por falta de dinero?.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
708.	En los últimos 30 días. ¿alguna vez usted o algún adulto de su familia solo comió una sola vez al día o dejó de comer en todo un día por falta de dinero?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
709.	En los últimos 30 días ¿Alguna vez en su familia tuvieron que hacer algo que hubiera preferido no hacer para conseguir los alimentos?.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
710.	En los últimos 30 días, ¿alguna vez, algún adulto de su familia se acostó con hambre porque no alcanzó el dinero para los alimentos?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
ENTREVISTADOR: Las siguientes preguntas se refieren únicamente a la situación de los niños; es decir todos aquellos miembros de la familia (niños, niñas y jóvenes) menores de 18 años de edad. Verifique el hogar tiene menores de 18 años. No tiene <input type="checkbox"/> → 801			
711.	En los últimos 30 días. ¿Alguna vez por falta dinero algún niño o joven de su familia dejó de tener una alimentación nutritiva, es decir que contenga carne, leche o productos lácteos, frutas, huevos, verduras, cereales, leguminosas, tuberculos y platanos?.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
712.	En los últimos 30 días. ¿alguna vez algún niño o joven de su familia no pudo variar la alimentación por falta de dinero?.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
713.	En los últimos 30 días. ¿Alguna vez algún niño o joven de su familia comió menos de lo que está acostumbrado por falta de dinero?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
714.	En los últimos 30 días. ¿Alguna vez usted tuvo que disminuir la cantidad servida en las comidas de algún niño o joven de su familia, por falta de dinero?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
715.	En los últimos 30 días. ¿Alguna vez, algún niño o joven de su familia se quejó de hambre pero no se pudo comprar más alimentos por falta de dinero?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
716.	En los últimos 30 días. ¿Alguna vez, algún niño o joven de su familia se acostó con hambre porque no alcanzó el dinero para los alimentos?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
717.	En los últimos 30 días. ¿Alguna vez, algún niño o joven de su familia solo comió una vez al día o dejó de comer todo un día por falta de dinero?	1 <input type="checkbox"/>	2 <input type="checkbox"/>

VIII. CARACTERIZACIÓN DE LA UNIDAD PRODUCTIVA						
801.	¿Usted o alguien de su familia desarrolla alguna actividad productiva o tiene alguna finca, lote o parcela que esté trabajando?		Sí 1 <input type="checkbox"/> No 2 <input type="checkbox"/> → 1101			
802.	¿Cuántas fincas, lotes o parcelas ha explotado durante los últimos 6 meses contados hasta ayer? Por favor incluya fincas, lotes o parcelas colindantes o no, que sean propias o en arriendo, y excluya las fincas, lotes o parcelas que tenga arrendadas a otros		_ _ _ _ Fincas, lotes o parcelas No tiene 1 <input type="checkbox"/> → 1101			
Para cada una de las finca, lotes o parcelas que me reporta le preguntaré algunos datos:						
803.	a. Área total	1. Finca, lote o parcela 1	2. Finca, lote o parcela 2	3. Finca, lote o parcela 3	4. TOTAL AREA DE TODAS LAS FINCAS, LOTES O PARCELAS	
		_ _ _ _ , _ _ _	_ _ _ _ , _ _ _	_ _ _ _ , _ _ _	_ _ _ _ , _ _ _	
		Hectareas 1 Fanegadas 2	Hectareas 1 Fanegadas 2	Hectareas 1 Fanegadas 2	Hectareas 1 Fanegadas 2	
b. Ubicación	Dentro del resguardo o territorio colectivo	1 <input type="checkbox"/>	Dentro del resguardo o territorio colectivo	1 <input type="checkbox"/>	Dentro del resguardo o territorio colectivo	1 <input type="checkbox"/>
	Fuera del resguardo o territorio colectivo	2 <input type="checkbox"/>	Fuera del resguardo o territorio colectivo	2 <input type="checkbox"/>	Fuera del resguardo o territorio colectivo	2 <input type="checkbox"/>

¿Del total de las ____ Has o Fg de la(s) finca(s), lotes(s) o parcela(s), cuántas están dedicadas a:

🗣️ **ENTREVISTADOR(A):** Si le reportan unidades diferentes a Ha. o Fg., indague para convertir los datos a una de estas unidades de área..

804.	a. Actividades productivas (cultivos y áreas de frutales, huertas, pescados, etc.)	_____, _____	Ha.1 <input type="checkbox"/>	Fg 2 <input type="checkbox"/>
	b. Tierras en descanso o en rastrojo	_____, _____	Ha.1 <input type="checkbox"/>	Fg 2 <input type="checkbox"/>
	c. Monte, bosques naturales o nativos o de protección	_____, _____	Ha.1 <input type="checkbox"/>	Fg 2 <input type="checkbox"/>
	d. Bosque plantado, silvicultura	_____, _____	Ha.1 <input type="checkbox"/>	Fg 2 <input type="checkbox"/>
	e. Cuerpo de agua no productivo	_____, _____	Ha.1 <input type="checkbox"/>	Fg 2 <input type="checkbox"/>
	f. Otras áreas Área dedicada a vivienda u otras construcciones productivas. Suelo estéril etc.	_____, _____	Ha.1 <input type="checkbox"/>	Fg 2 <input type="checkbox"/>

c. Propiedad	Adjudicación del cabildo, autoridad tradicional o consejo comunitario 1 <input type="checkbox"/>	Adjudicación del cabildo, autoridad tradicional o consejo comunitario 1 <input type="checkbox"/>	Adjudicación del cabildo, autoridad tradicional o consejo comunitario 1 <input type="checkbox"/>
	Adjudicación familiar 2 <input type="checkbox"/>	Adjudicación familiar 2 <input type="checkbox"/>	Adjudicación familiar 2 <input type="checkbox"/>
	Sucesión 3 <input type="checkbox"/>	Sucesión 3 <input type="checkbox"/>	Sucesión 3 <input type="checkbox"/>
	Compreventa con escritura publica o privada 4 <input type="checkbox"/>	Compreventa con escritura publica o privada 4 <input type="checkbox"/>	Compreventa con escritura publica o privada 4 <input type="checkbox"/>
	Compraventa sin escritura 5 <input type="checkbox"/>	Compraventa sin escritura 5 <input type="checkbox"/>	Compraventa sin escritura 5 <input type="checkbox"/>
	Arriendo 6 <input type="checkbox"/>	Arriendo 6 <input type="checkbox"/>	Arriendo 6 <input type="checkbox"/>
	➔ 803.3.e	➔ 803.3.e	➔ 803.3.e
	Aparcería, usufructo, empeño, anticresis, etc 7 <input type="checkbox"/>	Aparcería, usufructo, empeño, anticresis, etc 7 <input type="checkbox"/>	Aparcería, usufructo, empeño, anticresis, etc 7 <input type="checkbox"/>
	➔ 803.3.e	➔ 803.3.e	➔ 803.3.e
d. Título de propiedad a nombre de que miembro de la familia	Número de orden	Número de orden	Número de orden
	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
	NA 1 <input type="checkbox"/>	NA 1 <input type="checkbox"/>	NA 1 <input type="checkbox"/>
e. ¿ Tiene compromiso con el cabildo, autoridad tradicional o consejo comunitario de compartir lo que produce?	Si 1 <input type="checkbox"/>	Si 1 <input type="checkbox"/>	Si 1 <input type="checkbox"/>
	No 2 <input type="checkbox"/> ➔ 803.2	No 2 <input type="checkbox"/> ➔ 803.3	No 2 <input type="checkbox"/> ➔ 804
f. ¿Qué porcentaje de la producción comparte?	_____%	_____%	_____%

805.	¿Cuál es la actividad más importante que desarrolla en su unidad productiva? (Columna 1 para la principal, 2 para los asociados o secundarios de la actividad principal)	1. ACTIVIDAD PRINCIPAL	2. ACTIVIDAD SECUNDARIA
		_____	_____
806.	¿Cuáles de los siguientes destinos tiene o tendrá esta actividad?	Venta a <input type="checkbox"/>	Venta a <input type="checkbox"/>
		Regalo b <input type="checkbox"/>	Regalo b <input type="checkbox"/>
807.	¿Hace cuánto estableció la actividad principal? (Años-Meses)	Alimentación de la familia c <input type="checkbox"/>	Alimentación de la familia c <input type="checkbox"/>
		Insumo en la finca d <input type="checkbox"/>	Insumo en la finca d <input type="checkbox"/>
808.	¿En qué etapa se encuentra la actividad principal? 🗣️ ENTREVISTADOR(A): para ganadería usar etapas en paréntesis)	Años 1 ____ - Meses 2 ____	
		a. <input type="checkbox"/> Preparación del terreno (Alistamiento)	
809.	¿Qué parte del proceso se hace colectivamente? (o en conjunto con personas de la comunidad)	b. <input type="checkbox"/> Siembra (Iniciación)	
		c. <input type="checkbox"/> Mantenimiento (Levante)	
		d. <input type="checkbox"/> Cosecha (Producción o Ceba)	
		e. <input type="checkbox"/> Post-cosecha (Post-producción y transformación)	
		1. Ninguno <input type="checkbox"/>	

810.	¿Quiénes en la familia decidieron sobre el desarrollo de esta actividad principal?	Número de orden <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11
811.	En 2014, ¿su actividad principal era la misma que tiene actualmente?	Si <input type="checkbox"/> 1 → 813 No <input type="checkbox"/> 2
812.	¿Cuál era su actividad principal en 2014?	_____
813.	En 2014 ¿cuál fue el volumen de producción total del producto principal?	NA <input type="checkbox"/> → 901 1. _ _ _ _ _ _ _ _ _ _ _ _ _ _ Ton <input type="checkbox"/> Kg <input type="checkbox"/> Lt <input type="checkbox"/> M3 <input type="checkbox"/> 4 U <input type="checkbox"/> 5 ¿Cuál? _____
814.	En 2014 ¿cuáles fueron las ventas anuales de la ACTIVIDAD PRODUCTIVA PRINCIPAL? (Escriba el valor en pesos)	1. \$ _ _ _ _ _ _ _ _ _ _ _ _ _ _ 2. <input type="checkbox"/> NA
815.	En el 2014 ¿Cuáles fueron las ventas anuales de TODA SU ACTIVIDAD PRODUCTIVA? (Escriba el valor en pesos)	1. \$ _ _ _ _ _ _ _ _ _ _ _ _ _ _ 2. <input type="checkbox"/> NA
816.	En los últimos 12 meses ¿recibieron o contrataron Asistencia Técnica para el desarrollo de actividades agrícolas, forestales o pecuarias?	Si <input type="checkbox"/> 1 → 816.a No <input type="checkbox"/> 2
816.a	¿De qué institución o instituciones recibió la asistencia técnica agropecuaria?	UMATA <input type="checkbox"/> Secretaría de Agricultura Departamental <input type="checkbox"/> Gremios <input type="checkbox"/> EPSAGRO <input type="checkbox"/> Particular (agronomo, técnico, veterinario, zootecnista, o administrador agropecuario) <input type="checkbox"/> SENA <input type="checkbox"/> Comité de Cafeteros <input type="checkbox"/> Otra Cual <input type="checkbox"/>

VIII. caracterización física		
901.	El acceso al lote principal se hace generalmente por: (Leer opciones)	Carretera pavimentada <input type="checkbox"/> 1 Carretera destapada <input type="checkbox"/> 2 Camino <input type="checkbox"/> 3 Cuerpo de agua (río, laguna, ciénaga, mar) <input type="checkbox"/> 4
902.	¿Cuánto tiempo le toma o le tomaría llevar sus productos desde la finca, lote o parcela PRINCIPAL hasta la cabecera municipal más cercana?	a. <input type="checkbox"/> Horas _ _ _ _ b. <input type="checkbox"/> Minutos _ _ _ _

903. ¿(período) la unidad productiva VENDÍA sus productos o servicios en...?	1. En 2014		2. En 2015	
	Sí	No	Sí	No
a. En su vereda, resguardo, territorio, cabildo, consejo comunitario y/o comunidad	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. En la cabecera municipal	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. En veredas o municipios cercanos	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. A nivel departamental	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. A nivel nacional	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Para exportar	1 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
1. No vendía	<input type="checkbox"/>		<input type="checkbox"/>	
2. NA	<input type="checkbox"/>		<input type="checkbox"/>	
	→ 903.2			

x. PERCEPCIÓN de la UNIDAD PRODUCTIVA					
1001.	Comparando la situación actual de esta unidad productiva, con	NA	Mejóro	Siguió Igual	Empeoró

1114.	¿En los últimos dos años ha sido víctima del despojo de alguna tierra?	Si 1 <input type="checkbox"/>	No 2 <input type="checkbox"/>
XII. AHORRO Y DEUDAS			
1201.	¿Acostumbra a tener plata ahorrada o guardada para gastos futuros o imprevistos?	Sí 1 <input type="checkbox"/>	No 2 <input type="checkbox"/> → 1204
1201.a.	¿Algún otro miembro del hogar acostumbra a tener plata ahorrada o guardada para gastos futuros o imprevistos?	Sí 1 <input type="checkbox"/>	No 2 <input type="checkbox"/>
1202.	a. ¿Cuánto tiene Ud. ahorrado actualmente en dinero? 1. \$ __ __ __ __ __ __ 2. NR <input type="checkbox"/>		

1203.	¿En dónde guarda o ahorra el dinero?		
	a. Bancos o corporaciones	SI 1 <input type="checkbox"/>	NO 2 <input type="checkbox"/>
	b. Cooperativas, asociaciones o fundaciones como las que ofrecen microcrédito	SI 1 <input type="checkbox"/>	NO 2 <input type="checkbox"/>
	c. En la casa	SI 1 <input type="checkbox"/>	NO 2 <input type="checkbox"/>
	d. Cadena de amigos, roscas, natilleras, pirámides	SI 1 <input type="checkbox"/>	NO 2 <input type="checkbox"/>
	e. Otros (como fondos de empleados o familiares, etc.)	SI 1 <input type="checkbox"/>	NO 2 <input type="checkbox"/>
1204.	¿Actualmente la actividad principal de su unidad productiva tiene algún tipo de DEUDAS con bancos, cooperativas, proveedores, amigos, vecinos, etc.?	Sí 1 <input type="checkbox"/> ↓	No 2 <input type="checkbox"/> → 1207 NA 3 <input type="checkbox"/> → 1207
1205.	¿Cuál es el valor total de dichas deudas?	\$ __ __ __ __ __ __ __	
1206.	¿Con quien tiene las deudas?:	Sí	No
	a. Bancos, cooperativas u otras entidades financieras	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	b. Fondos de empleados o fundaciones de microcrédito	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	c. Compradores, asociaciones de productores u organizaciones productivas	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	d. Proveedores como almacenes de cadena, el granero, la tienda, otros	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	e. Prestamistas (personas cuyo oficio es prestar dinero)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	f. Amigos o familiares	1 <input type="checkbox"/>	2 <input type="checkbox"/>
1207.	¿En el 2014 adquirió deudas para....?	Sí	No
	a. Pago de alguna necesidad familiar.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	b. Capital de trabajo (pagos de jornales, compras de insumos, compras o alquiler de herramientas, arrendamientos).	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	c. Compra o alquiler de maquinaria o maquinaria de transporte y equipos	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	d. Compras, construcciones o mejoras de casas, edificios, bodegas, tierra.	1 <input type="checkbox"/>	2 <input type="checkbox"/>
	e. Pago de otras deudas	1 <input type="checkbox"/>	2 <input type="checkbox"/>

XIII. OTRAS PREGUNTAS DE OPINIÓN E. Sólo realice una de las dos siguientes preguntas según la instrucción		
1301a	E: Solo realice esta pregunta si el último dígito del NIM (P.5), es alguno de los siguientes números 0,2,4,6 ó 8. Le voy a leer algunas cosas, para que me diga, CUÁNTAS de éstas 5 ha realizado en los últimos 6 meses. Sólo queremos saber cuántas; no me diga cuáles.	a. Asistió a una consulta médica b. Realizó un viaje por fuera del departamento c. Le prestó plata a un vecino o familiar e. Recibió un préstamo de un vecino o familiar f. Incumplió una promesa o compromiso <p style="text-align: right;">Cuántas __ __ → 1401</p>

1301b	<p>E: Solo realice esta pregunta si el último dígito del NIM (P.5), es alguno de los siguientes números 1,3,5,7 ó 9. Le voy a leer algunas cosas, para que me diga, <u>CUÁNTAS</u> de éstas 6 ha realizado en los últimos 6 meses. Sólo queremos saber cuántas; no me diga cuáles.</p>	<p>a. Asistió a una consulta médica b. Realizó un viaje por fuera del departamento c. Le prestó plata a un vecino o familiar d. Un grupo alzado en armas amenazó, exigió una vacuna o colaboración a su familia e. Recibió un préstamo de un vecino o familiar f. Incumplió una promesa o compromiso</p> <p style="text-align: right;">Cuantas <input type="text"/> <input type="text"/> </p>
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XIV. PARTICIPACIÓN Y ACTITUDES CIUDADANAS						
1401. ¿En esta vereda, resguardo, territorio, cabildo, consejo comunitario y/o comunidad existen alguna(s) de las siguientes organizaciones?	2. ¿Existe esta organización?			3. ¿Usted o alguien de su familia asiste a reuniones, da aportes económicos o participa activamente como miembro de la (el) ___?		
	N/S ↓	No ↓	Si →	Si 1	No 2	
l. Junta de Acción Comunal o Veedurías ciudadanas	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> →	Si 1 <input type="checkbox"/>	No 2 <input type="checkbox"/>	
m. Organización de población desplazada	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> →	Si 1 <input type="checkbox"/>	No 2 <input type="checkbox"/>	
n. Grupo de un movimiento o partido político	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> →	Si 1 <input type="checkbox"/>	No 2 <input type="checkbox"/>	
o. Asociación de padres de familia	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> →	Si 1 <input type="checkbox"/>	No 2 <input type="checkbox"/>	
p. Grupo deportivo, recreacional, cultural, étnico o de conservación del medio ambiente, ludotecas	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> →	Si 1 <input type="checkbox"/>	No 2 <input type="checkbox"/>	
q. Grupo voluntario, religioso o de la tercera edad	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> →	Si 1 <input type="checkbox"/>	No 2 <input type="checkbox"/>	
r. Grupo de mujeres	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> →	Si 1 <input type="checkbox"/>	No 2 <input type="checkbox"/>	
s. Grupo de jóvenes	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> →	Si 1 <input type="checkbox"/>	No 2 <input type="checkbox"/>	
t. Organizaciones de vigilancia o seguridad	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> →	Si 1 <input type="checkbox"/>	No 2 <input type="checkbox"/>	
u. Juntas de usuarios de servicios públicos, juntas municipales de educación, comités de participación u otras organizaciones comunitarias	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> →	Si 1 <input type="checkbox"/>	No 2 <input type="checkbox"/>	
v. Grupo productivo, cooperativas o asociación de productores	3 <input type="checkbox"/> ↓	2 <input type="checkbox"/> ↓	1 <input type="checkbox"/> →	Si 1 <input type="checkbox"/>	No 2 <input type="checkbox"/>	

COMPONENTE 4: CAMPAÑAS DE SENSIBILIZACIÓN SOBRE LA POBLACIÓN AFRODESCENDIENTE E INDÍGENA

XV. CONSUMO DE MEDIOS DE COMUNICACIÓN									
1501. Con que frecuencia usted realiza las siguientes actividades:	Nunca	Todos los días	Varias veces a la semana	Una vez a la semana	Cada quince días	Una vez al mes	Una vez cada tres meses	Por lo menos una vez al año	¿Cuáles?
a. Lee revistas	1. <input type="checkbox"/> ↓	2. <input type="checkbox"/> →	3. <input type="checkbox"/> →	4. <input type="checkbox"/> →	5. <input type="checkbox"/> →	6. <input type="checkbox"/> →	7. <input type="checkbox"/> →	8. <input type="checkbox"/> →	
b. Lee periódicos	1. <input type="checkbox"/> ↓	2. <input type="checkbox"/> →	3. <input type="checkbox"/> →	4. <input type="checkbox"/> →	5. <input type="checkbox"/> →	6. <input type="checkbox"/> →	7. <input type="checkbox"/> →	8. <input type="checkbox"/> →	
c. Ve televisión (canales)	1. <input type="checkbox"/> ↓	2. <input type="checkbox"/> →	3. <input type="checkbox"/> →	4. <input type="checkbox"/> →	5. <input type="checkbox"/> →	6. <input type="checkbox"/> →	7. <input type="checkbox"/> →	8. <input type="checkbox"/> →	
d. Escucha radio (emisoras)	1. <input type="checkbox"/> ↓	2. <input type="checkbox"/> →	3. <input type="checkbox"/> →	4. <input type="checkbox"/> →	5. <input type="checkbox"/> →	6. <input type="checkbox"/> →	7. <input type="checkbox"/> →	8. <input type="checkbox"/> →	
e. Asiste a eventos públicos. (conciertos, ferias, fiestas)	1. <input type="checkbox"/> ↓	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>	6. <input type="checkbox"/>	7. <input type="checkbox"/>	8. <input type="checkbox"/>	
1502. ¿Consiguió periódicos en los últimos doce meses?				Si 1 <input type="checkbox"/> ↓ No 2 <input type="checkbox"/> → 1504					
1503. ¿Cómo consiguió principalmente los periódicos? (Espere respuesta)				Los compró en almacenes de cadena, tiendas 1 <input type="checkbox"/> Los compró por internet 2 <input type="checkbox"/> Los compró en ventas ambulantes 3 <input type="checkbox"/> Por suscripción 4 <input type="checkbox"/>					

	Se lo prestaron 5 <input type="checkbox"/>
	Se lo regalaron 6 <input type="checkbox"/>
	Lo leyó por internet de manera gratuita 7 <input type="checkbox"/>
	Otro ¿cuál? _____ 8 <input type="checkbox"/>
1504. ¿Consiguió revistas en los últimos doce meses?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/> ➔ 1506
1505. ¿Cómo consiguió principalmente las revistas? (Espere respuesta)	Las compró en almacenes de cadena, tiendas 1 <input type="checkbox"/>
	Las compró por internet 2 <input type="checkbox"/>
	Las compró en ventas ambulantes 3 <input type="checkbox"/>
	Por suscripción 4 <input type="checkbox"/>
	Se las prestaron 5 <input type="checkbox"/>
	Se las regalaron 6 <input type="checkbox"/>
	Las leyó por internet de manera gratuita 7 <input type="checkbox"/>
	Otro ¿cuál? _____ 8 <input type="checkbox"/>
1506. ¿Por qué medio principalmente prefiere enterarse de las noticias? (Espere respuesta)	Radio comunitaria 1 <input type="checkbox"/>
	Radio nacional 2 <input type="checkbox"/>
	Televisión Local 3 <input type="checkbox"/>
	Televisión Nacional/Internacional 4 <input type="checkbox"/>
	Revistas 5 <input type="checkbox"/>
	Periódicos 6 <input type="checkbox"/>
	Internet 7 <input type="checkbox"/>
	No le interesan las noticias 8 <input type="checkbox"/>
1507. ¿Conoce alguna campaña de identidad cultural de población étnica?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/> ➔ 1601
1508. ¿Por qué medio(s) se enteró de la campaña(s)? (Espere respuesta)	Radio comunitaria a <input type="checkbox"/>
	Radio nacional b <input type="checkbox"/>
	Televisión Local c <input type="checkbox"/>
	Televisión Nacional d <input type="checkbox"/>
	Revistas e <input type="checkbox"/>
	Periódicos f <input type="checkbox"/>
	Internet g <input type="checkbox"/>
	Voz a voz h <input type="checkbox"/>
	Seminarios, charlas, reuniones i <input type="checkbox"/>

XVI. CONOCIMIENTO, ACTITUDES Y PERCEPCIONES HACIA LA POBLACIÓN AFRODESCENDIENTE E INDIGENA					
1601.	A continuación le voy a leer una serie de situaciones, cuéntenos qué tan frecuente suceden en el municipio donde vive	Nunca	Casi nunca	Casi Siempre	Siempre
Diversidad e inclusión	a. Los problemas de los afrodescendientes e indígenas son ignorados	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
	b. Dificultades para encontrar trabajo	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
	c. Discriminación o rechazo por parte de la sociedad hacia los afrocolombianos e indígenas	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
	e. El gobierno atiende las necesidades de los afrodescendientes e indígenas	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>

1602 Frente a las siguientes afirmaciones indíqueme por favor su grado de acuerdo o desacuerdo.	Totalmente de Acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
a. Si consiguiera un trabajo, no podría tener un puesto muy alto	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>

b. Los afrodescendientes e indígenas pueden llegar a tener altos cargos políticos como senadores y alcaldes	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
c. Los resguardos indígenas y los territorios colectivos ayudan a proteger el medio ambiente	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
d. Las organizaciones de las sociedad civil de los afrodescendientes e indígenas pueden influir en las decisiones que se toman en el municipio donde vive	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
e. Los indígenas y los afrodescendientes son una carga para el gobierno	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
f. Es incómodo tener como vecino a una persona que sea afrodescendiente	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
g. Es incómodo tener como vecino a una persona que sea indígena	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
h. Es incómodo tener como yerno/nuera a una persona que sea afrodescendiente	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
i. Es incómodo tener como yerno/nuera a una persona que sea indígena	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>

1603. Dígame si estaría de acuerdo o no con las siguientes afirmaciones	Sí	No	NA
a. Se siente identificado con su cultura indígena	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Se siente identificado con su cultura afrodescendiente	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Conoce las tradiciones de su cultura de origen	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Es integrante de alguna organización que fortalece la cultura	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Ha participado en los últimos seis meses en actividades que reivindican derechos colectivos de afrodescendientes e indígenas (culturales, de territorio)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Ha participado en los últimos seis meses en ceremonias o rituales colectivos que hacen parte de su cultura	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Considera que debe haber apoyo a proyectos o eventos que fortalecen la cultura	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

XVII. DATOS DE CONTACTO			
1701 ¿Cuántos teléfonos celulares hay en uso en su familia? __ __		No tiene 1 <input type="checkbox"/> → 1703	
1702 ¿Cuáles son los números y cuál es el parentesco del propietario del celular con el informante?			
1702A. Números de celular	1702B. parentesco del propietario del celular con el informante		
a. __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ NS <input type="checkbox"/>	Informante 1 <input type="checkbox"/>	Hijo o hija 3 <input type="checkbox"/>	Hermanos o cuñados 5 <input type="checkbox"/> Otro no pariente 7 <input type="checkbox"/>
b. __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ NS <input type="checkbox"/>	Cónyuge 2 <input type="checkbox"/>	Padres o suegros 4 <input type="checkbox"/>	Otro pariente 6 <input type="checkbox"/>
c. __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ NS <input type="checkbox"/>	Informante 1 <input type="checkbox"/>	Hijo o hija 3 <input type="checkbox"/>	Hermanos o cuñados 5 <input type="checkbox"/> Otro no pariente 7 <input type="checkbox"/>
d. __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ NS <input type="checkbox"/>	Cónyuge 2 <input type="checkbox"/>	Padres o suegros 4 <input type="checkbox"/>	Otro pariente 6 <input type="checkbox"/>
1703 ¿Su familia tiene acceso a un teléfono compartel o a un teléfono fijo?		1704 ¿Cuál es el numero?	

1808.	Califique qué tanto se cumplieron las expectativas que tenía al vincularse a las actividades que desarrolló utilizando para ello una escala de 1 a 5, en donde 1 es "no se cumplieron" y 5 es "se han cumplido totalmente",	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>		
1809.	¿Le recomendaría a un familiar/amigo participar en este Programa?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>		
1810.	Califique el beneficio que usted cree que obtuvo del proyecto ACIP sobre la asociación de productores o empresarios, utilizando una escala de Alto, Medio, Bajo o Ningún beneficio.			
	Alto beneficio	Medio beneficio	Bajo beneficio	Ningún beneficio
a. Mejora en el proceso de cultivos	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Mayor número de asociados	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Participación mas activa de sus asociados	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Alianzas con otras asociaciones o grupos.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Mayores ingresos de la asociación	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Mayor capacidad para gestionar proyectos y recursos	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

1811.	Califique el beneficio que obtuvo del proyecto ACIP sobre las siguientes prácticas y capacidades de su negocio o unidad productiva, utilizando una escala de Alto, Medio, Bajo o Ningún beneficio.			
	Alto beneficio	Medio beneficio	Bajo beneficio	Ningún beneficio
a. Mejora en la comercialización	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Mayor conocimiento técnico de cultivos	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Conformación de nuevos grupos o asociaciones.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Seguimiento a las metas del proyecto (por ejemplo: área sembrada, empleos generados, ventas, obtención de certificación, etc.).	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Generación de reportes periódicos.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Aspectos contables, administrativos u operativos	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Planta física o equipos	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. Otros	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>


Le agradecemos mucho sus opiniones. Quisiera preguntarle si estaría dispuesto en el futuro a volver a colaborar con nosotros.

Sí 1

No 2

CONTROLES FINALES									
Fecha de la encuesta Día /___/___/ Mes /___/___/ Año /___/___/				Hora inicio /___/___/:___/___/ Fin /___/___/:___/___/					
Encuestador			Cédula			Supervisor		Cédula	
SUPERVISIÓN		HALLAZGO	RESPONSABLE	ACCIÓN	RESPONSABLE	APROB	RECHAZ		
Monitorización (75%)	1					1	2		
Re-contacto Presencial	2					1	2		
Re-contacto Telefónico	3					1	2		
Revisión en Campo	4					1	2		
Revisión en Crítica	5					1	2		
Notas									
HALLAZGO: 1 Inconsistencia- 2 Datos Ficticios- 3 Pregunta faltante ACCIÓN: 5 Anular- 6 Verificar- 7 Recuperar- 8 Devolver a Campo APROBADO/RECHAZADO						Verificad	Codificad		
Verificación de Crítica	6	HALLAZGO		ACCIÓN					
HALLAZGO: 1 Omisión código - 2 Código errado - 3 Omisión de crítica				ACCIÓN: 1 Asignar código - 2 Corregir - 3 Revisión pases/Revisión campos - 7 Otro					

Urban beneficiaries questionnaire

		
Centro de Costos: 7532-03	Calle 34 N° 5-27 Bogotá	Teléfono: 339 4888
Elaborado por:	Revisado por:	Prueba Piloto: <input type="text"/> <input type="text"/>
		Revisado en Campo por:

4. Fecha de entrevista: Día Mes Año 2 0 1 5	6. Número muestral:
5. Municipio: _____ 6. DANE: 7. Comunidad: _____	6. Tipo de muestra Tratamiento 1 Proyecto: _____ Control 2

10. ENTREVISTADOR: Lea el siguiente texto: “Esta información que usted va a suministrar será de gran importancia para facilitar la toma de decisiones relacionada con el programa que será evaluado, todo lo que diga será confidencial y utilizada sólo con fines estadísticos”

I. DATOS DEL ENTREVISTADO	
ENTREVISTADOR : Verifique con el entrevistado el nombre completo y número de cédula de éste.	
110. Nombre de la persona Nombres _____	Apellidos _____
111. Número de documento de identificación NS/NR 2 <input type="checkbox"/>	No tiene 1 <input type="checkbox"/>
112. ¿Cuál es su fecha de nacimiento?	Día Mes Año
113. Sexo	Hombre 1 <input type="checkbox"/> Mujer 2 <input type="checkbox"/>
114. ¿Usted se autoreconoce?	Indígena 1 <input type="checkbox"/>
	Negro, mulato, afro descendiente 2 <input type="checkbox"/>
	Raizal del archipiélago 3 <input type="checkbox"/>
	Palenquero 4 <input type="checkbox"/> → 107
	De ninguno de los anteriores 5 <input type="checkbox"/>
115. ¿A que pueblo indígena pertenece (Arhuaco, Páez, Wayuu, Guambiano,...)?	_____
116. ¿Cuántas personas hacen parte de su familia (incluido usted), aquellos con los que cocina en la misma olla y duermen bajo el mismo techo?	
117. En la casa en la que usted vive, ¿qué relación de parentesco tiene con el/la Jefe/a de la familia?	Jefe de la familia 1 <input type="checkbox"/>
	Cónyuge 2 <input type="checkbox"/>
	Hijo o hija 3 <input type="checkbox"/>
	Padres o suegros 4 <input type="checkbox"/>
	Hermanos o cuñados 5 <input type="checkbox"/>
	Otro pariente 6 <input type="checkbox"/>
	Otro no pariente 7 <input type="checkbox"/>
118. ¿Hace cuánto vive usted en este municipio?	Años Meses Siempre ha vivido aquí 1 <input type="checkbox"/>
119. ¿En los últimos 12 meses contados hasta ayer, usted.....?	a. Vivió en su comunidad de origen Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>
	b. Visitó su comunidad de origen Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>
	¿Cuántas veces?
120. ¿Cuál es la dirección de la vivienda donde reside?	121. ¿Cuál es el nombre del barrio?
122. La vivienda que habita la familia se encuentra ubicada en:	Cabecera 1 <input type="checkbox"/> Centro Poblado 2 <input type="checkbox"/> Rural Disperso 3 <input type="checkbox"/>
123. ¿La vivienda tiene teléfono fijo? No 2 <input type="checkbox"/> → 116 Sí 1 <input type="checkbox"/> →	124. ¿Cuál es el número?
125. ¿Cuántos teléfonos celulares hay en uso en su familia? No tiene 1 <input type="checkbox"/> → 118	
126. ¿Cuáles son los números y cuál es el parentesco del propietario del celular con el informante?	
117a. Números de celular	117b. parentesco del propietario del celular con el informante

e.	_____ NS <input type="checkbox"/>	Informante 1 <input type="checkbox"/> Hijo o hija 3 <input type="checkbox"/> Hermanos o cuñados 5 <input type="checkbox"/> Otro no pariente 7 <input type="checkbox"/> Cónyuge 2 <input type="checkbox"/> Padres o suegros 4 <input type="checkbox"/> Otro pariente 6 <input type="checkbox"/>
f.	_____ NS <input type="checkbox"/>	Informante 1 <input type="checkbox"/> Hijo o hija 3 <input type="checkbox"/> Hermanos o cuñados 5 <input type="checkbox"/> Otro no pariente 7 <input type="checkbox"/> Cónyuge 2 <input type="checkbox"/> Padres o suegros 4 <input type="checkbox"/> Otro pariente 6 <input type="checkbox"/>
g.	_____ NS <input type="checkbox"/>	Informante 1 <input type="checkbox"/> Hijo o hija 3 <input type="checkbox"/> Hermanos o cuñados 5 <input type="checkbox"/> Otro no pariente 7 <input type="checkbox"/> Cónyuge 2 <input type="checkbox"/> Padres o suegros 4 <input type="checkbox"/> Otro pariente 6 <input type="checkbox"/>
h.	_____ NS <input type="checkbox"/>	Informante 1 <input type="checkbox"/> Hijo o hija 3 <input type="checkbox"/> Hermanos o cuñados 5 <input type="checkbox"/> Otro no pariente 7 <input type="checkbox"/> Cónyuge 2 <input type="checkbox"/> Padres o suegros 4 <input type="checkbox"/> Otro pariente 6 <input type="checkbox"/>
ENTREVISTADOR: Lea a su entrevistado el siguiente texto: "Es posible que tengamos que contactarlo(a) nuevamente en un futuro. Existe la posibilidad que usted no viva aquí en ese momento, así que nos gustaría que nos diera el nombre y los datos de algún vecino, amigo o familiar que no viva con usted y que pueda informarnos de su ubicación en ese caso."		
127. ¿Cuál es el nombre completo de esta persona? Nombres _____ Apellidos _____		
128. Esta persona es su: Vecino 1 <input type="checkbox"/> Amigo 2 <input type="checkbox"/> Familiar 3 <input type="checkbox"/>		
129. ¿En qué municipio vive _____		130. _____ Código
131. La vivienda de _____ se encuentra ubicada en: Cabecera 1 <input type="checkbox"/> Zona Rural 2 <input type="checkbox"/>		
132. ¿Cuál es el nombre del barrio (vereda) dónde vive _____		
133. ¿La vivienda de ____ tiene teléfono fijo? No 2 <input type="checkbox"/> → 126 No sabe 3 <input type="checkbox"/> → 126 Sí 1 <input type="checkbox"/> →		134. ¿Cuál es el número? _____ No sabe 1 <input type="checkbox"/>
135. ¿Tiene un teléfono celular? No 2 <input type="checkbox"/> → 201 No sabe 3 <input type="checkbox"/> → 201 Sí 1 <input type="checkbox"/> →		136. ¿Cuál es el número? _____ No sabe 1 <input type="checkbox"/>
137. ¿Tiene otros números de celular? a. _____ No tiene 1 <input type="checkbox"/> b. _____ No tiene 1 <input type="checkbox"/>		
138. Se considera Ud. víctima del conflicto armado en Colombia		Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/> 130
139. ¿En que año(s) ocurrió(eron) los hechos de violencia por el(los) cual(es) se considera víctima del conflicto armado en Colombia? _____		
140. ¿Actualmente participa de alguno de los siguientes programas del Gobierno? ENTREVISTADOR: Marque 0 si no participa en ningún programa		0 <input type="checkbox"/> Familias en Acción 1 <input type="checkbox"/> 100mil viviendas gratis 2 <input type="checkbox"/> Red Unidos 3 <input type="checkbox"/> Familias en Acción Indígena 4 <input type="checkbox"/> Iraca del DPS 5 <input type="checkbox"/> Afrounidos 6 <input type="checkbox"/> Ingwikin 7 <input type="checkbox"/> Vive digital 8 <input type="checkbox"/> INCODER: Promoción, seguimiento y grupos étnicos 9 <input type="checkbox"/> ICBF: Grupos étnicos con bienestar 10 <input type="checkbox"/> MinTIC: Soy TIC Awa 11 <input type="checkbox"/> MinCultura: Cocinas tradicionales 12 <input type="checkbox"/> MinInterior: Planes de Salvaguarda 13 <input type="checkbox"/> MinInterior: Planes específicos 14 <input type="checkbox"/> Ninguno 88 <input type="checkbox"/>
131.a ¿Ha diligenciado algún trámite para certificar que ha sido víctima de la violencia?		Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>

II. EDUCACIÓN			
201. ¿Asiste actualmente a un establecimiento educativo de educación formal? (aunque esté en vacaciones)		1 Si <input type="checkbox"/> 2 No <input type="checkbox"/>	
202. ¿Cuál es el máximo nivel educativo alcanzado y el último grado aprobado en ese nivel?	Ninguno	202.a Máximo nivel educativo 1 <input type="checkbox"/>	202.b ¿Cuál es la cantidad de años que ha aprobado en ese nivel? _____
	Preescolar	2 <input type="checkbox"/>	0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>
	Primaria	3 <input type="checkbox"/>	0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	Básica secundaria	4 <input type="checkbox"/>	0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>

	Media	5 <input type="checkbox"/>	0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/>
	Técnica/Tecnológica	6 <input type="checkbox"/>	0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/>
	Universitaria	7 <input type="checkbox"/>	0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/>
	Postgrado	8 <input type="checkbox"/>	0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
203. ¿Cuántos hijos tiene?	___ Si no tiene hijos marque 0 y → 301		

No	204. ¿Cuál es el nombre completo de sus hijos?	205. ¿Cuál es la edad de ___?	206. ¿Cuál es el sexo de ___? 1. Hombre 2. Mujer	207. Aplique sólo a personas de 5 años y más ¿Cuál es el máximo nivel educativo formal alcanzado por ___? 1. Ninguno →301 2. Preescolar 3. Primaria 4. Básica Secundaria 5 Media 6. Técnico 7 tecnológica 8. Universitaria 9. Postgrado 10. NS/NR→301	208. Aplique sólo a personas de 5 años y más ¿Cuántos años ha APROBADO en este nivel _____?
1		_ _	1 <input type="checkbox"/> 2 <input type="checkbox"/>		_ _
2		_ _	1 <input type="checkbox"/> 2 <input type="checkbox"/>		_ _

III. FORMACIÓN PARA EL TRABAJO	
301. ¿Ha recibido cursos de capacitación para el trabajo entre 2014 y 2015?	Sí 1 <input type="checkbox"/> No 2 <input type="checkbox"/> → 304 Error! No se encuentra el origen de la referencia.
302. ¿En total cuántos cursos de capacitación ha realizado entre 2014 y 2015?	_ _ _
303. ¿Cuántos de esos cursos fueron?	a. <input type="checkbox"/> Entre 0 y 20 horas _ _ b. <input type="checkbox"/> Entre 21 y 60 horas _ _ c. <input type="checkbox"/> Entre 61 y 120 horas _ _ d. <input type="checkbox"/> Más de 120 horas _ _
304. Si le dieran la oportunidad, ¿le gustaría seguir estudiando, capacitándose o formándose?	Sí 1 <input type="checkbox"/> No 2 <input type="checkbox"/> NS3 <input type="checkbox"/>

IV. HISTORIA LABORAL	
401. ¿Trabaja o ha trabajado alguna vez en su vida por un pago en dinero ?	Sí 1 <input type="checkbox"/> No 2 <input type="checkbox"/> → 403a
402. ¿Cuántos años tenía cuando realizó su primer trabajo a cambio de dinero ?	_ _ años
403b. 2015	
403. ¿En qué actividad ha ocupado la mayor parte de su tiempo durante el año _____?	Trabaja 1 <input type="checkbox"/>
	No trabaja pero tiene trabajo 2 <input type="checkbox"/>
	Busca trabajo 3 <input type="checkbox"/> → 701701
	Tiene incapacidad permanente para trabajar 5 <input type="checkbox"/>
	Oficios del hogar 6 <input type="checkbox"/>
	Vive de la renta 7 <input type="checkbox"/> → 801
	Es pensionado o jubilado 8 <input type="checkbox"/>

	Estudia	9 <input type="checkbox"/>
	Otra actividad	10 <input type="checkbox"/>

404. ¿Cuántos trabajos distintos ha tenido en el año ____? |__|__|

ENTREVISTADOR: Revise la respuesta a la pregunta 404, si la persona contesto más de 1 trabajo, para contestar las siguientes preguntas referirse al trabajo más importante

405. ¿Cuántas horas trabaja a la semana? |__|__| horas

406. ¿Cuántos meses ha trabajado durante el ____? |__|__|

407. ¿A qué actividad se dedica principalmente la empresa, entidad o negocio en la que realizó/a este trabajo?
- Administración pública 1
 - Agricultura, ganadería silvicultura y pesca 2
 - Explotación de minas y canteras 3
 - Industria manufacturera 4
 - Suministro de electricidad, gas o agua 5
 - Construcción 6
 - Comercio y reparaciones 7
 - Hotel, restaurantes, bares o similares 8
 - Transporte, almacenamiento y comunicaciones 9
 - Establecimientos financieros 10
 - Actividades inmobiliarias y alquiler 11
 - Servicios privados empresariales y personales 12
 - Servicios de salud 13
 - Educación 14
 - No específica 15

408. ¿En este empleo usted se desempeña?
- Profesional, tecnico, directivo 1
 - Personal administrativo de oficina 2
 - Trabajadores en hoteles, restaurantes, vigilancia y aseo 3
 - Trabajadores de otros servicios (peluquería, logística, etc) 4
 - Comerciante, promotor de ventas 5
 - Trabajador en comercio al por mayor (empacador, cajero) 6
 - Operario de la industria, obrero de la construcción. 7
 - Otro 8

409. Aproximadamente, ¿Cuántas personas trabajan en el establecimiento donde trabaja?
- Solo 1
 - 2 a 5 personas 2
 - 6 a 10 personas 3
 - 11 y más personas 4

410. En ese trabajo /es: (marque sólo la opción principal)
- Obrero o empleado asalariado 1
 - Jornalero o peón 2
 - Empleado doméstico 3
 - Trabajador independiente o por cuenta propia con un solo cliente o patrón (prestación de servicios) 4
 - Trabajador independiente o por cuenta propia con más de un cliente o patrón 5
 - Patrón, dueño o socio de un negocio, finca, cultivo o parcela 6
 - Trabajador familiar sin remuneración 7
- } → 601.
- 801

V. ASALARIADO		501b. 2015	
501. ¿Cómo consiguió el empleo?	A través de una agencia privada de empleo	1	<input type="checkbox"/>
	Responde avisos publicitarios/coloca avisos en el periódico	2	<input type="checkbox"/>
	A través de una red social (amigos / parientes / otros)	3	<input type="checkbox"/>
	Busca en internet / coloca avisos en internet	4	<input type="checkbox"/>
	Se contacta con los empleadores directamente (los visita / envía cartas)	5	<input type="checkbox"/>

	A través de familiares, amigos o colegas	6 <input type="checkbox"/>										
	A través de un servicio público de Empleo (SENA, servicio civil, etc)	7 <input type="checkbox"/>										
	Otro, ¿Cuál? _____	8 <input type="checkbox"/>										
502. ¿Bajo qué tipo de contrato trabaja en esta organización?	Contrato escrito a término indefinido 1 <input type="checkbox"/> Contrato escrito a término fijo 2 <input type="checkbox"/> Contrato de prestación de servicios 3 <input type="checkbox"/> Afiliación a cooperativa de trabajo asociado 4 <input type="checkbox"/> Verbal o sin contrato escrito 5 <input type="checkbox"/>											
503. La empresa lo tiene afiliado a alguna EPS	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/> NS/NR 3 <input type="checkbox"/>											
504. La empresa lo tiene afiliado a alguna ARP/ARL	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/> NS/NR 3 <input type="checkbox"/>											
505. La empresa lo tiene afiliado a algún fondo de pensiones	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/> NS/NR 3 <input type="checkbox"/>											
506. ¿Cuánto le pagan normalmente en su empleo u oficio?	\$. __ _ _ __ _ _ _ __ _ _ _ No Sabe/No responde 1 <input type="checkbox"/> 510510											
507. La periodicidad de lo que le pagan o recibe es:	<table border="1"> <tbody> <tr> <td>Diario</td> <td>1 <input type="checkbox"/></td> </tr> <tr> <td>Semanal</td> <td>2 <input type="checkbox"/></td> </tr> <tr> <td>Quincenal</td> <td>3 <input type="checkbox"/></td> </tr> <tr> <td>Mensual</td> <td>4 <input type="checkbox"/></td> </tr> <tr> <td>Anual</td> <td>5 <input type="checkbox"/></td> </tr> </tbody> </table>	Diario	1 <input type="checkbox"/>	Semanal	2 <input type="checkbox"/>	Quincenal	3 <input type="checkbox"/>	Mensual	4 <input type="checkbox"/>	Anual	5 <input type="checkbox"/>	
Diario	1 <input type="checkbox"/>											
Semanal	2 <input type="checkbox"/>											
Quincenal	3 <input type="checkbox"/>											
Mensual	4 <input type="checkbox"/>											
Anual	5 <input type="checkbox"/>											
508. ¿El Pago que recibe fue/es libre de descuentos?	Si 1 <input type="checkbox"/> 510 No 2 <input type="checkbox"/> NS/NR 3 <input type="checkbox"/> 510											
509. ¿Después de descuentos, cuánto recibe en el último mes?	\$. __ _ _ __ _ _ _ __ _ _ _											
510. ¿Recibe de su empleador algún tipo de subsidio, incluido el auxilio de transporte, bonos, alimentos, vivienda y calzado o vestuario como complemento o parte del pago de su salario?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/> 801											
511. ¿Recibe auxilio de transporte en dinero?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/> 513 NS 3 <input type="checkbox"/> 513											
512. ¿Cuánto es el valor mensual que recibía/recibe?	\$. __ _ _ __ _ _ _ __ _ _ _											
513. ¿Recibe BONOS para hacer compras o recibía/recibe otros subsidios en DINERO de su empleador o de la caja de compensación?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/> 515 NS 3 <input type="checkbox"/> 515											
514. ¿Cuánto es el valor mensual que recibía/recibe?	\$. __ _ _ __ _ _ _ __ _ _ _											
515. ¿Recibe alimentos como parte de pago por su trabajo?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/> 517 NS 3 <input type="checkbox"/> 517											
516. ¿Cuánto calcula que es el valor mensual que recibía/recibe?	\$. __ _ _ _ __ _ _ _ _ __ _ _ _ _											
517. ¿Recibe como parte de pago por su trabajo: vivienda, vestuario, calzado u otros pagos en especie?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/> 801 NS 3 <input type="checkbox"/> 801520											
518. ¿Cuánto calcula que es el valor mensual que recibe por vivienda (cuánto pagaría de arriendo en caso de no recibir vivienda como parte de pago por su trabajo)?	\$. __ _ _ _ __ _ _ _ _ __ _ _ _ _ _ No recibió vivienda 1 <input type="checkbox"/>											
519. ¿Cuánto calcula que es el valor mensual que recibe por vestuario o calzado?	\$. __ _ _ _ __ _ _ _ _ __ _ _ _ _ No recibió vestuario o calzado 1 <input type="checkbox"/>											
520. ¿Cuánto calcula que es el valor mensual que recibe por otros pagos en especie?	\$. __ _ _ _ __ _ _ _ _ __ _ _ _ _ No recibió otros pagos en especie 1 <input type="checkbox"/> 801											

I. TRABAJADORES INDEPENDIENTES O POR CUENTA PROPIA		
601. En _____ ¿dónde realiza su trabajo como independiente?	En local propio o arrendado	1 <input type="checkbox"/>
	En la vivienda que habita	2 <input type="checkbox"/>
	En una vivienda distinta a la suya	3 <input type="checkbox"/>
	En la calle como ambulante	4 <input type="checkbox"/>
	En la calle como estacionario	5 <input type="checkbox"/>
	En un "kiosco" o caseta	6 <input type="checkbox"/>
	Puerta a puerta	7 <input type="checkbox"/>
	En un vehículo (taxi, carro, bus, lancha, barco)	8 <input type="checkbox"/>
	En una zorra, carreta o zorrillo	9 <input type="checkbox"/>
	En una mina o cantera	10 <input type="checkbox"/>
	En una obra en construcción	11 <input type="checkbox"/>
	En una finca o terreno propio o en arriendo o en aparcería	12 <input type="checkbox"/>
	En río, mar o ciénaga	13 <input type="checkbox"/>
Otro	14 <input type="checkbox"/>	
602. Después de gastos en su actividad como independiente o por cuenta propia, ¿cuál es el ingreso mensual neto promedio que le quedó/a para su consumo o ahorro personal?	\$. _ _ _ _ _ _ _ _ _ _ _ _ _ _	
603. ¿Para este negocio lleva cuentas?	Sí 1 <input type="checkbox"/> No 2 <input type="checkbox"/> → 605	
604. ¿En qué medio lleva las cuentas de su negocio? (Espere respuesta)	En una hoja o cuaderno 1 <input type="checkbox"/> En un libro de contabilidad 2 <input type="checkbox"/> En office (Word, Excel) 3 <input type="checkbox"/> En otro sistema informático 4 <input type="checkbox"/>	
605. Si vendiera el negocio o su parte del mismo (maquinaria, vehículos, instalaciones, etc.), ¿cuánto esperaría recibir por esta venta?	\$ _ _ _ _ _ _ _ _ _ _ _ _ _ _ NA 1 <input type="checkbox"/>	
606. Su negocio tiene un registro mercantil (Está registrado en Cámara de Comercio)	Sí 1 <input type="checkbox"/> No 2 <input type="checkbox"/> NS3 <input type="checkbox"/> 801	
607. ¿Su negocio está afiliado a un gremio, asociación de productores u otro colectivo?	Sí 1 <input type="checkbox"/> No 2 <input type="checkbox"/> NS3 <input type="checkbox"/>	

VII. DESEMPLEADO		
701. ¿Ha tenido por lo menos un trabajo remunerado en su vida?	Sí 1 <input type="checkbox"/> No 2 <input type="checkbox"/> → 713	
En su último trabajo...		
702. ¿Cuántas horas trabajaba a la semana?	_ _ _ _ horas	
703. ¿Cuántos meses trabajó durante los últimos 12 meses desde que termino su último trabajo?	_ _ _ _	
704. ¿A qué actividad se dedicaba principalmente la empresa, entidad o negocio en la que realizó este trabajo?	Administración pública	1 <input type="checkbox"/>
	Agricultura, ganadería silvicultura y pesca	2 <input type="checkbox"/>
	Explotación de minas y canteras	3 <input type="checkbox"/>
	Industria manufacturera	4 <input type="checkbox"/>
	Suministro de electricidad, gas o agua	5 <input type="checkbox"/>
	Construcción	6 <input type="checkbox"/>
	Comercio al por mayor y al por menor	7 <input type="checkbox"/>
	Hotel, restaurantes, bares o similares	8 <input type="checkbox"/>
	Transporte, almacenamiento y comunicaciones	9 <input type="checkbox"/>
	Establecimientos financieros	10 <input type="checkbox"/>
	Actividades inmobiliarias y alquiler	11 <input type="checkbox"/>
	Servicios privados empresariales y personales	12 <input type="checkbox"/>
	Servicios de salud	13 <input type="checkbox"/>
	Educación	14 <input type="checkbox"/>
	No específica	15 <input type="checkbox"/>
705. ¿En este empleo usted se	Profesional, técnico, directivo 1 <input type="checkbox"/>	

desempeñaba como?	Personal administrativo de oficina 2 <input type="checkbox"/> Trabajadores en hoteles, restaurantes, vigilancia y aseo 3 <input type="checkbox"/> Trabajadores de otros servicios (peluquería, logística, etc) 4 <input type="checkbox"/> Comerciante, promotor de ventas 5 <input type="checkbox"/> Trabajador en comercio al por mayor (empacador, cajero) 6 <input type="checkbox"/> Operario de la industria, obrero de la construcción. 7 <input type="checkbox"/> Otro 8 <input type="checkbox"/>	
706. En ese trabajo era: (marque sólo la opción principal)	Obrero o empleado asalariado 1 <input type="checkbox"/>	} → 711 → 713 ¡Error! No se encuentra el origen de la referencia.
	Jornalero o peón 2 <input type="checkbox"/>	
	Empleado doméstico 3 <input type="checkbox"/>	
	Trabajador independiente o por cuenta propia con un solo cliente o patrón 4 <input type="checkbox"/>	
	Trabajador independiente o por cuenta propia con más de un cliente o patrón 5 <input type="checkbox"/>	
	Patrón, dueño o socio de un negocio, finca, cultivo o parcela 6 <input type="checkbox"/>	
	Trabajador familiar sin remuneración 7 <input type="checkbox"/>	
707. ¿Bajo qué tipo de contrato trabajaba en esta organización?	Contrato escrito a término indefinido 1 <input type="checkbox"/> Contrato escrito a término fijo 2 <input type="checkbox"/> Contrato de prestación de servicios 3 <input type="checkbox"/> Afilación a cooperativa de trabajo asociado 4 <input type="checkbox"/> Verbal o sin contrato escrito 5 <input type="checkbox"/>	
708. ¿Cuál de los siguientes beneficios tenía en este trabajo? Prestaciones sociales (primas, cesantías, vacaciones)	La empresa lo tenía afiliado a alguna EPS a. <input type="checkbox"/>	
	La empresa lo tenía afiliado a alguna ARP b. <input type="checkbox"/>	
	a empresa lo tenía afiliado a algún fondo de pensiones c. <input type="checkbox"/>	
	Subsidio familiar d. <input type="checkbox"/>	
	Subsidio de transporte e. <input type="checkbox"/>	
	Subsidio de alimentación o alimentación gratuita f. <input type="checkbox"/>	
Subsidio de vivienda o vivienda gratuita g. <input type="checkbox"/>		
709. ¿Cuánto le pagaban normalmente en su empleo u oficina?	\$. _ _ _ _ _ _ _ _ _ _ _ No Sabe/No responde 1 <input type="checkbox"/> → 712 ¡Error! No se encuentra el origen de la referencia.	
710. La periodicidad de lo que le pagaban o recibía era:	Mensual 1 <input type="checkbox"/>	} → 712
	Quincenal 2 <input type="checkbox"/>	
	Semanal 3 <input type="checkbox"/>	
	Diario 4 <input type="checkbox"/>	
	Anual 5 <input type="checkbox"/>	
711. Después de gastos en su actividad como independiente o por cuenta propia, ¿cuál era el ingreso mensual neto promedio que le quedaba para su consumo o ahorro personal?	\$. _ _ _ _ _ _ _ _ _ _ _ No Sabe/No responde 1 <input type="checkbox"/>	
712. ¿Cuál fue la PRINCIPAL razón por la que dejó éste trabajo?	Fue despedido 1 <input type="checkbox"/>	
	Fue víctima de desplazamiento forzado o de algún hecho violento en la región donde laboraba. 2 <input type="checkbox"/>	
	Tuvo dificultades de salud (distinto a accidentes laborales) 3 <input type="checkbox"/>	
	Debió atender dificultades de salud de algún miembro de su familia. 4 <input type="checkbox"/>	
	Sufrió un accidente laboral 5 <input type="checkbox"/>	
	Cerró la empresa o el lugar donde realizaba su actividad 6 <input type="checkbox"/>	
	Finalizó el tiempo de su contrato laboral 7 <input type="checkbox"/>	
	Finalizó la labor que realizaba como trabajador sin contrato (peón, recolector, transportista) 8 <input type="checkbox"/>	
	Dejó el trabajo para adelantar estudios 9 <input type="checkbox"/>	
	Tuvo que dedicarse al cuidado de menores u otras personas de su familia. 10 <input type="checkbox"/>	
	No contaba con recursos para seguir adelantando su trabajo como independiente. 11 <input type="checkbox"/>	
	Dejó el trabajo para buscar una opción que le reportara mayores ingresos pero no la ha encontrado. 12 <input type="checkbox"/>	
	Conflicto laboral con empleador o compañeros de trabajo 13 <input type="checkbox"/>	
Otra, ¿Cuál?		
713. Durante los últimos 12 meses, ¿Ha hecho alguna diligencia para conseguir trabajo o instalar un negocio?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>	
713.a. Durante los últimos 12 meses, ¿Cuántas semanas ha estado o estuvo buscando trabajo?	_ _ _	
714. ¿Por qué cree que se encuentra desempleado?	No encuentra un trabajo apropiado (digno, con buena remuneración, que le guste)	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>

	No tiene las competencias para los trabajos que encuentra (estudios)	
	Por discriminación étnica	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>
	Por discriminación religiosa	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>
	Por discriminación de edad	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>
	Por discriminación de género	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>
	Por discriminación de otro tipo	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>
	Porque no sabe donde buscar	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>

VIII. PERCEPCIONES						
	Muy mal	Mal	Ni bien, ni mal	Bien	Muy bien	NS/NR
801. En general, ¿Cómo se siente usted viviendo en este municipio?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	9 <input type="checkbox"/>
802. Comparando lo que sentía hace un año, usted diría que ahora vive mejor, igual o peor en los siguientes campos						
	En lo económico	En la seguridad en el municipio o zona	En el ambiente social y comunitario	Con los programas, servicios y el trato de las instituciones del Gobierno	Con programas servicios y trato de las ONG	
Mejor	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	
Igual	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	
Peor	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	
803. Si incrementa su ingreso ¿en que sería lo primero que invertiría?				Mejorar la vivienda	1 <input type="checkbox"/>	
				Comprar vivienda	2 <input type="checkbox"/>	
				Comprar tierras	3 <input type="checkbox"/>	
				Educación	4 <input type="checkbox"/>	
				Salud	5 <input type="checkbox"/>	
				Ropa	6 <input type="checkbox"/>	
				Invertir en un negocio	7 <input type="checkbox"/>	
				Otro	8 <input type="checkbox"/>	
804. ¿Participa usted en alguno de los siguientes espacios? (organizaciones, asociaciones o espacios comunitarios)			No ↓	Si →		
					MENOS	IGUAL
w. Junta de Acción Comunal o Veedurías ciudadanas	2 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
x. Organización de población desplazada	2 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
y. Grupo de un movimiento o partido político	2 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
z. Asociación de padres de familia	2 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
aa. Grupo deportivo, recreacional, cultural, étnico o de conservación del medio ambiente, ludotecas	2 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
bb. Grupo voluntario, religioso o de la tercera edad	2 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
cc. Grupo de mujeres	2 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
dd. Grupo de jóvenes	2 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
ee. Organizaciones de vigilancia o seguridad	2 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
ff. Juntas de usuarios de servicios públicos, juntas municipales de educación, comités de participación u otras organizaciones comunitarias	2 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

	806.	807.
Considere las elecciones a Congreso de 2014	¿Votó en dichas elecciones? Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>	¿Participó activamente en la campaña de algún candidato a Congreso? Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>
	808.	809.
Considere las elecciones Presidenciales de 2014	¿Votó en dichas elecciones? Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>	¿Participó activamente en la campaña de algún candidato presidencial? Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>
810. ¿Conoce a alguien que le hayan ofrecido ofrecido dinero, trabajo o bienes materiales por su voto en 2014?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>	
811. ¿A Ud. le ofreciero dinero, trabajo o bienes materiales por su voto en 2014?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>	

COMPONENTE 4: CAMPAÑAS DE SENSIBILIZACIÓN SOBRE LA POBLACIÓN AFRODESCENDIENTE E INDÍGENA

IX. CONSUMO DE MEDIOS DE COMUNICACIÓN									
901. Con que frecuencia usted realiza las siguientes actividades:	Nunca	Todos los días	Varias veces a la semana	Una vez a la semana	Cada quince días	Una vez al mes	Una vez cada tres meses	Por lo menos una vez al año	¿Cuáles?
a. Lee revistas	1. <input type="checkbox"/> ↓	2. <input type="checkbox"/> →	3. <input type="checkbox"/> →	4. <input type="checkbox"/> →	5. <input type="checkbox"/> →	6. <input type="checkbox"/> →	7. <input type="checkbox"/> →	8. <input type="checkbox"/> →	
b. Lee periódicos	1. <input type="checkbox"/> ↓	2. <input type="checkbox"/> →	3. <input type="checkbox"/> →	4. <input type="checkbox"/> →	5. <input type="checkbox"/> →	6. <input type="checkbox"/> →	7. <input type="checkbox"/> →	8. <input type="checkbox"/> →	
c. Ve televisión (canales)	1. <input type="checkbox"/> ↓	2. <input type="checkbox"/> →	3. <input type="checkbox"/> →	4. <input type="checkbox"/> →	5. <input type="checkbox"/> →	6. <input type="checkbox"/> →	7. <input type="checkbox"/> →	8. <input type="checkbox"/> →	
d. Escucha radio (emisoras)	1. <input type="checkbox"/> ↓	2. <input type="checkbox"/> →	3. <input type="checkbox"/> →	4. <input type="checkbox"/> →	5. <input type="checkbox"/> →	6. <input type="checkbox"/> →	7. <input type="checkbox"/> →	8. <input type="checkbox"/> →	
e. Asiste a eventos públicos. (conciertos, ferias, fiestas)	1. <input type="checkbox"/> ↓	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>	6. <input type="checkbox"/>	7. <input type="checkbox"/>	8. <input type="checkbox"/>	
902. ¿Consiguió periódicos en los últimos doce meses?	Si 1 <input type="checkbox"/> ↓ No 2 <input type="checkbox"/> → 904								
903. ¿Cómo consiguió principalmente los periódicos? (Espere respuesta)	Los compró en almacenes de cadena, tiendas 1 <input type="checkbox"/> Los compró por internet 2 <input type="checkbox"/> Los compró en ventas ambulantes 3 <input type="checkbox"/> Por suscripción 4 <input type="checkbox"/> Se lo prestaron 5 <input type="checkbox"/> Se lo regalaron 6 <input type="checkbox"/> Lo leyó por internet de manera gratuita 7 <input type="checkbox"/> Otro ¿cuál? 8 <input type="checkbox"/>								
904. ¿Consiguió revistas en los últimos doce meses?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/> → 906								
905. ¿Cómo consiguió principalmente las revistas? (Espere respuesta)	Las compró en almacenes de cadena, tiendas 1 <input type="checkbox"/> Las compró por internet 2 <input type="checkbox"/> Las compró en ventas ambulantes 3 <input type="checkbox"/> Por suscripción 4 <input type="checkbox"/> Se las prestaron 5 <input type="checkbox"/> Se las regalaron 6 <input type="checkbox"/> Las leyó por internet de manera gratuita 7 <input type="checkbox"/> Otro ¿cuál? 8 <input type="checkbox"/>								
906. ¿Por qué medio principalmente prefiere enterarse de las noticias? (Espere respuesta)	Radio comunitaria 1 <input type="checkbox"/> Radio nacional 2 <input type="checkbox"/> Televisión Local 3 <input type="checkbox"/> Televisión Nacional/Internacional 4 <input type="checkbox"/>								

	Revistas <input type="checkbox"/> 5
	Periódicos <input type="checkbox"/> 6
	Internet <input type="checkbox"/> 7
	No le interesan las noticias <input type="checkbox"/> 8
907. ¿Conoce alguna campaña de identidad cultural de minorías étnicas?	Si <input type="checkbox"/> No <input type="checkbox"/> ➔ 1001
908. ¿Por qué medio(s) se enteró de la campaña(s)? (Espere respuesta)	Radio comunitaria <input type="checkbox"/> a Radio nacional <input type="checkbox"/> b Televisión Local <input type="checkbox"/> c Televisión Nacional <input type="checkbox"/> d Revistas <input type="checkbox"/> e Periódicos <input type="checkbox"/> f Internet <input type="checkbox"/> g Voz a voz <input type="checkbox"/> h Seminarios, charlas, reuniones <input type="checkbox"/> i

X. ACTITUDES Y PERCEPCIONES HACIA LA POBLACIÓN AFRODESCENDIENTE E INDIGENA					
1001.	A continuación le voy a leer una serie de situaciones, cuéntenos qué tan frecuente suceden en el municipio donde vive	Nunca	Casi nunca	Casi Siempre	Siempre
Diversidad e inclusión	a. Los problemas de los afrodescendientes e indígenas son ignorados	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
	b. Dificultades para encontrar trabajo	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
	c. Discriminación o rechazo por parte de la sociedad hacia los afrocolombianos e indígenas	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>
	e. El gobierno atiende las necesidades de los afrodescendientes e indígenas	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>

1002.	Frente a las siguientes afirmaciones indíqueme por favor su grado de acuerdo o desacuerdo.	Totalmente de Acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
	a. Si consiguiera un trabajo, no podría tener un puesto muy alto	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
	b. Los afrodescendientes e indígenas pueden llegar a tener altos cargos políticos como senadores y alcaldes	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
	c. Los resguardos indígenas y los territorios colectivos ayudan a proteger el medio ambiente	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
	d. Las organizaciones de las sociedad civil de los afrodescendientes e indígenas pueden influir en las decisiones que se toman en el municipio donde vive	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
	e. Los indígenas y los afrodescendientes son una carga para el gobierno	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
	f. Es incómodo tener como vecino a una persona que sea afrodescendiente	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
	g. Es incómodo tener como vecino a una persona que sea indígena	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
	h. Es incómodo tener como yerno/nuera a una persona que sea afrodescendiente	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>
	i. Es incómodo tener como yerno/nuera a una persona que sea indígena	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>	4. <input type="checkbox"/>	5. <input type="checkbox"/>

1003. Dígame si estaría de acuerdo o no con las siguientes afirmaciones	Sí	No	NA
a. Se siente identificado con su cultura indígena	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Se siente identificado con su cultura afrodescendiente	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Conoce las tradiciones de su cultura de origen	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Es integrante de alguna organización que fortalece la cultura	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Ha participado en los últimos seis meses en actividades que reivindican derechos colectivos de afrodescendientes e indígenas (culturales, de territorio)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Ha participado en los últimos seis meses en ceremonias o rituales colectivos que hacen parte de su cultura	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Considera que debe haber apoyo a proyectos o eventos que fortalecen la cultura	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

XI. PERCEPCIONES SOBRE LA INTERVENCIÓN DE PROGRAMA ACIP DE USAID				
E: Verifique el tipo de muestra de la P.6 y lea según el caso				
1101. Tratamiento E: Lea: De acuerdo con nuestro registro Ud. es o ha sido beneficiario del Programa para población Afrocolombiana e Indígena -ACIP financiado por USAID e implementado por ACIDI-VOCA, a través de capacitación para mejorar su inserción laboral y empleabilidad, es esta información cierta? Si 1 <input type="checkbox"/> → Pase a 1103 No 2 <input type="checkbox"/> → E: Indague más, si el encuestado definitivamente no lo reconoce - Termine		1102. Control: Es o ha sido Ud. beneficiario del Programa para población Afrocolombiana e Indígena -ACIP financiado por USAID e implementado por ACIDI-VOCA ? Si 1 <input type="checkbox"/> → Pase a 1103 No 2 <input type="checkbox"/> → Termine		
1103.	¿Considera que las capacitaciones del programa le ayudaron a mejorar sus habilidades a la hora de conseguir empleo?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>		
1104.	¿Cómo califica esta ayuda en términos de importancia para la mejora de su empleabilidad? Buena = 1 Regular = 2 Malo = 3	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>		
1105.	Califique qué tanto se cumplieron las expectativas que tenía al vincularse a las actividades que desarrolló utilizando para ello una escala de 1 a 5, en donde 1 es "no se cumplieron" y 5 es "se han cumplido totalmente",	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>		
1106.	¿Ha logrado vincularse a una empresa después de su capacitación?	Si 1 <input type="checkbox"/> ↓ No 2 <input type="checkbox"/>		
1107.	¿Cuánto tiempo lleva como empleado en dicha empresa?	_ _		
1108.	¿Le recomendaría a un familiar/amigo participar en este Programa?	Si 1 <input type="checkbox"/> No 2 <input type="checkbox"/>		
1109.	Califique el beneficio que obtuvo del proyecto ACIP sobre las siguientes prácticas y capacidades, utilizando una escala de Alto, Medio, Bajo o Ningún beneficio.			
	Alto beneficio	Medio beneficio	Bajo beneficio	Ningún beneficio
a. Mejora en la búsqueda de empleo	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Mayor conocimiento técnico	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Mejor habilidades a la hora de enfrentarse a una entrevista	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Desarrollo de habilidades específicas	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

e Otros	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
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Le agradecemos mucho sus opiniones. Quisiera preguntarle si estaría dispuesto en el futuro a volver a colaborar con nosotros.

Sí	1	No	2
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CONTROLES FINALES											
Fecha de la encuesta		Día /___/___/		Mes /___/___/		Año		Hora inicio /___/___/:___/___/		Fin /___/___/:	
Encuestador			Cédula			Supervisor			Cédula		
SUPERVISIÓN		HALLAZGO	RESPONSABLE	ACCIÓN	RESPONSABLE	APROB	RECHAZ				
Monitorización (75%)	1					1	2				
Re-contacto Presencial	2					1	2				
Re-contacto Telefónico	3					1	2				
Revisión en Campo	4					1	2				
Revisión en Crítica	5					1	2				
Notas											
HALLAZGO: 1 Inconsistencia- 2 Datos Ficticios- 3 Pregunta faltante						ACCIÓN: 5 Anular- 6 Verificar- 7 Recuperar- 8		Verificad	Codificad		
Devolver a Campo APROBADO/RECHAZADO											
Verificación de Crítica	6	HALLAZGO			ACCIÓN						
HALLAZGO: 1 Omisión código - 2 Código errado - 3 Omisión de crítica						ACCIÓN: 1 Asignar código - 2 Corregir - 3 Revisión pases/Revisión campos - 7 Otro					

Rural focus group guide

Resultado 3 – Rural (San Andrés y Providencia, Cesar, Chocó, Cauca, Bolívar)

10 -12 personas de los hogares participantes en los proyectos productivos. En la medida de lo posible, integrante del hogar que ha estado directamente vinculada/o con la actividad y el proyecto productivo.

La guía se estructura en 4 partes: Proyectos productivos, Apoyo y Asistencia Técnica, Seguridad Alimentaria, Ingresos y gastos.

Introducción:

Indagar sobre la actividad/proyecto productiva/o antes de iniciar el proyecto, actividades a las que se dedicaban antes, condiciones del hogar, responsabilidades financieras.

Cómo empezó el proyecto. Con quienes.

Proyectos productivos:

- Indagar sobre la actividad productiva más importante que realizan.Cuál es la segunda actividad productiva que realizan. Qué otros usos /actividades tienen (otros cultivos, animales, pastos, bosques, etc...)? Hace cuanto realiza esa actividad. Cuantos hogares se benefician del proyecto.
- A que destinan la actividad productiva (Venta, consumo propio, insumos, etc...). Si comercializa la producción es preciso indagar sobre distancia, costos de comercialización. Presencia de intermediarios, a quien le venden, si es justo el precio.
- Indagar sobre la ubicación de la actividad realizada en la cadena productiva del producto (Semilla, sembrado, cultivo, cosecha, empaque, transporte, procesamiento, transformación, empaque, mercado). Descripción del contexto socioeconómico de la cadena productiva (tipo de productores, sistemas de comercialización, peso en la oferta del producto, precios promedio). Indagar por los puntos donde se genera el valor agregado (intermediarios, especuladores, etc...)
- Indagar sobre cómo se realiza la actividad productiva. A quien pertenece la tierra. De quien es la tierra donde realiza la actividad productiva (indagar sobre compra y venta de tierra). Quienes participan de la producción (trabajo colectivo o individual). Grado de tecnificación- mecanización de la actividad productiva.
- En general indagar por cuales son las principales dificultades de la actividad productiva, si existen barreras en el mercado? Los riesgos que se asumen.
- Indagar sobre las percepciones en cuanto a la actividad productiva: Qué ha cambiado desde 2013, cómo ha sido el cambio, Cuales han sido los aprendizajes, cuáles han sido las dificultades.

Apoyo y Asistencia Técnica:

En esta parte la idea es indagar sobre el componente de apoyo y asistencia técnica del proyecto.

- Sobre el proyecto: Indagar por el tipo y las características de la asistencia técnica: Cuando empezó, la duración, la periodicidad, quién daba las capacitaciones (personal calificado?), como eran los equipos, cuáles fueron los contenidos y temas centrales abordados, fueron

prácticas o teóricas, quedaron capacidades instaladas en las comunidades (infraestructura productiva, formación de líderes, procesos de comercialización, etc...).

- Indagar por los conceptos: Ustedes que entienden por asistencia técnica, cultura de la legalidad, soberanía alimentaria...
- Indagar por la percepción sobre el proyecto: qué tal les pareció la calidad de la asistencia técnica, la organización del proyecto, qué mejoraría del proyecto, los temas que se abordaron si sirven, Son efectivas esos proyectos? ...
- Indagar por la efectividad del proyecto: En qué medida el apoyo técnico recibido les permitió mejorar sus actividades productivas, sus ingresos? Qué fue lo mejor del proyecto. Lo más pertinente.

Ingresos / Gastos

La idea es indagar sobre los ingresos percibidos a través de la actividad productiva y si son o no suficientes para solventar los gastos del hogar, haciendo énfasis en la seguridad alimentaria.

- Indagar por los ingresos actuales: Cuales son las fuentes de ingresos principales? Siente que gracias al programa los ingresos ligados al proyecto productivo han aumentado, ha producido mas? Qué tanto? Siente que tiene ingresos más estables? Si no es el caso indagar por qué razones cree que el programa no fue efectivo en su caso.
- Como se distribuyen los ingresos/beneficios de la actividad productiva. Género y juventud.
- Indagar sobre los gastos: Los ingresos que perciben cubren los gastos del hogar. A qué ha destinado/destinaría los ingresos obtenidos. Las otras personas del hogar tienen ingresos, ayudan a cubrir esos gastos. Qué tipo de gastos tiene que cubrir?
- Indagar sobre Endeudamiento: tienen deudas? Con quién? Cuál es el motivo de la deuda? Qué parte de los ingresos se van en pago de deudas? Alcanzan a ahorrar una parte de sus ingresos?
- Indagar sobre si los ingresos son suficientes: El ingreso ligado a la actividad productiva alcanza a cubrir todos esos gastos? Si la respuesta es NO, indagar por las otras formas con las que cubren los gastos.

Urban focus group guide

Resultado 3 – Urbano (Barranquilla, Cali, Quibdó y Bogotá)

Lugar:

Fecha:

Nombre de la organización:

Nombre del proyecto:

Nombre de Responsable de la organización:

10 jóvenes que participaron en los diferentes proyectos de formación y empleabilidad ofrecidos por el programa ACIP. (Hombres y mujeres: 5 que se vincularon al empleo resultado de la formación y 5 que sólo participaron de la formación).

La guía se estructura en 3 partes: Formación para el Trabajo, Características del empleo, Ingresos.

Introducción:

Cuéntenos cómo empezó el proyecto. Con quiénes?

Proyecto de Formación para el Trabajo

Indagar sobre las capacitaciones realizadas:

- Indagar por el tipo y las características del proyecto: Cuando empezó, la duración, la periodicidad, las fases o partes del proyecto, quién operaba el proyecto, como se concertó el proyecto, como eran los equipos, cuál era la población objetivo cuáles fueron las actividades centrales y los contenidos...
- Indagar por los conceptos: Ustedes que entienden por empleo digno, Protección social, Para ustedes qué es una buena formación/capacitación para el empleo / discriminación laboral.
- Percepción sobre el proyecto: qué tal les pareció la calidad de esas capacitaciones, La organización del proyecto, los temas que se abordaron si sirven para encontrar empleo?, Son los temas que quieren y les gustan? Son efectivas esas formaciones? ...
- Proyectivo: qué mejoraría del proyecto de capacitación si tuviera que planearlo desde el inicio?

Empleabilidad y Características del empleo¹⁸

Indagar por las principales dificultades, barreras, obstáculos para encontrar empleo:

- Existen barreras o discriminaciones? A qué obedecen estas barreras (aspectos económicos, étnicos, sociales, políticos...), qué se puede hacer para mejorar la situación?
- Indagar si encuentran/hay empleo en las profesiones que quisieran tener: qué profesiones/empleos quisieran tener, hay empleo en esas profesiones? indagar si pueden acceder al tipo de formación requerida para esos empleos que quisieran tener?

Indagar sobre la vinculación laboral posterior a las capacitaciones. Puede ser resultado directo (vinculación directa post capacitación) o indirecto (la capacitación le permitió encontrar empleo por su cuenta)¹⁹.

¹⁸ En la Línea de Base se diferencian Asalariados, Independientes y Desempleados, (a los cuales se les pregunta por su último empleo).

- Cómo fue el proceso para encontrar trabajo? Qué tuvieron que hacer para encontrar? Cómo fue el proceso de vinculación a la empresa? Han cambiado las condiciones laborales desde entonces?
- Indagar por las condiciones de empleo: Como era/es ese trabajo que tiene/tuvo, tipo de contrato, qué posición ocupaba, seguridad social y prestaciones sociales, remuneración (siente que es un trabajo bien-mal-poco remunerado?, cada cuanto le pagaban, cómo le pagaban (dinero, bonos, especie), el empleo es/fue estable?, cuanto duró? Qué hubo de malo en ese empleo?
- Indagar sobre la percepción de la efectividad del proyecto. Ustedes piensan que el proyecto sirve para encontrar empleo? Las formaciones son pertinentes?
- Cuál sería el empleo que usted quisiera tener, con el cual sueña? Qué le hace falta para lograr tener ese empleo? Qué tipo de proyecto le ayudaría a conseguirlo?

Ingresos / Gastos

Indagar sobre los ingresos percibidos y si son o no suficientes para solventar los gastos del hogar donde viven los y las jóvenes.

- Indagar sobre los gastos de acuerdo con la composición familiar (no se indaga en el formulario Urbano Cuantitativo). Cubren los gastos de las personas del hogar (esposas e hijos, padres, abuelos, hermanos). Qué tipo de gastos hay que cubrir? Esas otras personas tienen ingresos?, Quienes ayudan a cubrir esos gastos.
- Indagar por los ingresos actuales: Cuales son las fuentes de ingresos principales. Siente que gracias al programa sus ingresos han aumentado? Siente que tiene ingresos más estables? Si no es el caso indagar por qué razones cree que el programa no fue efectivo en su caso.
- Tienen deudas? Con quién?Cuál es el motivo de la deuda? Qué parte de los ingresos se van en pago de deudas? Alcanzan a ahorrar una parte de sus ingresos?
- Indagar sobre si los ingresos son suficientes: Su ingreso alcanza a cubrir todos esos gastos? Si la respuesta es NO, indagar por las otras formas/ingresos con las que cubren los gastos.

Se puede finalizar con un ejercicio sobre las cosas que los y las jóvenes le cambiarían al conjunto del proyecto. Si tuvieran que implementarlo, como se imaginan un proyecto de capacitación para el empleo. Qué contenidos le pondrían, como lo harían, con quien lo harían. Qué mejorarían del proyecto ACIP.

¹⁹ Si es independiente indagar por las condiciones del negocio, jornadas de trabajo, como inició? Para los desempleados hay que indagar por el tiempo que llevan desempleados, por qué dejaron el empleo anterior, por qué creen que se encuentran desempleados, si han tenido opciones, entrevistas, trabajos informales.

ANNEX I: DISCLOSURE OF ANY CONFLICTS OF INTEREST

[NOTE: These are in PDF and are included with the CD submission of data and other relevant evaluation files.]

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