SOCIAL LEARNING IN DEVELOPMENT PROJECTS: THE CASE OF THE AYMARA WOMEN'S COORDINATOR IN JULI (PUNO, PERU)

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Abstract
Development cooperation projects are a special case because their design always contains a high degree of uncertainty that relies on the human actors. This fact leads to stress, above even of the original design, the management of the development process with local stakeholders, and consequently the project management competences that are needed.

Funding agencies continue paying more attention to the effectiveness/efficiency of the implementation of the projects in terms of achieved outcomes or results. However, they increasingly stress the need to measure long-term impacts and sustainability. This would require to focus on processes that have been activated by the project and also the learnings they have generated, instead of focus on direct results and short term achievements.

The case study illustrates this approach and shows the management of a project for the development of the Aymara communities in the region of Puno (Peru), in collaboration with the Association of Aymara Women (CMA). Process management involved not only the search of new opportunities of development but also the change of local actor's mentality.

Keywords: project management; development projects; social learning.

1. Introduction
The way in planning and implementing a development project is complex because it interacts with people and is subject to many variables that hinder the implementation of rural development projects.

The path chosen for the implementation of a development project is a key factor in their quality, since it is the very process of development supported or encouraged the initial target of the intervention (Ferrero, 2003, Varela, 2007). Hence the adaptability ability and flexibility of the intervention to suit the changing environment and strengthen the processes are an essential component in determining the quality and sustainability of them (Yagüe, Salvo, Prain & Gonzales, 2008).

It is in this context that runs the project: "Developing leadership capabilities of women in the Aymara communities of Puno (Peru)" designed by the GESPLAN - UPM and funded by the city of Madrid.

This project was supported from the beginning and had the participation of the benefits. The Aymara Women's Coordinator (CMA), with the knowledge that they have of the territory, Aymara culture, the potential of its members and relations between groups of artisans with the environment. This combined with the knowledge of the GESPLAN group of the Technical University of Madrid in the planning and implementation of rural development projects and the NGO "Design for Development" (DPD), have contributed to develop this project from the perspective of planning as "Social Learning" and using project management skills in "Project Management" to ensure the success of the project. By varying both the initial planning project and the tasks it will improve its scope and achievement of objectives.
2. Case Study
To explain the method used in the project implementation, we need to get an idea of how the project has developed throughout all the process. This process has been changing with the implementation of the Project Management skills. This was applied in order to get a good project performance.

2.1. General characteristics of the territory
The department of Puno is located in the Andes area, in the southeastern corner of Peru, the distance from Lima is 1,315 km, from Arequipa is 325 km and is 389 km from Cusco, the main economic centers in this the country area. The territory occupies an area of approximately 72,000 km², representing 5.6% of Peruvian territory. 70% of this territory is situated on the Collao plateau and the other 30% occupy the Amazon region (INEI, 2005). It has a population of 257,000 inhabitants. The department capital is the city of Puno, which is located on the Lake Titicaca shores, the highest navigable lake in the world, 3,827 m.a.s.l (INEI, 2005).

The target populations are concentrated in the provinces of Moho, Huancane, Puno, Chucuito, Juli, El Collao and Yunguyo. The dominant language in all of them is Aymara and Spanish is the official language. The area is classified as in extreme poverty (INEI, 2005).

The climate is irregular, presenting temperatures ranging from 25 to 3 °C in summer and 20 to -20 °C in winter (SENAMHI, 2009).

2.2. Project formulation
In the first half of 2008 a work project was elaborated in the Juli area in the highlands of Puno. The work area included 6 provinces in the Puno region (Chucuito Juli, Huancane, Puno, Yunguyo and Moho) under the title of Development of leadership capacities of women in the Aymara communities of Puno (Peru). The project was presented to the City of Madrid for funding which was finally approved for a time horizon of 2 work years.

The strategy is formulated to meet the needs identified earlier in the evaluation of previously developed projects in the area, after applying the methodologies of Empowerment Evaluation and focus on the defined target group, which was assumed as the beneficiaries. The overall objective of project is defined as:

Increasing the technical and management capacity of small business women of the Aymara communities in the region of Puno (Peru) to improve their level of independence by becoming leading players in the sustainable development of their communities and reducing poverty.

This overall objective includes the keywords that make the work direction, and is based on the following specific objectives:
To benefit women from a competitive and sustainable production system through the processing and marketing of local handicraft products and the sustainable use of local biodiversity.

Promote the active participation of women in the active development of their communities by participating in the promotion of innovation in a collaborative way for the production of textile crafts and food products.

Continue the implementation of the Empowerment Evaluation methodology for continuous evaluation of development activities that helps in decision making for the study of new production strategies and to identify the main causes of inequality in women.

Improving the production and processing of handmade textiles products made by women with the use of sustainable technology alternatives.

Improving agricultural production by introducing new production technologies compatible with the environment, especially in those products to help alleviate food insecurity and chronic malnutrition in the area such as vegetable production and small livestock.

Improve women's income through optimizing the chain value of products and their proper integration in the market.

Empowering women in areas such as marketing, organization and management.

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Promoting institutional and social fabric that has as its purpose the promotion of Aymara women and their productive activities to support the regional development.

Financing innovation in the local area through a micro-credit system linked to training that encourages household savings and the exploitation of local resources.

Project components

Works conducted in 2007 identified activities as the production of quality handmade textiles, organic production, processing of dairy and animal husbandry for local consumption and sale, as activities in which women could engage to improve their living standards as well as their families and their communities. In support of these activities are defined the following work components and sub-components. This was achieved through participatory workshops and taking information directly from the members of the groups of Aymara Women's Coordinator. Here we use a part of the planning in Social Learning, since we used the local knowledge of the members of the CMA to identify the potential of the area through a SWOT analysis where technical personnel GESPLAN Group and UPM participated.

The project had several components among them are:

Component 1. Strengthening the role of women in local development through training

The training would be provided by national and foreign professionals of different specialties. It will emphasize the "training through practice", and horizontal training between families and women artisans taking advantage of their local knowledge. The topics will be given priority after consultation with the participating women. Among them includes the training of entrepreneurs women to establish small businesses.

Sub-component 1.1. Training in complementary activities

Aimed to give producing women business-focused training so that they provide criteria of quality and market orientation, and can incorporate into its traditional artisan activity factors that facilitate the marketing of their products while respecting the traditional cultural values.

Sub-component 1.2. Oriented training in agricultural production for food security

Agricultural activity is a core activity of the rural communities of Puno, but there is a uniform excess production resulting in very few alternatives of differentiation. Therefore it requires training in new forms of agricultural production oriented towards the local market and consumption.

Component 2. Economic and business development

It aims to promote micro-enterprise projects linked to the handicraft products made by women, such as textiles, and small agricultural production of high added value. To do this, in addition to the technological innovation that can be incorporated, will be an important link with the market, considering the identification of distribution channels, marketing and appropriate use (Martínez, 2006). It was understood that the members of the CMA were entrepreneurs because they could alter properties subject to change for subsequent sale (Manrique, 1997).

A key element in this component is the establishment of a revolving fund based on a specific micro-credit methodology linked to management training, which emphasizes training and knowledge of people as a risk factor reduction, thereby reducing financial costs below the local market costs. This fund was intended to accelerate the implementation and dissemination of the changes promoted by the training and strengthening the social network since the security system is based on the participation of beneficiaries in the project monitoring.

Sub-component 2.1. Demonstrative action through pilot or experimental projects

It aims to develop demonstrative actions, pilot facilities, market research, technical feasibility studies, etc., which will contribute to training activities and facilitate the emergence of new enterprises.

Sub-component 2.2. Boost of private agri-food projects, primarily collective in nature

Agricultural production is aimed at improving local production through technological innovations in production systems and products so as to enhance the diversity, quality and period of availability of food
products. In particular we will work on the installation of greenhouses to increase the diversity and availability of horticultural products and small animal production.

**Sub-component 2.3.** Micropymes pulse (Micro and small enterprises) (Seldon & Penance, 1980), in farming complementary activities.

Regarding craft production will work the introduction of quality standards and processes that differentiate the production of the beneficiary giving added value oriented to quality and innovative market sectors. This should allow markets to expand in areas where textile production craft has no access at present and retain the highest percentage of final product value at the origin.

**Component 3. Acquisition of local capacities for managing and transferring results**

Local management will be strengthened with the implementation of the necessary resources for this local group to constitute a true service center for the target population to disseminate to all communities the lessons of experience learned in the implementation of each of the initiatives.

**Sub-component 3.1.** Implementation of technical capacities for the implementation of microcredit programs related to training

It will promote the creation of a coordination and monitoring committee within the organization that allows participation of women in their own development by developing a work plan, the local management of a fund for financing, approval of projects to be undertaken developing the initiatives started by the initial training and workshops.

**Sub-component 3.2.** Transfer activities and dissemination of results and successful experiences

The transfer of results will be first among communities of Aymara women participating in the project. The direct involvement of women beneficiaries in the transfer also contributes to strengthening the social development component, because the involvement in the demonstration activities strengthens the social network both internally and through the creation of new links with people and institutions visited or as visitors.

In addition, the project will collect the methodology of action followed of a series of activities that can be extrapolated to other rural communities of Peru and other civilian groups or associations seeking rural development in their territories.

**2.3. The Social Learning model in the planning and execution of the Project**

The model was applied in a conscious way, taking from one side to the Research Group on Planning and Sustainable Management of Local Rural Development (GESPLAN) of the Technical University of Madrid (UPM), as the entity that designed the project. The Design for Development NGOs, as technical experts and the Aymara Women's Coordinator (CMA) as a local entity that executed the project, being at the same time the beneficiary and having the knowledge of the territory and the core activities being carried out by them, relationships between groups that belong to the CMA and the institutional support needed to implement the model.

Social learning is not directive but produces a mutual learning (Friedman 2002), so that the model is bidirectional. In this model there is a continuous dialogue between the beneficiaries and planners (Cazorla, De los Rios, 2002). In this case between the UPM / GESPLAN technicians with members of the CMA where they developed a plan for project implementation

The system was born of the action and ends with action. The knowledge of the planner about the social learning must not only be an expert knowledge but also experienced, to be considered complete knowledge. To get there must be a dynamic process that is in continuous enrichment through dialogue with the affected population (Chart 1). Also this happens when the planner become a player, since through the action will collaborate in the planning process that results. (Cazorla, De los Rios, Salvo, 2006).
The project is established with data obtained in this way and is expected until its implementation, however because of the expectation generated the meetings continues between the technical team (UPM / GESPLAN) and all groups of the CMA, where enriches more about the required knowledge and present new proposals to modify and enrich the project.

3. Results: activities implemented

The implementation of the project formally began in May 2008 with the recruitment of local technical field work. From that moment we start working with the CMA affecting primarily on their operational capacity.

Consolidation of the CMA as a local organization

The first set of activities implemented and as a result of project task scheduling is concerned with everything related to the consolidation of the CMA as a local organization. Starting with its formalization to the provision of a place of work, going through all the corporate image and media diffusion. These are the first steps to get the CMA to work with a responsible corporate vision, be organized and self-sustaining.

A. Legal constitution of the Aymara Women's Coordinator - CMA

One of the first actions done in the first quarter of 2009 was the establishment of the Aymara Women's Coordinator, CMA, as a recognized legal entity, as the institution had a run of more than 30 years as an institution but has not the right. Then drafted and approved its statutes on the basis of what we did and the legal and technical contributions made technical equipment.

For approval of the statutes in each group held meetings to explain the proposals, after data collection. Then he had several meetings with the presidents of the groups of the CMA and the board to discuss and test these statutes.

After that it got the RUC (Single Taxpayer Registry), registration required to operate as a business entity to issue vouchers that could pay and require them when they shop for productions respective planned. The RUC was presented as a Civil Association without profit, to get access to the tax system and to have certain exemptions from work.

The selection of the board of the CMA was developed prior to the formalization of the institution, but was endorsed by the general assembly as presidents and their internal rules were regularized in the approved status.

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The board was composed of a president, a vice president, a treasurer, a secretary, a prosecutor and a vowel. All of these charges existed already so they were only certified and authenticated.

Of the six board members, two represent the northern area (Huancane, Moho), two represent the central area (Puno, El Collao) and two represent the southern area (Chucuito Juli, Yunguyo). This board coordinated actions with the technical team from the UPM / GESPLAN and were the direct executors by the beneficiaries.

Thus, the CMA shall be constituted as groups acting at the time and are recorded in Table.

<table>
<thead>
<tr>
<th>Area</th>
<th>Location</th>
<th>Group</th>
<th>Nº Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center</td>
<td>Chucuito</td>
<td>&quot;Mamas kantutas&quot;</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Flor kantuta</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Plateria</td>
<td>Camacani plateria</td>
<td>6</td>
</tr>
<tr>
<td>North</td>
<td>Huancane</td>
<td>Maria auxiliadora</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Virgen guadalupe</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Moho</td>
<td>Moho</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Solitario</td>
<td>Guittarrani calamarca</td>
<td>11</td>
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<tr>
<td></td>
<td></td>
<td>Mantaro</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Solitario catahui</td>
<td>26</td>
</tr>
<tr>
<td>Tiqui tiqui</td>
<td>Caserio callejon</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Huancanehuyuo</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tisnacollo</td>
<td>26</td>
</tr>
<tr>
<td>South</td>
<td>Juli</td>
<td>Aimaras juli</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Brisas del lago</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discapacitados</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Flor de sancayo</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inmaculada concepcion</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ponchito de oro</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sartawi vilcallame</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vicuña andina</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yapuchiri</td>
<td>10</td>
</tr>
<tr>
<td>IAVE</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Yunguyo</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

Overall Total 320

Each group has its own organization as well as board and has made institutional life closer to their territory and according to their production specialties, as the north area is specialized in garment making-up, the central area is specialized in making puppets and the south area in the manufacture of hand embroidered cloth. Each organization has local and zonal meetings schedules and they agreed to convene general presidents meetings along with the board.

320 women have been associated directly and 21 groups. In this sense, those women and groups who are integrated into this partnership have easier access to the project but do outreach at community level, so its impact may be greater, reaching about a thousand women in different communities.

The Coordinator itself, through its structure, selects potential candidates to be recipients of training, credit or any other activity resulting from the project. This is a basic point since they can better assess the degree of community involvement and proven reliability, and also act as a buffer against possible discrepancies. The technical team provides support for decision-making with economic and technical assessments when necessary.
B. Headquarter of the Coordinator

It has enabled a premise in the town of Juli, prepared to the last quarter of 2008, belonging to the Prelature of Juli, famous for "The White House", it has been enabled for offices, storage and meeting room in now also used as a classroom, this premise is rented. It also has a room that will enable the installation of a workshop to be acquired for the looms and machinery. It was opened in March 2009.

When enabling the premise, it also took the social learning model as not only as a participant in planning the project but to keep in touch with the beneficiaries were taking their point of views to modify it according to local needs. For example, access and facilities for the disabled group, the lighting of the workshops, the implementation of the workshop, etc. So the planning ended with an action and start again with an action by changing the scheduled tasks in the project.

C. Coordinator Logo Design Contest

A contest was held in November 2008 to choose the coordinator logo design. Participated all the involving partners who wished and were given three awards to the finalists on December 6, 2008. The winning logo was adjusted by a graphic designer from the UPM and incorporated into all the posters, stationery, etc., which then manages the CMA.

Here was also observed the operation of the bipolar model to run this little project.

D. Coordinator Website

In February 200, the coordinator website was presented in the City of Juli's as www.mujeresaymaras.com in which covers the history of the Coordinator, its goals and objectives, statutes, affiliates, etc. But also a little review of the Aymara culture and spirit of its women.

The website also serves as the dissemination of the project development and also is ready to spread a catalogue with the range of products and to facilitate online sales.

This activity can also be noted that the implementation of this activity arises as a consequence of social learning and continues in the implementation of the project using the Project management skills in the meetings with CMA groups and the general direction of the project.

To obtain data on the website, we run group meetings where information was requested and was in the final terms would remain the same with the team from UPM.

E. Signing of Collaboration Agreement with GESPLAN-UPM

In February 2009, and once achieved the major milestones in the execution of the Coordinator, a Partnership Agreement between it and GESPLAN-UPM was signed, which was formally incorporated as a counterpart of the project and establishes as a framework of mutual cooperation.

This Agreement is the explicit recognition and consolidates the work accompanying the project team provided as a service to the Coordinator, with field trips up to every 3-4 months.

Work in the field of textile arts

Among the planned activities of the project has successfully developed the line of action in the field of textile arts. Through collaboration with the NGO Design for Development. The NGO contacted by the UPM team had an extensive experience in supporting various institutions of developing countries in similar activities.

This significantly favored the project as they provide specific expertise to the technical team. From that time and depending on further meetings with all stakeholders it was decided to modify the route of the project in light of new knowledge acquired by planners and beneficiaries.

We evaluated the progress of the project and prioritized activities to be carried according to the new knowledge and resources acquired. It should be noted that delays from donors funding made a delayed in many of the activities that were planned in the original project. So after meetings and consultations in the groups together with the technical team where already included members of DPD, it reached consensus on certain cases and proceeded to change the project's activities.

The result of this new learning was decided: creating a small collection of home textiles and fashion.
Conduct a one month workshop which provides a technical and aesthetic knowledge to the textile handicraft product of Aymara women community CMA, rich in crafts and traditions. On the other hand the DPD offered his knowledge of international fashion trends and market knowledge to get a collection with character and with the possibility of placement in international markets.

**DPD Design for Development**

The Partnership of Design for Development (DPD), was formed in September 2003. Is a nonprofit association that was born as a development project designed to solve collective problems of artisans in the socio-economically depressed areas that have a huge difficulty to put a dent in the international market and sell their products.

Thanks to the work of DPD we can provide support for women in the development of designs and technical, financial and marketing assistance. Expand their technical knowledge for the design of garments, such as the use of market size, the labeling of garments and the data that should appear in them, learn to develop the technical specifications of each item, price adjustment according to the cost and work time, market access by other means to prevent abuse of brokers, etc.

Study their culture. Understand their work from a communication perspective of their philosophy, their beliefs, their strength. Learn from them on what they want and not have to leave this issue to fade away or lost in pursuit of fashion trends.

DPD, basing always on the handmade work made by women, designs a collection that, within approximately one month, develops with them in their workplace. In addition, develops a market research and marketing to facilitate and expand the supply adjusting to consumer tastes and trends and therefore help us expand its market sales.

**Field research and development workshop for fashion collection**

In December 2008 a follow-up visit to the Community Project for Juli’s Aymara Women, the GESPLAN group leader invited Ms. Alicia García San Gabino, President of the NGO "Design for Development", to go together with the working group to conduct an evaluation of the textile artisan work conducted in the Aymara community in different areas.

After seeing all their work, a design group was formed with two fashion designers who belonged to the NGO "Design for Development", created a small collection of clothing apparel and accessories. As well as home decor apparel to launch a promotion campaign with products and with a level of both quality and design which are competitive and attractive to the market to push for an efficient and quickly the morale and economy of this group of women.

During the months of January and February of 2009 we worked in Madrid designing and analyzing all the points to keep in mind that this simple collection but with great personality, is more focused to achieve a great acceptance in the market and so, with the first sales, push the spirit of the artesans to engage and demand themselves the required quality and responsibility towards this new project of empowerment.

Pieces were raised and prototypes of them were developed. Will explore the use colors and on trend. A collection will be organized with all the necessary information for each item prototype on a technical data so once in Peru, develop it as quickly and efficiently.

At the same time, labeling and packaging was designed to give the finished product a quality in appearance and design, branding, the Aymara Women's Coordinator logo, to be shown on the labels of all products. It also takes care to detail the final presentation of the product, bags, packaging, etc.

**Design Workshop**

During March 2009, the workshop is conducted by DPD. The Spanish designers along with the participating ladies are installed in the IER (Institute of Rural Education) located in Juli, where the workshop was held.

The twenty-one participants, representing each of the groups of the three zones of the Coordinator (9 southern groups, 3 central groups and 9 northern area groups), were housed in the IER for the four-week of the workshop, full-board internal Monday through Friday. This will facilitate the participation of women in the north and central areas, avoiding daily commuting that would have made impossible the completion of this workshop at this time.
The highlights of the prepared collection is that the textile crafts of each zone is respected, for which there are elements in the collection of fashion textiles, sweaters and accessories that are made mainly by the northern groups, puppets characteristic of the center and the embroidering of the south.

The work of this workshop is the development of different products of the collection. Each element has its technical data developed, which contains a variety of designs, colors and design, as well as the technical information necessary to replicate each of the garments. This information and product development will be replicated in each group by the participants, who have specialized in one or more items. It will encourage the entire community to be familiar with all the products.

Finally on March 30 was the closing ceremony of the Workshop on the premises of the headquarters of the Coordinator in Juli. Many exhibitors were prepared for the presentation of the collection of fabrics, embroidery and accessories and a small fashion show.

In this activity clearly note the implementation of the planning model where knowledge is shared between the beneficiaries and the technical team members who achieve an objective to get get a collection of garments and local knowledge of the “Expert” designers, this also serves as a starting point for new ideas and complement in areas such as the training program to be implemented to improve the skills of the members of the CMA and to improve and standardize the knowledge of the beneficiaries in view of the possibility of getting products orders.

After begining with the action of the planning, the project activities are once again modified, but this time with new activities done can be executed to obtain the initial objective of the project, generating new proposals that are evaluated after selected and applied in a strategy general development (see Chart 2).

**Digital and conventional catalog**

A sample drawn from the workshop, professional photography sessions were conducted to develop a catalog of commercial use. The catalog was released in digital format for transmission to trading and access through the CMA website, and also in a conventional manner.

**Figure 2: Sequence of Social Learning Mode**

![Diagram of Social Learning Mode]

*Source: Rural Development “Planning Models”, 2006 (With appropriate modifications).*

Note: Where UPM is the Technical University of Madrid and the group GESPLAN, DPD is Design for Development; CMA is the Aymara Women's Coordinator.

**Presentation of the collection in Lima**

On the afternoon of July 22 in Lima, a presentation of the various cooperation projects carried out in Peru by the research group of the UPM GESPLAN was held, occupying a prominent position the project with the Aymara Women's Coordinator CMA, in Juli, Puno.
It had the opportunity to know the activity which was conducted through this project, and thanks to it shows the handicrafts made in the presentation of the 2009 collection of the Coordinator. It was attended by the Directors of the CMA and the Director of the project. The event was addressed to people of the Peruvian government and entrepreneurs that have collaborated with the UPM in these projects over the last few years worked in Peru.

The Pizarro Foundation works with the UPM and, at its headquarters in Lima will set the Project Management Office in Peru managed by the Research Group GESPLAN. This office coordinates activities and actions in the field that both entities are currently developing in this country.

**Exhibition and sale of products Collection 2009 in Spain**

At the annual meeting of the Association of Amas de Casa del Pilar de la Horadada, in Alicante, held in November 2009, we had the opportunity to present the project and the 2009 collection.

The Project Director and the President of the Design for Development Organization shared with over 200 ladies the progress of the project and presented the Collection where they can purchase any of textile products.

This occasion has been a great opportunity to publicize the work of the Aymara Women's Coordinator from Juli, and has provided the information to place orders on line through the website.

The same November, at the Fashion Shopping Mall, one of the most exclusive in Madrid an official presentation was made in Spain of the First Collection Modaymara 2009. This event was attended by senior officials of the regional administration, entrepreneurs from Madrid and other numerous participants.

After a brief presentation of the activities of the project, the participants were able to check the quality of the collection and purchase items or place orders at the point of sale that was located in the Mall throughout the week.

Total sales reached the Collection 2009 within six months of work have been of almost € 11,300 gross.

As a result of the analysis of the technical team with the beneficiaries of the CMA it was convenient to make a second collection that complements the existing and create new products that can meet the demand of products born of questions from the audience to all the aforementioned events. Result of market surveys carried out by DPD.

This again confirms that the project keeps moving, orienting to the needs of the market and the potential of members of the CMA to new activities aimed at both the project's sustainability by strengthening the capacities of the members of the CMA, and the perfection of the social learning system in the planning and the implementation of the projects that arise.

As you can see, there has being a difficult road in the implementation of this development project, some of the components initially designed have changed to come near to meeting the objectives and new needs. When interacting with them, information was completed and new tasks and functions arise components that enriched the project and start the circuit again and the system ended with an action and started again with an action.

The project is currently being held and we expect the process to a successful conclusion, by the participatory characteristics of this and it is likely that the project system as a process can be replicated in other areas, adapting the operational characteristics of each specific reality.

The beneficiaries are very identified with the project and feel as their own. This arises from the involvement they have with it and now they are preparing for higher skills financed by the project and by themselves so they can standardize knowledge to fill large orders and further improve the quality of products of the first and second collection designed in conjunction with the DPD.

4. Conclusions

The methodology used for the planning and execution of this case study confirms that the exchange of knowledge of both beneficiaries, such as technical equipment and planners is essential to designing and implementing a successful development project.
A project changes as needed to meet objectives. The interaction of those involved improves the execution of development projects.

The involvement of local stakeholders in implementation and project design significantly improve their management, resolving the problems that may arise, the result of local involvement and feedback that feeds the system. Also it increases the empowerment of local staff and knowledge of technical equipment. All these components of social learning are very important and become a valuable tool to undertake development projects.

Technical skills, behavioral and contextual Project Management (AEIPRO, 2006) are indispensable in the technical team leading the project and its implementation ensures better performance of rural development projects where people participate in different geographical areas, with experienced and expertise knowledge and common goals.

References


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