



# **Program for Poverty Studies CLACSO-CROP Self-Evaluation Report**

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Self-Evaluation Report facilitated by John Mathiason,  
Associates for International Management Services

[www.clacso.org](http://www.clacso.org)

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# PART 1

## Executive Summary

The activities of the Program for Poverty Studies are jointly agreed upon by both institutions (CLACSO and CROP) at annual meetings and are based on the plan outlined in the proposal and budget submitted to NORAD for approval. Tentative planning was carried out in compliance with these guidelines.

The Program is conceived of as an instrument for improving the quality of research on poverty and increasing information and communication exchange among academics and researchers. Its priorities include encouraging the participation of young people from countries with relatively less developed social sciences.

Since the Program for Poverty Studies began its activities in 2002, its objectives have been:

- To promote and disseminate high-quality research on poverty and other related issues.
- To develop and maintain a Latin American network of researchers on poverty and to work cooperatively with member centers and other international networks (the International Social Science Council (ISSC), CROP, CODESRIA, etc).
- To advance the training of young researchers in general and of those from priority areas and countries in particular, with special emphasis on Central America, the Caribbean, Bolivia, Ecuador and Paraguay.

Thus, the Program's activities are mainly concentrated in 4 areas: 1) Fellowship competitions, 2) international seminars and workshops, 3) virtual courses, and 4) publishing-related work for the publication of books and their dissemination, including the collection and the virtual library. Starting in 2006, we began to develop an activity aimed specifically at training young researchers from Central America and the Caribbean.

This has been complemented with designating a share of fellowships to applicants from priority geographical areas (Central America, the Caribbean, Bolivia, Ecuador and Paraguay). This corresponds to between 40 and 60% of the fellowships available in the competitions of recent years.

Applications from Central Americans and Caribbeans have historically been few, despite consistent international dissemination efforts in these countries. This is slowly beginning to change and there is a noticeable increase in the number of applicants in recent years, in principle due to the implementation of: 1) a Methodological Training Workshop in poverty studies for young Central Americans, specifically designed to increase the participation of applicants from this region. It is a two-week, on-site training course focused on poverty studies for young Central American

and Caribbean researchers. The course is co-organized by one or more CLACSO member centers in the sub-region. This on-site course is complemented by a three-month virtual course. In addition, there are other distance training activities developed through the Virtual Campus in order to assist applicants in the process of writing their research proposals; 2) two annual virtual courses aimed at substantial and/or methodological aspects of the preparation of proposals on the competitions' themes; 3) dissemination of the calls for applications to the region's Member Centers through the usual means (electronic and by regular post), which is often accompanied by telephone calls and other types of direct communication to encourage the participation of young researchers and to ensure the necessary information for participating in the competition is properly received, as well as responding to applicants' questions and concerns. These activities have undoubtedly led to an improvement in the outcome with respect to the number of applications from young Central Americans in the Fellowship Competition, as well as to the quality of these applications.

## **MAIN ACTIVITIES**

**ACADEMIC EVENTS IN COLLABORATION WITH OTHER INSTITUTIONS.** On-site and online meetings were held with representatives of the co-organizing institutions. The organization of academic events has included activities to develop competition rules and calls for applications that encourage the participation of researchers from the entire region, but primarily from priority countries; the preparation of budgets (jointly with other organizing institutions and member centers) and financial management for each event; the formation of selection committees; the administrative management of each event; and the work to publish and disseminate the results. We also agreed upon and organized public round tables at the International Seminars, which enjoyed the participation of academics from the event, prominent local specialists, representatives of civil society organizations, students, the media and the general public interested in the theme of the activity.

**ADMINISTRATION OF THE RESEARCH PROPOSAL COMPETITION.** Calls for proposals were drafted and proposals received in "Junior Level" and "Senior Level" categories. An International Selection Committee was nominated by CLACSO and CROP in order to carry out the selection. The Program responded to the queries received during the process both preceding and during the online application. It also received the applications and reviewed the formal aspects of the proposals submitted in order to ensure they complied with the competition terms of reference.

**ADMINISTRATIVE ACTIVITIES AND FOLLOW-UP WITH FELLOWS.** During the period studied, the Program supervised the fellows' work schedules, coordinated the tutorial work, and implemented the evaluations corresponding to each stage as well as the formal review of the reports produced in the previous period. The research schedules and tutorials were monitored, with ongoing communication with the tutors. The Program continued to work in executing the publication plan for fellows, including activities like the production of "Investigación y Políticas" (Research and Policy), a series of brief documents.

**CO-ORGANIZATION OF THE VIRTUAL COURSES.** In cooperation with the CLACSO Network of Graduate Studies, the Program co-organized virtual seminars as part of the CLACSO-CROP Chair within the framework of the General Academic Program.

**PRE-PRODUCTION OF BOOKS AND DOCUMENTS.** The Program administered the peer review process, the pre-publication of the publications in its Collection and exchange between the authors of the articles to be published. Due to the multiple occasions requiring evaluation and supervision, the publication schedules fell behind. To minimize delays, the Program recently established a monitoring system detailing each phase, emphasizing compliance with the stipulated deadlines by those involved.

**QUALITY INCENTIVES AND QUALITY CONTROL.** Mechanisms to encourage presentations and activities have been implemented on an ongoing basis. Quality control mechanisms have been implemented with institutionalized instruments for evaluation (anonymous peer review channeled through the Event Publishing Committee and external evaluators) and selection.

**DISSEMINATION.** The Program's activities are disseminated through websites ([www.clacso.org](http://www.clacso.org) and [www.crop.org](http://www.crop.org)) and emails sent to the databases of both institutions. Posters and flyers are produced for some activities, always with the collaboration of the member center participating in carrying out the activity.

## **OBSERVATIONS ON ACADEMIC AND MANAGEMENT OBJECTIVES AND FUNCTIONS**

We note that important objectives have been met. With respect to the number of applicants, while this does vary each year due to the thematic area and the current contexts of the countries and the centers, there has been an increase. For example, in 2002, 17 people applied for junior Fellowships, while in 2011, 60 people did so. With respect to gender, the majority of applicants are women. Lastly, there has also been an increase in the number of applicants from Central America, the Caribbean and priority countries in the Southern Cone. Thus, between 2008 and 2011, 217 candidates from priority countries applied for general activities (fellowships, international seminars and virtual courses), of which 163 were selected (75% of applicants). Furthermore, from the survey conducted we have learned that all those interviewed from priority countries believe that their employment situation has changed as a result of their participation in the Program.

The processes for selecting participants, their retention and their completion of Program activities work well and are based on clearly established regulations. These regulations require applicants to possess academic and research backgrounds, but above all demand original and promising proposals. In addition to these criteria, academic evaluators respect and implement guidelines to correct imbalances in gender and country of origin, which are fundamental objectives of the Program.

The Program has regulations for selecting professors. In fact, the academic staff is made up of professors with proven teaching and research experience. With respect to training activities (junior fellowships, Central American Workshops and virtual courses) the work of the teaching staff is a part of the activities' successful outcomes. The teachers are strongly dedicated to all of the activities, which allows them to monitor research practices, supervise investigations, and provide short- and medium-term project advising. This is evident in the results of the Methodology Workshop for Young People from Central America and the Caribbean. As we shall see below, this activity has an impact on the preparation of fellowship proposals, which then enjoy a high rate of success in the competition.

In the interviews conducted during the workshop in Costa Rica (May 2012), we noted that the on-site relationship between the participants and teachers contributes to improving scientific outputs, as it creates greater enthusiasm and trust, which are then maintained during the Virtual Workshop and completion of research. Furthermore, some of these participants used the proposals they prepared in the Workshop to enter the CLACSO-CROP Competition, as well as in other evaluative contexts, supporting the hypothesis that the Program offers resources that have a positive impact on the careers of these young people.

Most of those surveyed and interviewed (junior and senior) expressed that they were very satisfied with the Program, as thanks to the theoretical and methodological training received, they considerably improved their professional performance. As a consequence, they have seen changes in their professional careers and in the way in which they conduct their research. Furthermore, this is evidenced in the fact that many of them continue in or join the professional scientific world in

areas related to poverty studies (in teaching, research, consulting, leadership positions, participation in NGOs and in the public sector in general).

With the results produced in Program activities, the Program goes beyond the boundaries of academia, fostering ties to local problems, especially with NGOs and governmental organizations. These actions integrate the Program into training networks as well as development and innovation programs in vital sectors in the region.

## **ACADEMIC MODEL**

The activity outlines and schedules (for seminars, workshops and virtual courses) show that the theoretical and methodological training in poverty studies—based on interdisciplinary and multidisciplinary approaches—are aimed at advancing independent and critical production processes, which is a Program objective.

The lines of research are established following consultations with specialists from CLACSO working on poverty issues in the region and from CROP, ensuring dynamic and original approaches and attention to new social issues related to poverty.

The Program is aided by the development of a virtual platform, especially of the library, which affords access to fellows from countries with very scarce library resources. In fact, the Collection of the Program in CLACSO's Virtual Library had 321,356 queries and full-text downloads between December 2011 and June 2012.

Research promotion is highly valued by the Program, based on the understanding that it has a positive impact on ways to approach poverty studies, and this is confirmed in this self-evaluation. In this sense, we consider that the quality of research produced by scholars linked to the Program is academically sound as it goes through several revisions and supervisions prior to final approval. We assume the peer review (in the proposal selection committees and for publications) ensures the quality of the research published and/or disseminated through a variety of means.

## **MANAGEMENT**

Without a doubt, one of the Program's strengths with respect to the training of young people lies in the fact that their achievement is maximized when they use and take advantage of other activities in the Program as well as other CLACSO Programs, made possible by actions taken by the Program for this purpose.

The Program benefits from the organizational structure of the Department of International Relations, which is independent and adequately staffed and integrated into the other CLACSO departments. The Program team has the necessary skills for academic/administrative, economic and financial management. The work of CLACSO staff is important in meeting the Program's objectives, as they carry out operational technical activities, computer support, financial and accounting support, and assistance with everything related to dissemination (online, internal communication, external communication, etc.), without which the Program would not enjoy the same results. The Program assistants have direct contact and one-on-one relationships with fellows, teachers and activity participants. The technical and administrative staff holds regular meetings with the coordinators in a dynamic and cooperative context, establishing working guidelines. Lastly, it is important to note the work of CLACSO and CROP coordinators at on-site and online meetings.

## **STRENGTHS AND WEAKNESSES OF THE PROGRAM**

This is a dynamic Program, of high academic and administrative quality, that is carried out successfully as a result of the synergy between research, teaching and dissemination, in close collaboration with academic, governmental and civil society institutions. It has also made progress in terms of gender equity and with respect to countries with less-developed social sciences.

The main strengths of the Program are:

- The development and training of leading human resources in poverty studies.
- Contribution to the graduate training of young people from Central America and the Caribbean.
- Contribution to the training of graduates with successful professional placements.
- Strengthening of the network of academics from Latin America and the Caribbean specializing in poverty studies, especially in Central America and the Caribbean.
- Strengthening of the regional perspective in joint studies on poverty, advancing comparative research with special emphasis on the situation of the region's least developed countries.
- The rigor of criteria in selection mechanisms. The transparency of the process through the online system.
- The high percentage of course completion and proposal development as a result of the Central American Workshop, the virtual tutoring system and the monitoring of fellows, with reviews carried out by specialized and interdisciplinary teaching teams.
- The integration of lines of research on poverty promoted by the Program and the processes specific to each sub-region.
- The visibility of research on poverty in Latin America and the Caribbean. The collection of books containing new results from research and projects related to the issue of poverty in the least developed countries of Latin America and the Caribbean, accessible to all researchers and academics from this and other regions via the Virtual Library.
- The Program's results are used as inputs in the regional courses, virtual libraries, electronic conferences and other events in the region sponsored by CLACSO and CROP through their websites.

In this regard, we believe it is important to emphasize that the weaknesses we have identified are related to the process of growth itself and indicate the need to strengthen what has been done. That is, as goals are reached, others emerge, which present themselves as new challenges.

Work is still necessary at the Senior level for women, who continue to have lower selection rates than the men. With respect to priority countries, we note progress that must be furthered and consolidated with ongoing activities to ensure greater participation and better quality.

This is why it is important to include a form of Program evaluation and ongoing improvement, incorporating policies for the external evaluation and self-evaluation of quality and relevance as a fundamental element for three key aspects: one tied to meeting proposed objectives, another to academic quality and a third related to institutional processes. These periodic and ongoing evaluations will enable critical self-evaluation processes to be developed that will make the ongoing strengthening and adaptation of the Program possible.



# **PART 2**

## **Objectives and Results**

The Program's overall objective is to further develop research on poverty and knowledge production aimed at reducing poverty in the region. The following specific objectives are therefore aimed at: 1) Knowledge-based research and competence building; 2) Peer-reviewed publications; 3) Dissemination of research; 4) Virtual library.

### **OBJECTIVE 1: INCREASE IN THE QUANTITY AND QUALITY OF SOCIAL SCIENCE RESEARCH ON POVERTY IN LATIN AMERICA AND THE CARIBBEAN**

The Program offers incentives for research in Poverty Studies through fellowships, the training of Central American young scholars and workshops awarded on a competitive basis to social scientists from Latin America and the Caribbean. The competitions are aimed at advancing the academic work of researchers at the network's member centers, encouraging research training for the youngest scholars and strengthening research support in those countries in the region with fewer opportunities for the development of an academic career.

In meeting these objectives, proposals of high academic quality are selected by international selection committees and a rigorous monitoring of research projects is carried out based on standardized criteria.

All evaluation stages are conducted through a peer-review system.

The criteria used to select participants give priority to those researchers from priority countries with fewer opportunities for the development of an academic career (or with a weak institutionalization of social sciences). In this regard, selection committees are instructed to seek to neutralize the negative impact that profound economic, social, institutional and gender inequalities have upon scholarship in the different countries in the region. They are asked to try to maintain a balance in the geographical distribution as well as adequate gender representation in the winning proposals, without compromising the pursuit of academic excellence.

The Program promotes academic knowledge- and skill-transfer activities from senior researchers toward the youngest researchers and the institutional incorporation of the latter into CLACSO member centers. Concretely, it seeks to encourage the participation of fellows in meetings (through their participation in open calls organized by the Working Groups and the South-South Program), distance courses through the space for virtual education and thematic conferences and panels.

The Program has also sought to incorporate former fellows into teaching activities, evaluation processes, discussions of reports and calls for proposals, giving priority to countries with the least-developed social sciences. For example, between 2009 and 2011, 8 professors from Central America and the Caribbean were evaluators for publications, on the selection committee for fellowship competitions, workshop evaluators and teachers.

As explained above, the principal aim of the Poverty Studies Program is to advance the incorporation of young researchers, especially those from Central American countries. To this end, the Methodological Training Workshop for Young People from Central America and the Caribbean was created. Nonetheless, the participation of young people from Central America and the Caribbean in the fellowship competition and International Seminars must be even further enhanced.

## **PROGRAMS VARIATIONS**

Since 2008 (the year chosen for evaluation as it affords four years of data), the Program has received a total of 1178 applications from Latin America and the Caribbean, spanning all of its activities. This number does not include the applicants to International Seminars held in Africa in 2009 and 2011, which have been analyzed separately.

We have found variations in the number of applicants between some years, according to each Program, and we believe this is due to academic factors related to the themes of the calls for applications. For example, at the 2010 International Seminar in Cuba, there was an increase in applicants that we assume is related to the great international interest in the theme of Climate Change that year, considering that in 2010 the United Nations Framework Convention on Climate Change (UNFCCC) held the International Conference on Climate Change (COP 16) in Mexico in order to establish binding agreements that would ensure the continuity of the Kyoto Protocol beyond 2012. Similarly, the increase in 2011 may be due to greater interest because the Conditional Transfer Programs had been implemented with greater intensity in the Latin American and Caribbean region since 2007, and by 2010 almost all countries in the region had them and their implementation was under evaluation.

It should also be noticed that the Program aim to promote research on (new) dimensions of poverty studies that have not been developed in the region and priority countries.

This diversity of more or less comprehensive themes has an influence on the number of applicants. Also influential are the type of dissemination (more or less targeted); countries' social, political and economic situations; the academic reality and the level of development and networking at the local, co-organizing Centers; and factors related to the Program's internal management, such as the exceptional occurrence of having changed the coordinators and all staff at the same time.

Both dissemination and the internal administration of the program will be taken into account to improve future outcomes. With respect to dissemination: on one hand, we will use the more targeted lists of CLACSO Centers, monitoring the queries received, and on the other hand, we will use a special list related to poverty issues, as a way to ensure dissemination, especially for new and under-addressed issues. With respect to internal administration, the Program is training staff in the IR department so that it may provide continuity to the administrative management. Thus, if there is a change of staff, it will not interfere in the dynamics of the activities.

As we will see below, despite the variations, we can confirm that from 2010 to 2011, all activities showed an increase in the number of applications.

### Applicants by activity 2008-2012

Year	Junior Fellowships <sup>1</sup>	Senior Fellowships <sup>1</sup>	International Seminars <sup>2</sup>	On-Site Training Courses-CA	Virtual Courses <sup>3</sup>	Total
2008	34	9	33	79**	99	254
2009	38	9	36	97	29	209
2010	26	2	105*	58	83	274
2011	60	11	83	80	69	303
2012				60	78	138
<b>Total</b>	<b>158</b>	<b>31</b>	<b>257</b>	<b>374</b>	<b>358</b>	<b>1178</b>

1 Activities corresponding to the Junior and Senior Fellowship Programs are scheduled for the second semester of 2012, thus these data are not yet available.

2 This does not include applicants to International Seminars held in Africa in 2009 and 2011.

3 The number of participants in 2012 in the Virtual Courses Program is an estimate based on the number of students enrolled during the first quarter of 2012 (26 students).

\* This includes the two seminars held in 2010.

\*\* This number does not include applications to the workshop for young people from priority countries in the Southern Cone (Bolivia and Paraguay) held in Paraguay in 2008 (23 applicants).

### Successful applications by Program 2008-2012

Year	Junior Fellowships <sup>1</sup>	Senior Fellowships <sup>1</sup>	International Seminars <sup>2</sup>	On-Site Training Courses-CA	Virtual Courses <sup>3</sup>	Total
2008	12	3	16	19**	99	149
2009	12	3	19	18	29	81
2010	12	1	42*	18	83	156
2011	12	3	18	17	69	119
2012				16	78	94
<b>Total</b>	<b>48</b>	<b>10</b>	<b>95</b>	<b>88</b>	<b>358</b>	<b>599</b>

1 Activities corresponding to the Junior and Senior Fellowship Programs are scheduled for the second semester of 2012, thus these data are not yet available.

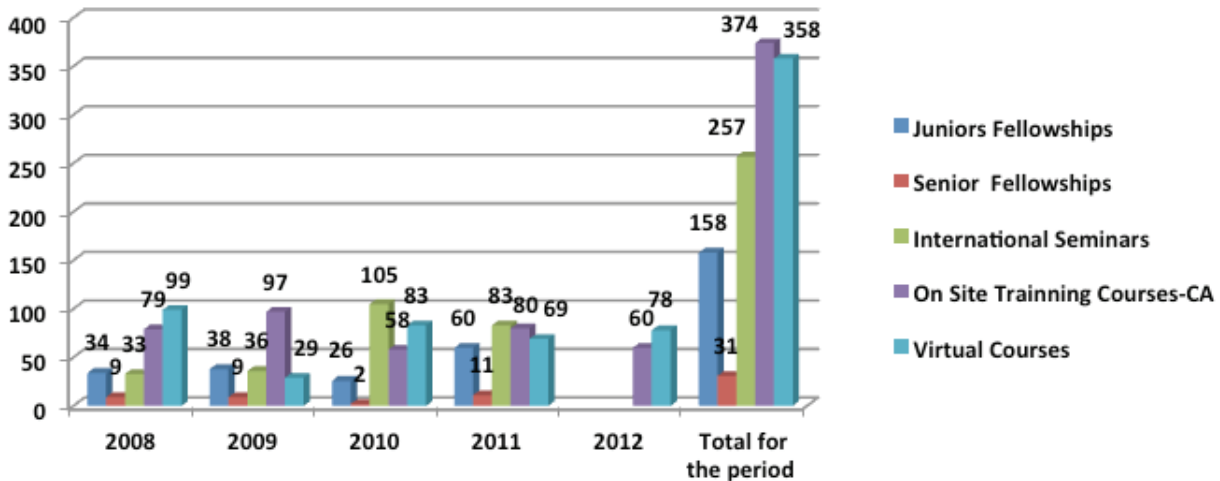
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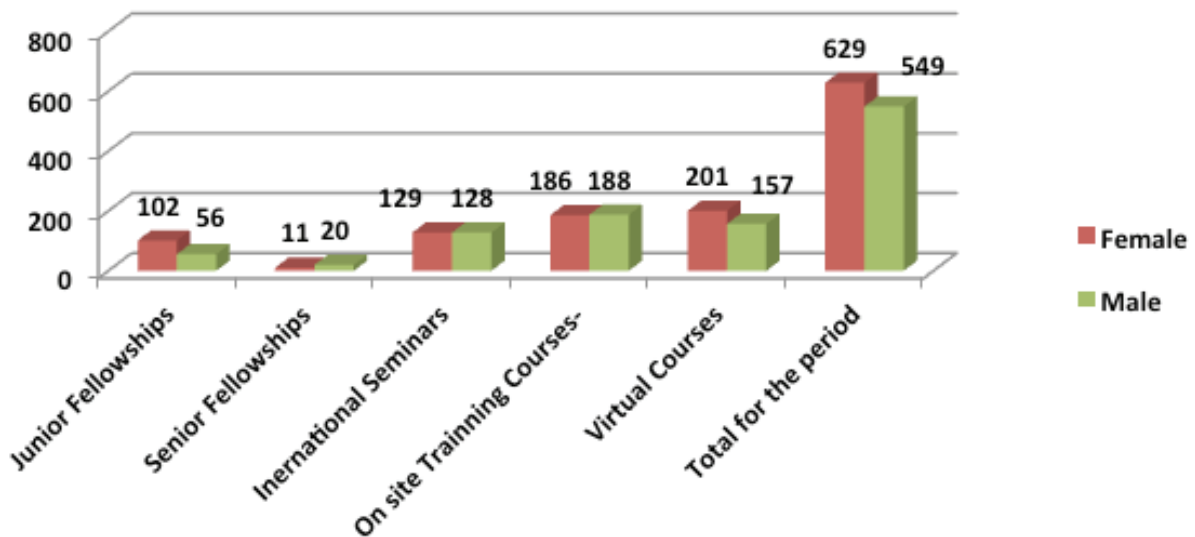
\* This includes the two seminars held in 2010

\*\* This number does not include successful applications to the workshop for young scholars from priority countries in the Southern Cone (Bolivia and Paraguay) held in Paraguay in 2008 (11 applicants).

### Program Applicants 2008 - 2012

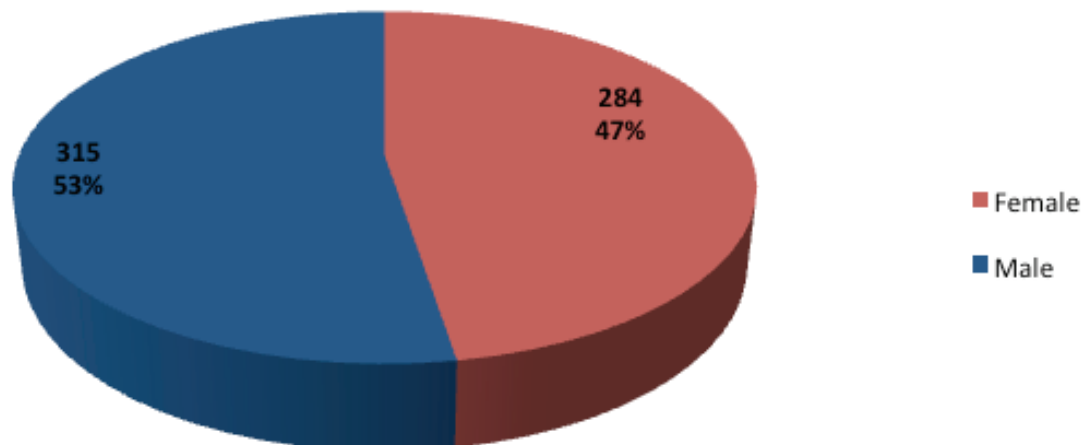


### Number of applicants by gender 2008 - 2012



Of the total number of applications to Program activities, the participation of women is generally higher than that of men. In fact, for the Central American Workshops and the junior Fellowships (principal training activities), there has been an increase that has a clear impact on the other activities, such as the International Seminars, senior fellowships and virtual courses.

## Successful Applicants by gender 2008 - 2012

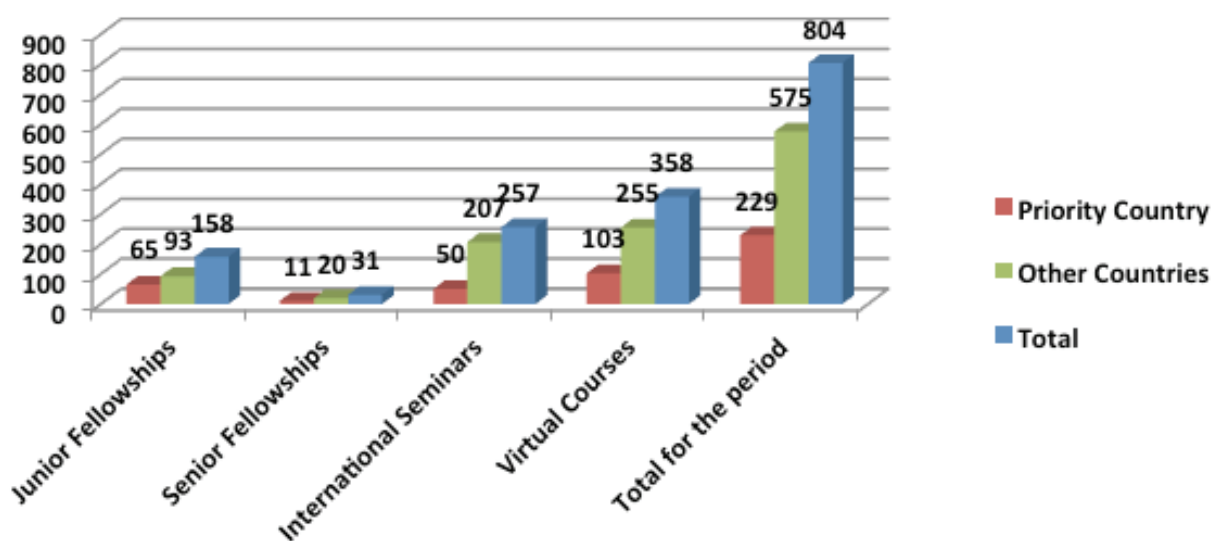


## Number of applicants and successful applicants by type of country

With respect to the participation of scholars from priority countries, especially from Central America and the Caribbean, there is an increase in both the total number of applicants and successful applicants.

Excluding participants in the Central American Workshop from the total numbers—as the entire pool is from this sub-region—we note that of the 229 applicants from priority countries for the rest of the Program’s activities, 175 were successful, which means that 75% of applicants from these countries were accepted for the activities to which they applied.

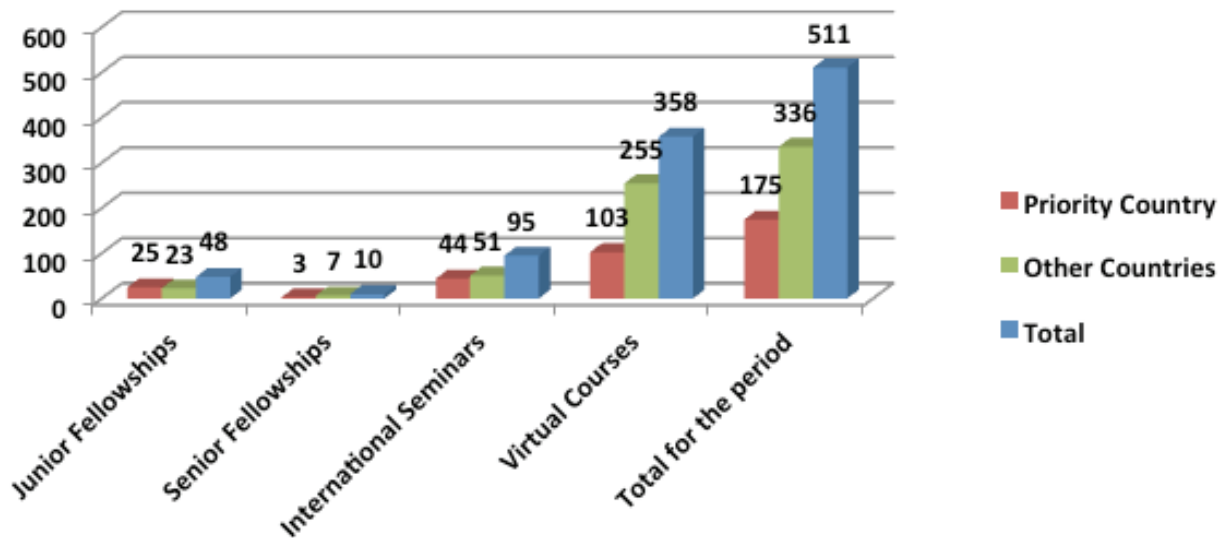
## Applicants by type of country 2008 - 2012



We note variations by activity in the number of applicants, which leads us to assume that this is due to academic factors related to the themes of the calls for proposals; to the type of dissemination; to the countries’ social, political and economic situations; to the academic reality and level

of development and networking of the local co-organizing Centers; as well as to factors related to the Program’s internal management.

### Successful applicants by type of country 2008 - 2012



## JUNIOR AND SENIOR FELLOWSHIPS

During the period being evaluated, the Program held 4 (four) calls for applications for fellowships. All the annual competitions had a renowned international selection committee, which selected the 12 (twelve) winners at the junior level and the 3 (three) at the senior level. The competition themes were established each year, spanning a range of issues related to poverty.

In 2008, the theme of the competition was “Strategies against Poverty: Plans from the North and Alternatives from the South,” in 2009 it was “Poverty, Environment and Climate Change,” in 2010 it was “Poverty and Universal Social Protection,” and in 2011, “Poverty, Inequality and Health.”

The policies implemented by the Program to promote poverty studies among young scholars in the region have been a relative success. Indeed, in 2002, 17 people applied for Junior Fellowships, while in 2011, 60 people did so.

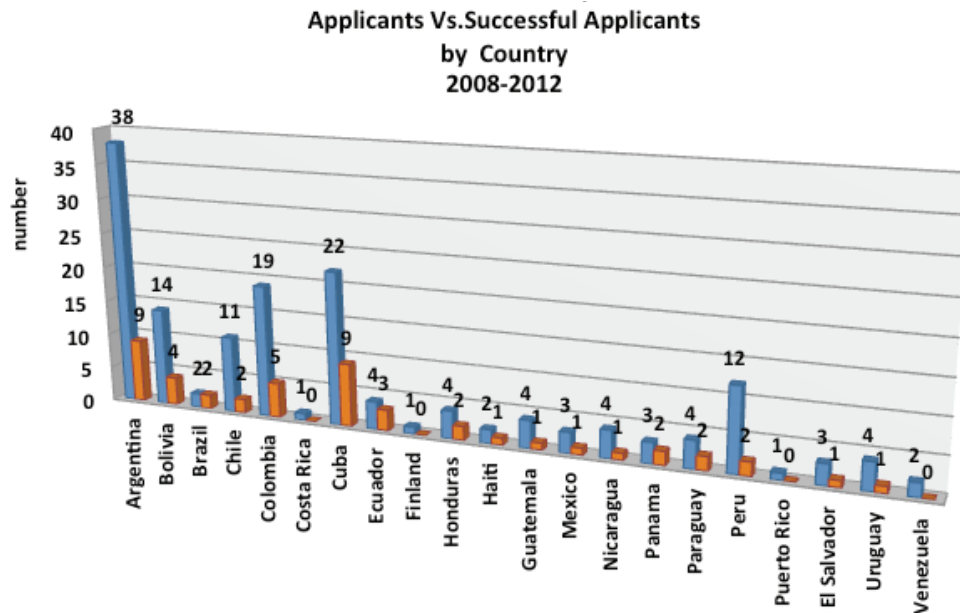
The implementation of criteria for achieving a gender balance also had a positive impact. The Program was able to foster greater participation by women, which was also sustained in the selection processes. In 2002, only 6 women applied out of a total of 17, while in 2011, 42 applied out of a total of 60, representing 70% of applicants.

The participation of candidates from priority countries has also had an impact. Between 2008 and 2011, 11 senior candidates applied from priority countries (Bolivia, Costa Rica, Cuba, Dominican Republic, Nicaragua and Paraguay), 3 of which were selected, from Nicaragua, Cuba and Paraguay, respectively.

With respect to the junior fellows, during the same period 66 young people applied from priority countries (Bolivia, Costa Rica, Cuba, Ecuador, Honduras, Haiti, Guatemala, Nicaragua, Panama, Paraguay, Puerto Rico and El Salvador), 26 of which were selected. Candidates from priority

countries that were selected included 4 from Bolivia, 9 from Cuba, 3 from Ecuador, 2 from Honduras, 1 from Haiti, 1 from Guatemala, 1 from Nicaragua, 1 from El Salvador, 2 from Panama and 2 from Paraguay.

## JUNIOR FELLOWS



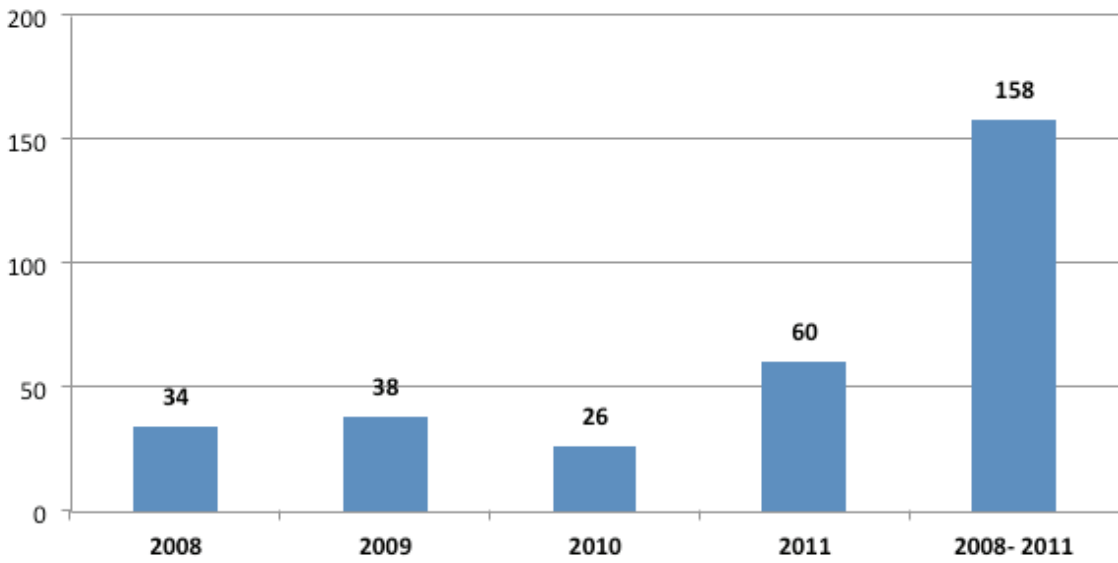
Based on the relationship between the number of applicants to the Junior Fellowship Program and the number of those successful, we can note the impact of the selection criteria policies. Countries like Argentina and Colombia systematically have the highest number of applicants, and they also obtain the highest rankings in the academic evaluations carried out by specialists. However, this is balanced through the selection process, such that of the 48 successful applicants, 54% are from priority countries. It is also interesting to point out that countries like Bolivia, Cuba and Peru have a good level of participation.

### Increase in the number of applicants

#### Junior applicants 2008-2011

Year	Number of applicants
2008	34
2009	38
2010	26
2011	60
<b>2008- 2011</b>	<b>158</b>

**Number of Junior Applicants  
2008-2011**



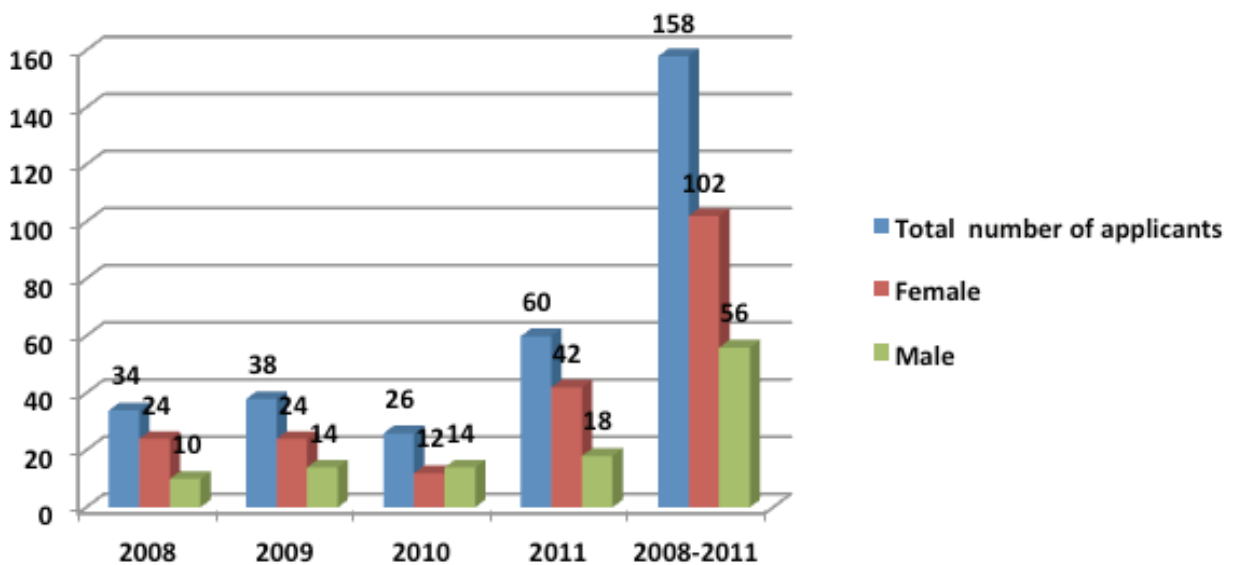
**Selection committees successfully implement equality criteria**

**Applicants by gender**

Year	Applicants			Successful applicants		
	Total	Female	Male	Total	Female	Male
2008	34	24	10	12	7	5
2009	38	24	14	12	8	4
2010	26	12	14	12	6	6
2011	60	42	18	12	10	2
<b>2008-2011</b>	<b>158</b>	<b>102</b>	<b>56</b>	<b>48</b>	<b>31</b>	<b>17</b>

**Applicants by gender**

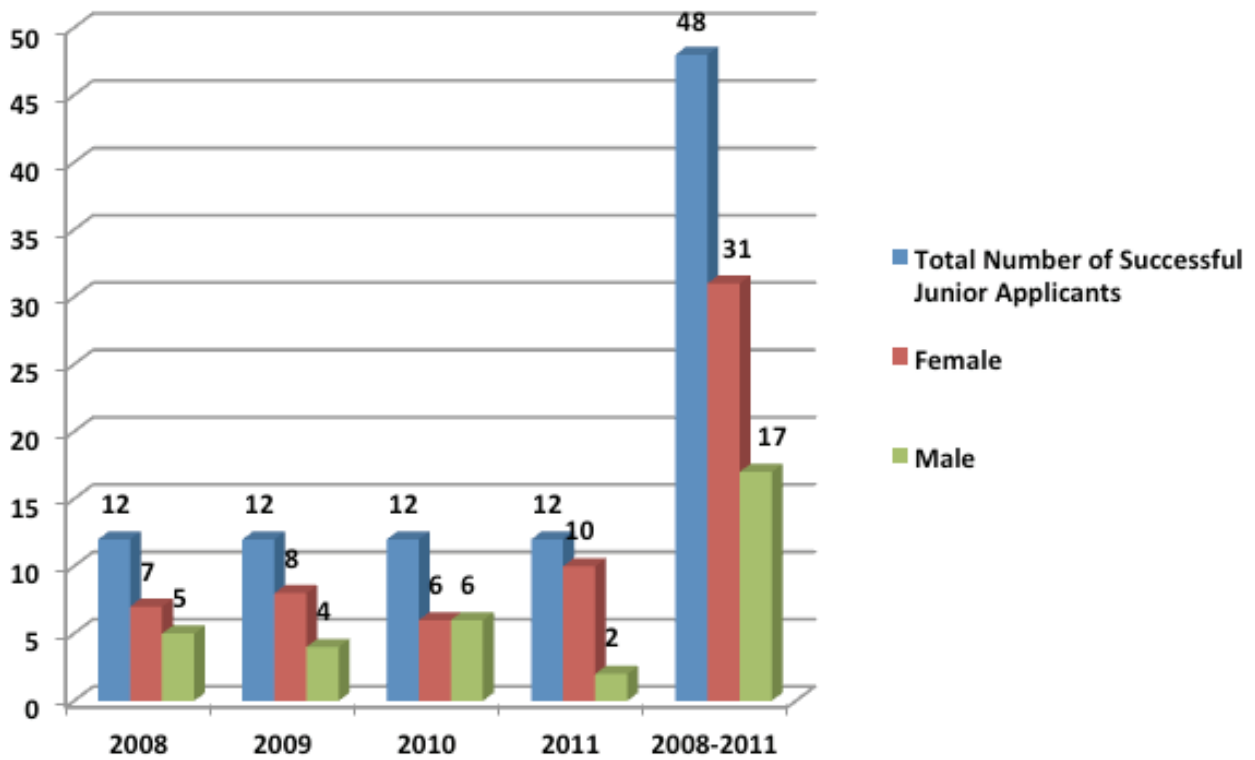
**Junior Applicants by Gender  
2008-2011**



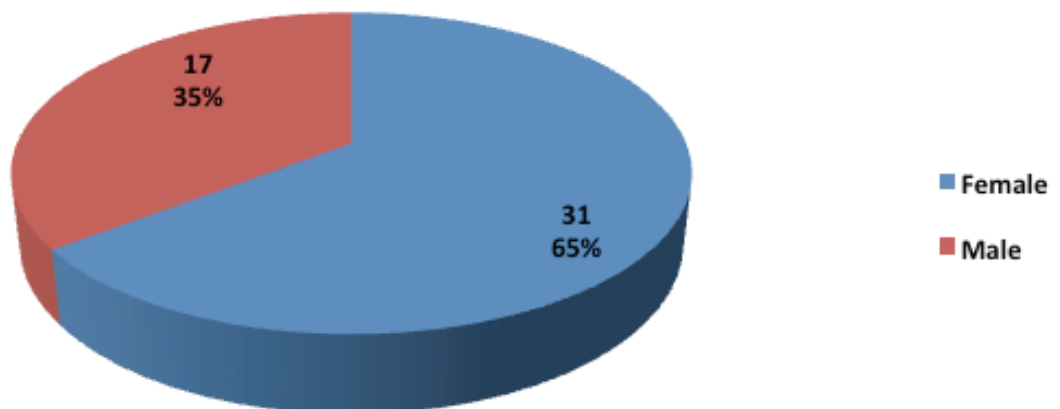


Successful applicants by gender

Succesful Junior Applicants by Gender  
2008-2011



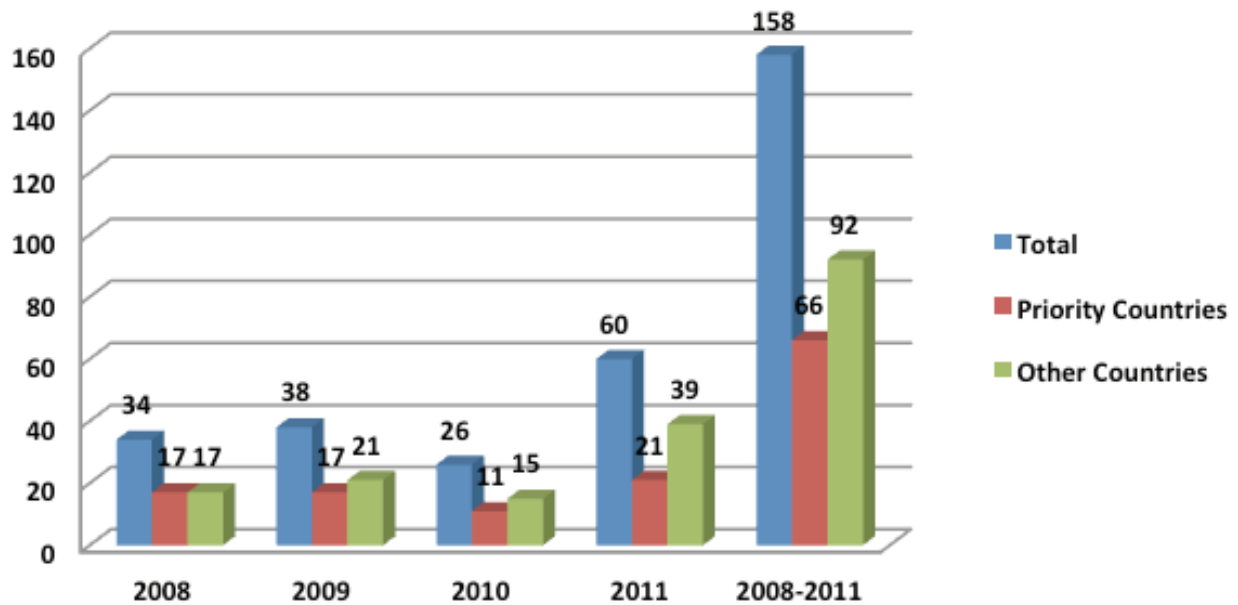
Succesful Junior Applicants by Gender  
2008-2011  
percent



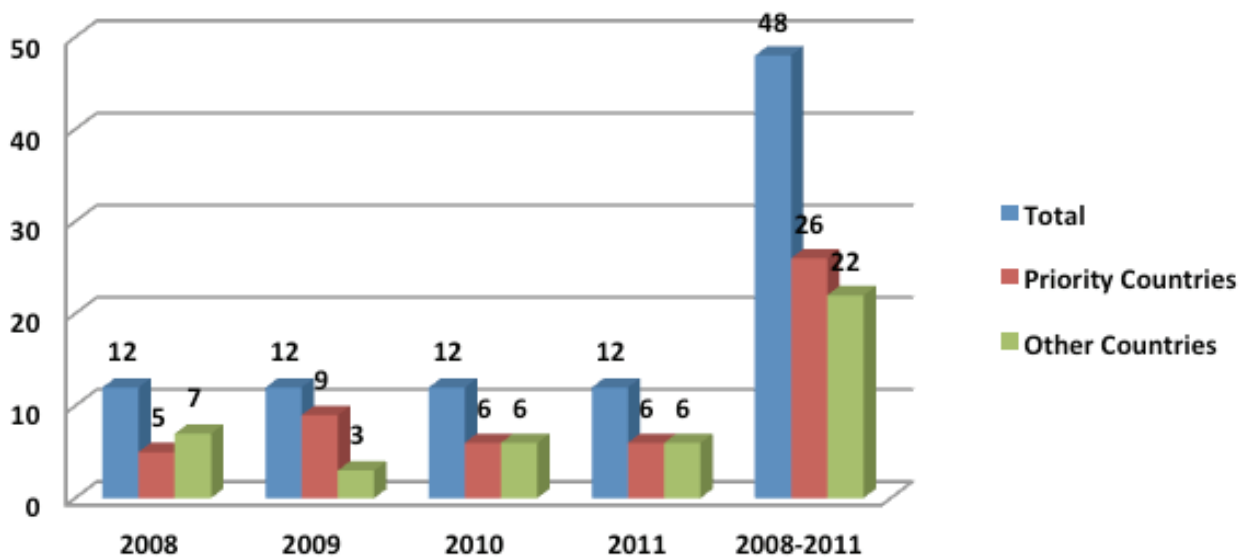
### Junior applicants and successful applicants by priority country

	Applicants			Successful applicants		
	Total	priority countries	other countries	Total	priority countries	other countries
2008	34	17	17	12	5	7
2009	38	17	21	12	9	3
2010	26	11	15	12	6	6
2011	60	21	39	12	6	6
<b>2008-2011</b>	<b>158</b>	<b>66</b>	<b>92</b>	<b>48</b>	<b>26</b>	<b>22</b>

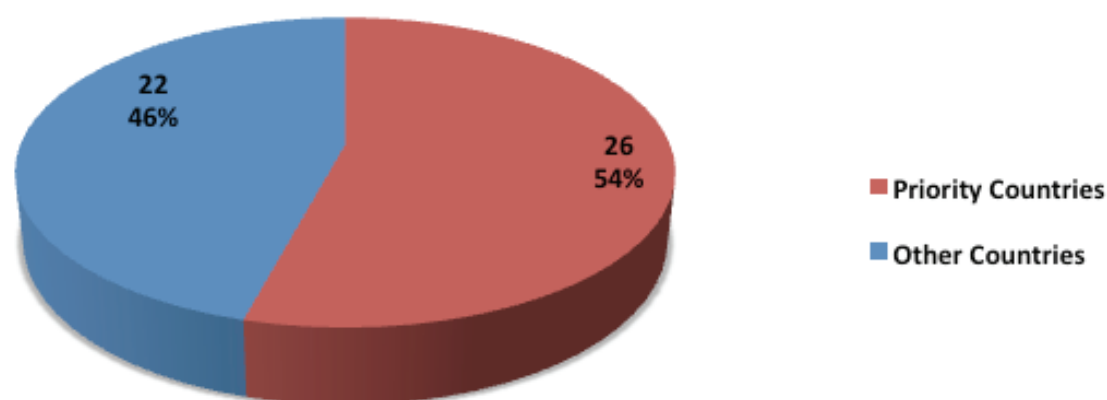
Junior Applicants by Type of Country



Successful Junior applicants by type of country  
2008-2011



**Junior fellowships by Type of Country  
percent  
2008-2011**



As we have seen above, the proportion of applicants and successful applicants from priority countries is encouraging, in accordance with one of the Program Objectives: that of giving priority to young people from Central America and the Caribbean and priority countries in the Southern Cone.

**All fellows complete research projects on poverty on time and of acceptable quality**

Year <sup>1</sup>	Number	Submitted on Time		Requested Extension		Revisions			Quality of Work			
		Yes	No	Yes	No	6	7	8	Excellent	Very good	Good	Average
2008	12	11	1	2	10	8	2	2	3	8	0	1
2009	12	12	0	3	9	9		3	2	9	1	0
2010	12	12	0	1	11	11	1		9	3	0	0

1 - 2011 is not included in the table as the activity is currently underway.

Firstly, it is very important to emphasize that the dropout rate for the Fellowships is 0 (zero), even with 54% of the participants from countries in Central America and the Caribbean and Bolivia, Paraguay and Peru. From 2008 to 2010, a total of 36 participants have been part of the Junior Fellowship Program (12 per year). Of this total, 35 submitted their research reports on time, and the one that did not, requested permission to submit it later. With respect to the time extension, only 6 requested an extension to meet all the requirements.

This successful outcome is due to the type of management implemented by the Program, characterized by an intense and systematic monitoring of fellows and participants, as well as the to the commitment of the professors and Member Centers of CLACSO that co-organize the activity. Good performance is ensured with the administrative attention of Program assistants in one-on-one relationships with fellows and the complex and complete academic model.

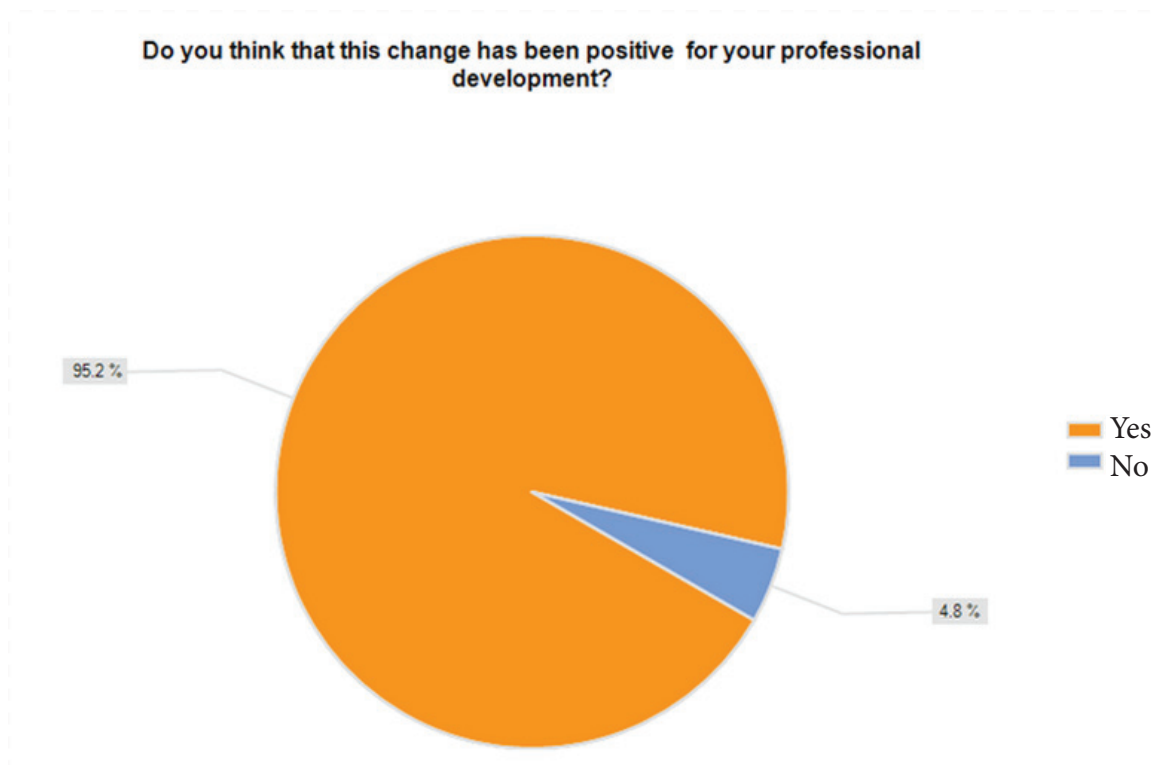
In this sense, we note that the Professors review each research report between 6 and 8 times before they are approved.

This way of working has an impact not only on the completion rate of the fellowships, but above all on the quality of these fellowships. We note that of the 36 research projects, 14 were graded by the tutors as Excellent, 20 as Very Good, 1 was Good and only 1 was considered Average. As we shall see below, this explains the high percentage of projects published in the Program's books.

Three books have been published, which form part of the Program Collection in CLACSO's Virtual Library and have been distributed to all the Libraries of the CLACSO network's Member Centers. They are the products of three fellowship competitions: 2008: *Transformaciones en las políticas de lucha contra la pobreza: Diseños del norte y alternativas del sur* (Transformations in Policies to Combat Poverty: Plans from the North and Alternatives from the South, 11 papers, as one did not satisfy quality requirements); 2009: *Pobreza, Ambiente y Cambio Climático* (Poverty, Environment and Climate Change, 12 papers), and 2010: *Pobreza y protección social Universal* (Poverty and Universal Social Protection, 12 papers).

### **Fellows obtain positions in which they make use of their research knowledge**

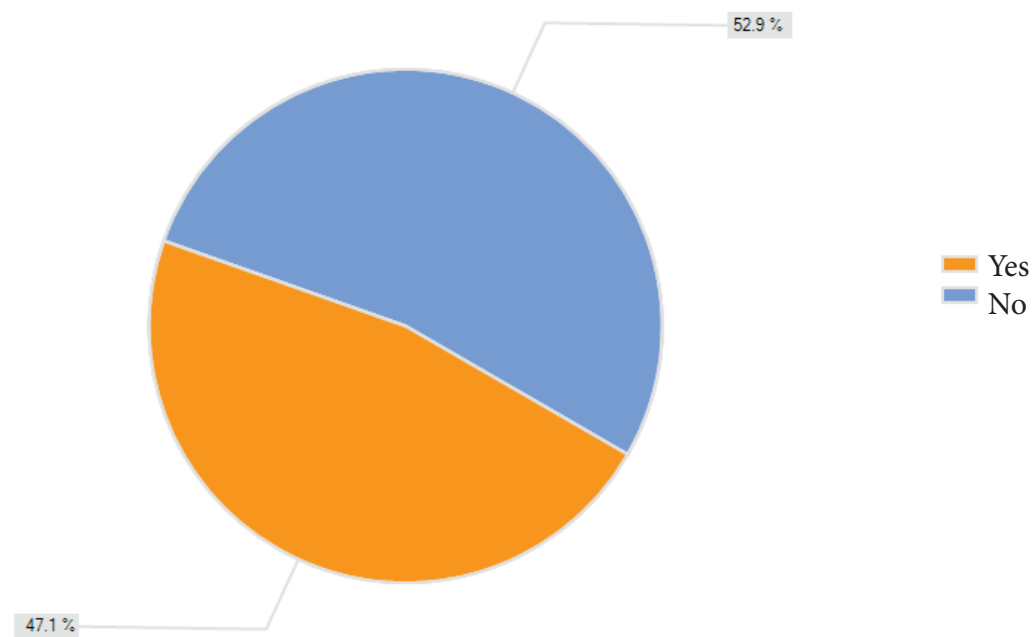
From the surveys conducted with Program fellows, we have confirmed that participation in the Program is considered to have been positive in these scholars' professional growth and ability to obtain positions, as they use the knowledge acquired in the Program. Thus, 95% considered their experience in the CLACSO-CROP Fellowship Program to have been positive for their ongoing professional development.



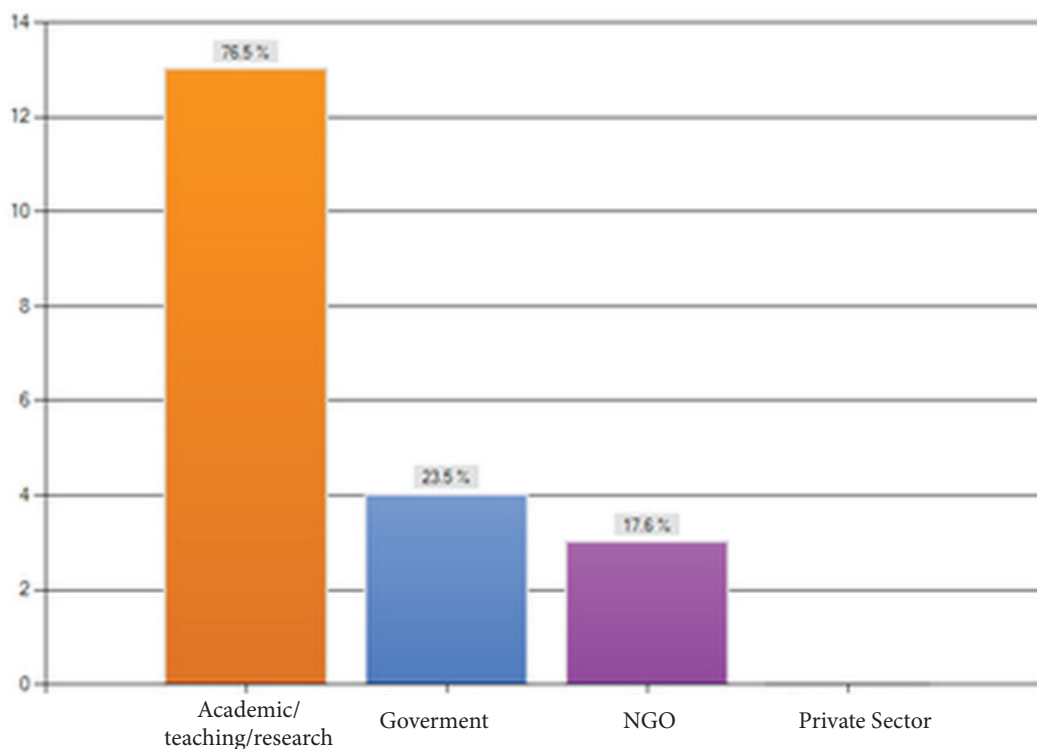
Correlated to the above results, 47.1% of those surveyed responded that their participation in the Program had changed their employment position. What is most interesting and reflects a positive outcome of the Program is that all of the people that responded affirmatively are scholars from priority countries, which is even further evidence of the impact of the Program's activities in this region.

With respect to new employment positions, 76.5% of those surveyed are engaged in academic activities, 23.5% work in the government and 17.6% in NGOs. Of this total, an estimated 18% are engaged in professional activities in more than one area. Nobody responded that they were professionally engaged in the private sector.

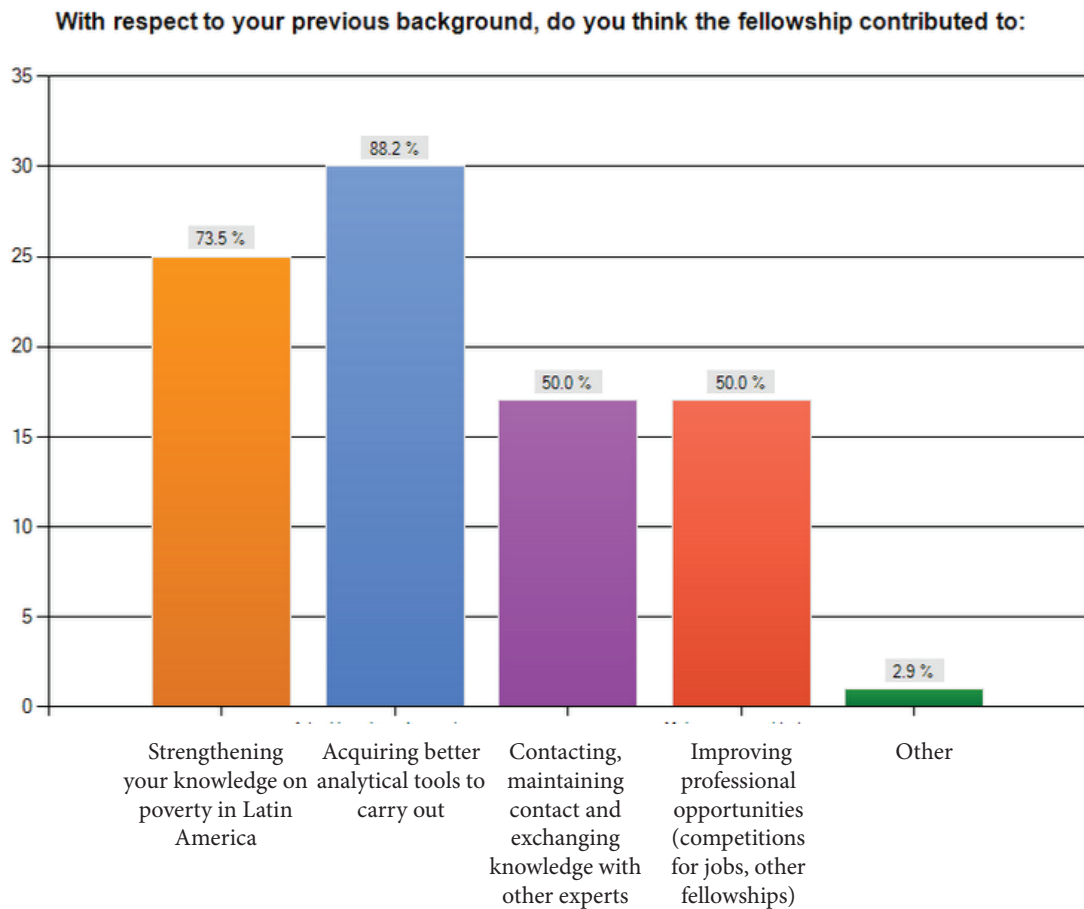
**Has your employment position changed following your participation as a Fellow in the CLACSO0-CROP Program?**



**If there have been changes, describe your new employment position**



88.2% of those surveyed indicated that as a result of their participation in the Program, they had the necessary analytical tools to conduct social studies on poverty in their work after the fellowship. 73.5% indicated that they obtained knowledge about poverty in Latin America, 50% indicated that it enabled them to engage in exchange with other experts on the issue, and 50% declared that their professional opportunities improved.

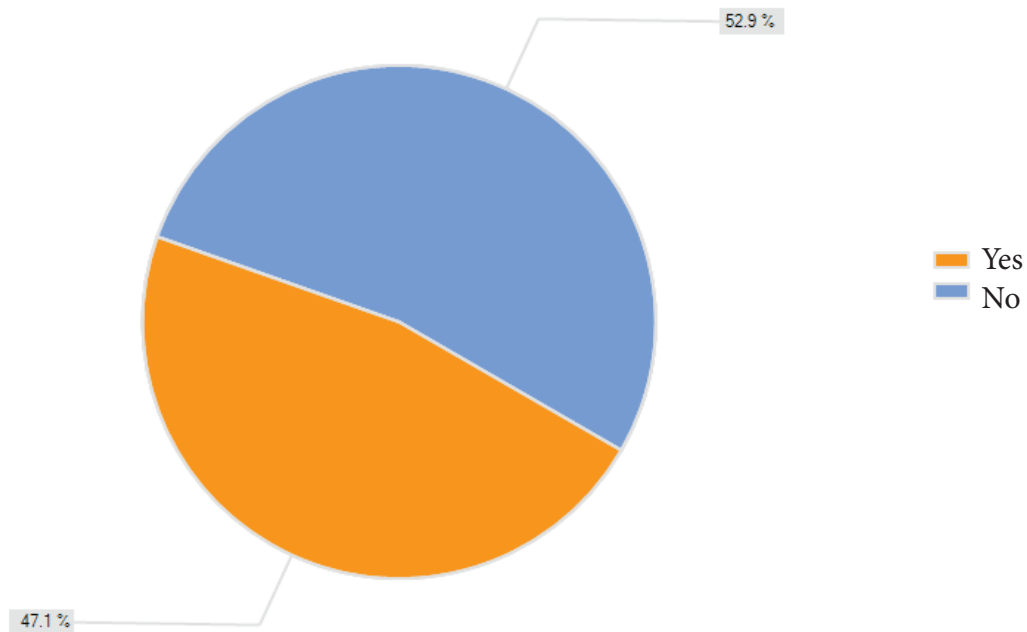


Those surveyed held that the Program contributed to improving their employment positions, enabling better performance on specific tasks, and offering a platform for updating knowledge and opening up opportunities for knowledge exchange with other specialists in the region; tools for improving local/community work on poverty issues; facilitating other academic opportunities for the ongoing study of poverty issues, such as fellowships and internships; and lastly, they agreed that it helped to consolidate their work as researchers.

47.5% of the fellows surveyed responded that they participate or have participated in other activities and networks with CLACSO or the CLACSO-CROP Program.

Of the group that responded affirmatively, they indicated that they participated in International Seminars (6) and Virtual Courses (3) or collaborated in presentations at Program's events (1). With respect to other CLACSO activities, the majority indicated that they participated in Virtual Courses (6), in the South-South Program (1) and in an activity at the University of Bergen, Norway (1).

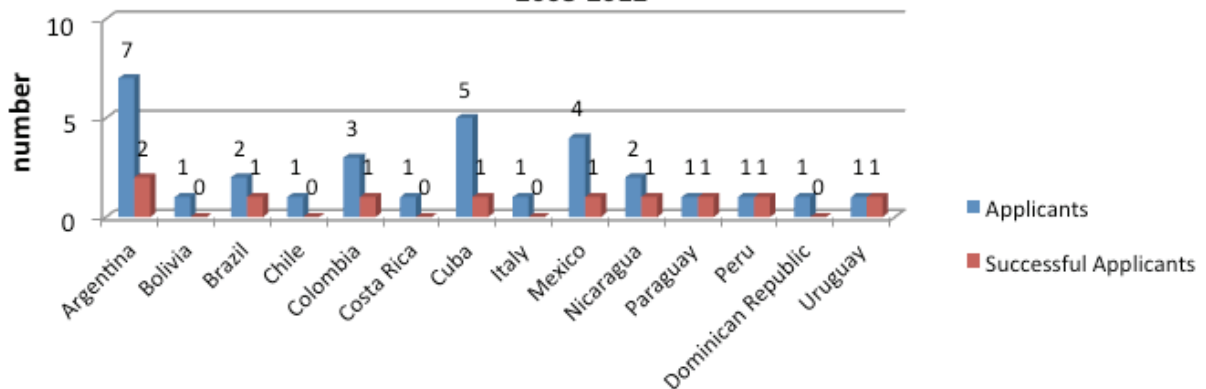
Have you participated or are you currently participating in other CLACSO and/or CLACSO-CROP exchange activities?



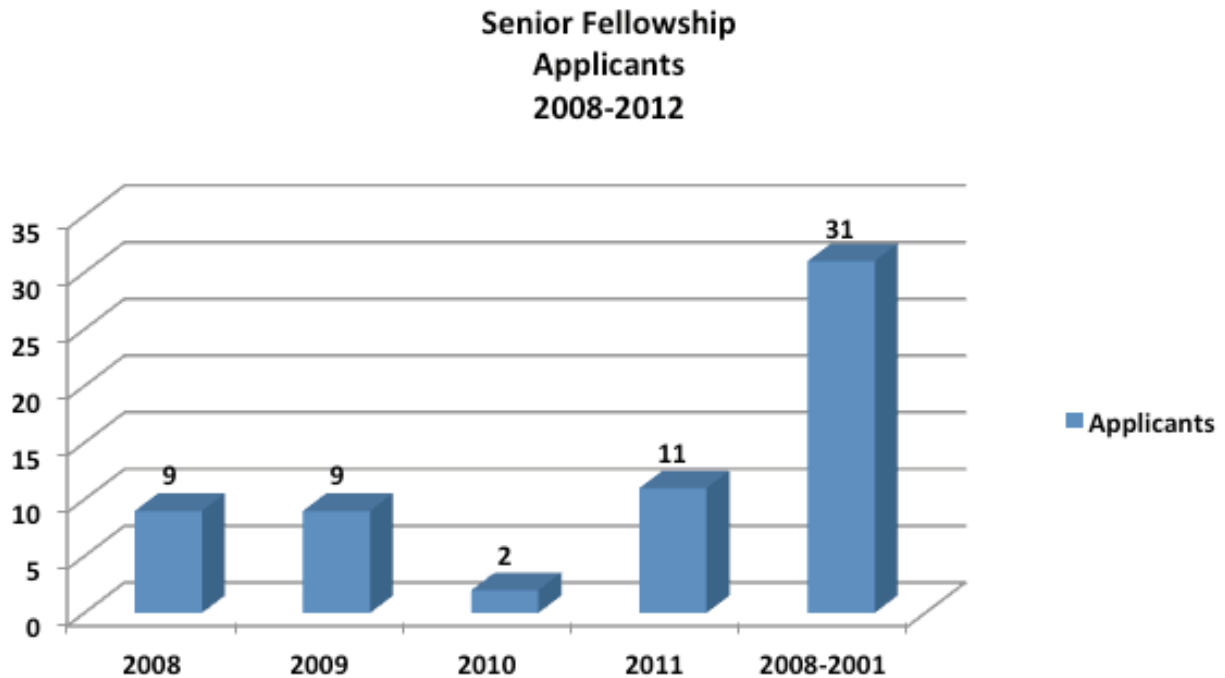
## SENIOR FELLOWS

Three (3) fellowships were granted in each Call for Applications. The fellowship applications are evaluated anonymously (with pseudonyms), based strictly on the criterion of the proposal’s academic excellence. As these are for senior scholars, we seek: 1) quality, originality, rigor in the proposals, and their likely contribution to the discussion and production of new knowledge related to the competition theme; 2) a critical, creative, transdisciplinary and plural approach; and 3) theoretical and methodological soundness and feasibility of the proposal.

Senior Fellowships  
Applicants vs. Successful Applicants  
by country  
2008-2012



## Increase in the number of highly qualified applicants for senior fellowships



## Selection committees successfully implement equality criteria

### Applicants by gender

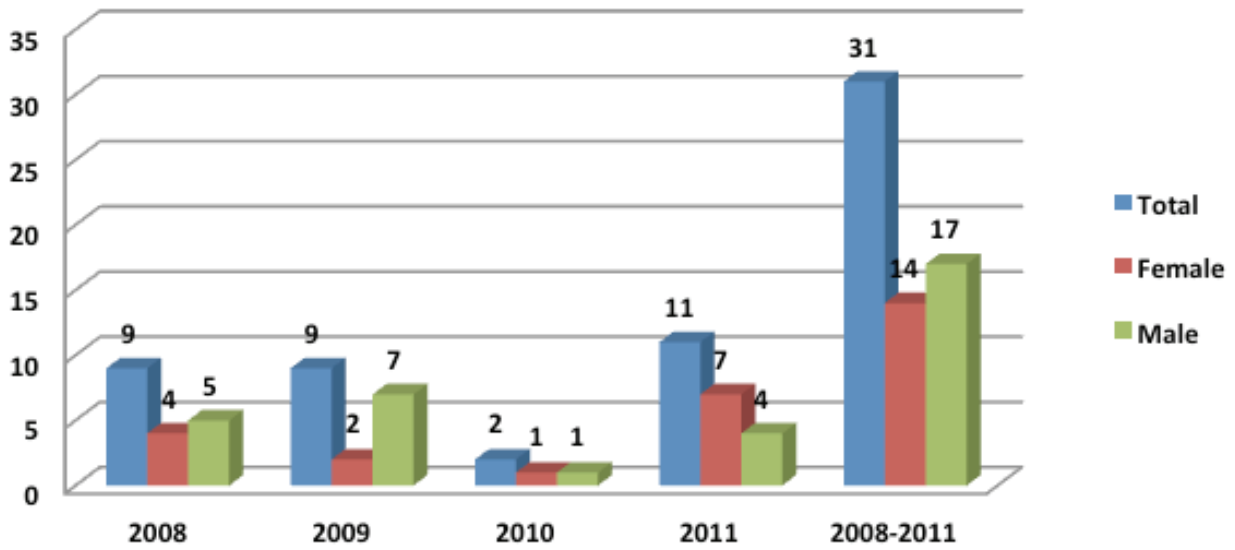
Year	Applicants			Successful applicants		
	Total	Female	Male	Total	Female	Male
2008	9	4	5	3	0	3
2009	9	2	7	3	1	2
2010	2	1	1	1	0	1
2011	11	7	4	3	2	1
<b>2008-2011</b>	<b>31</b>	<b>14</b>	<b>17</b>	<b>10</b>	<b>3</b>	<b>7</b>

With the senior applicants, more work is necessary to revert gender inequalities. While 45% of applications came from women, who were interested in participating in the Program's activities and felt able to submit applications due to fairness provisions, only 30% were successful in their applications. This moves us to advance a long and complex process that must be systematically sustained and intensified from a range of different angles.

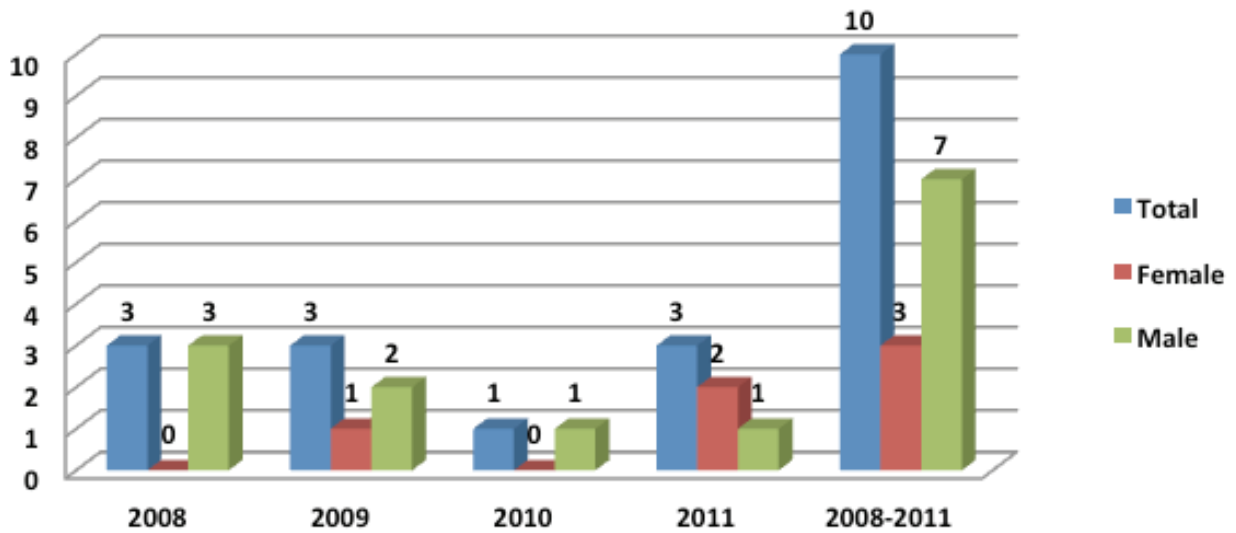


Applicants and Successful Applicants by gender

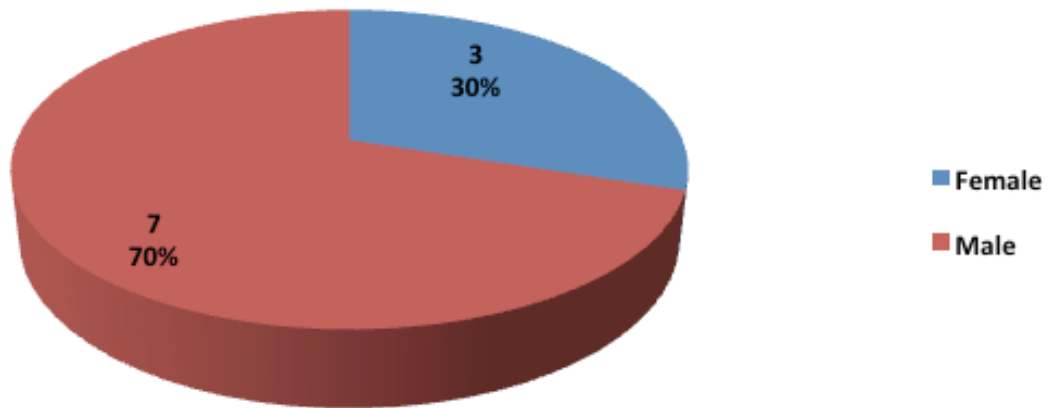
Senior Applicants by Gender  
2008-2011



Successful Senior Applicants  
by Gender  
2008-2011



**Successful Senior Applicants  
by Gender  
2008-2011**

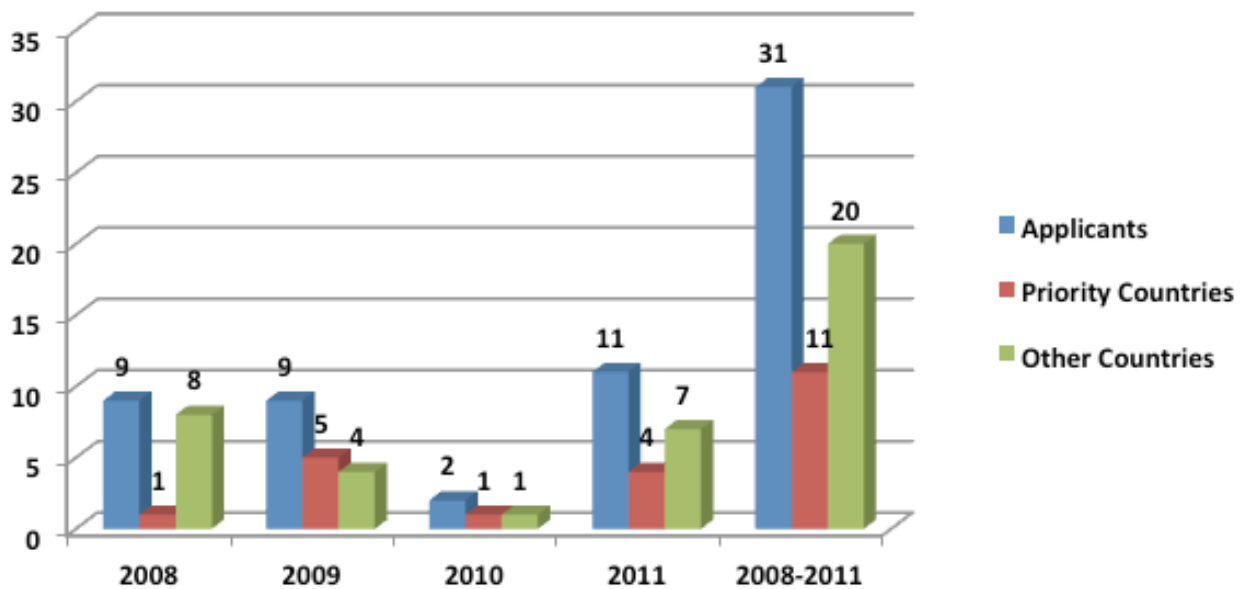


**Senior fellowship application—by type of country**

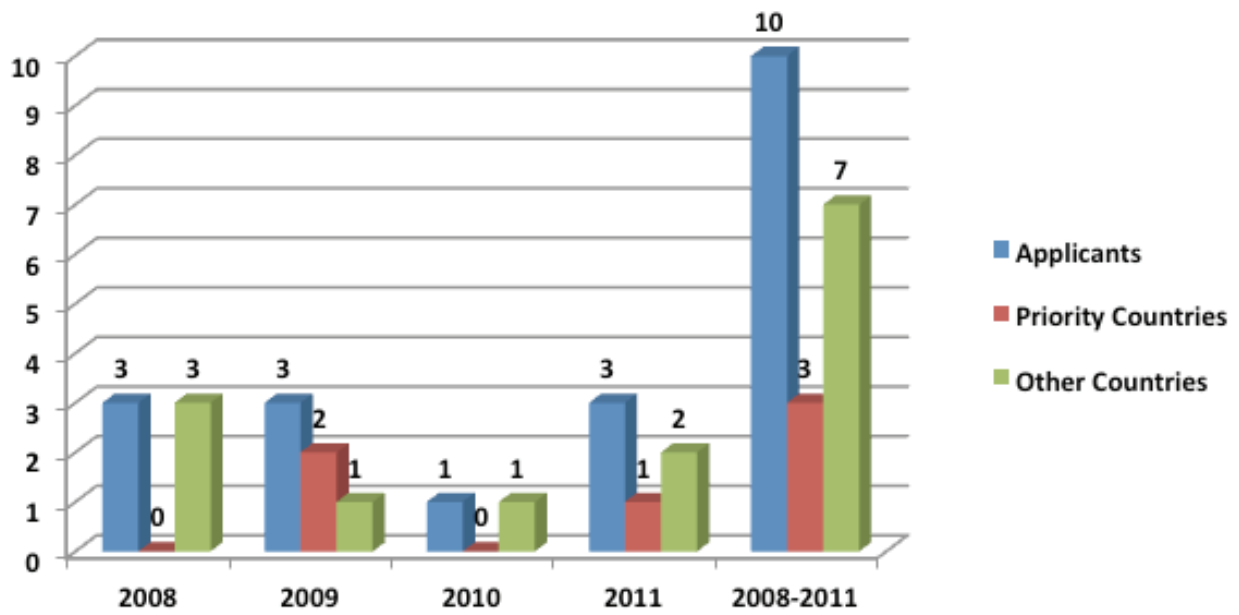
Year	Applicants	Priority country	Other countries	Successful applicants	Priority country	Other countries
2008	9	1	8	3	0	3
2009	9	5	4	3	2	1
2010	2	1	1	1	0	1
2011	11	4	7	3	1	2
<b>2008-2011</b>	<b>31</b>	<b>11</b>	<b>20</b>	<b>10</b>	<b>3</b>	<b>7</b>

**Applicants and Successful Applicants by type of country**

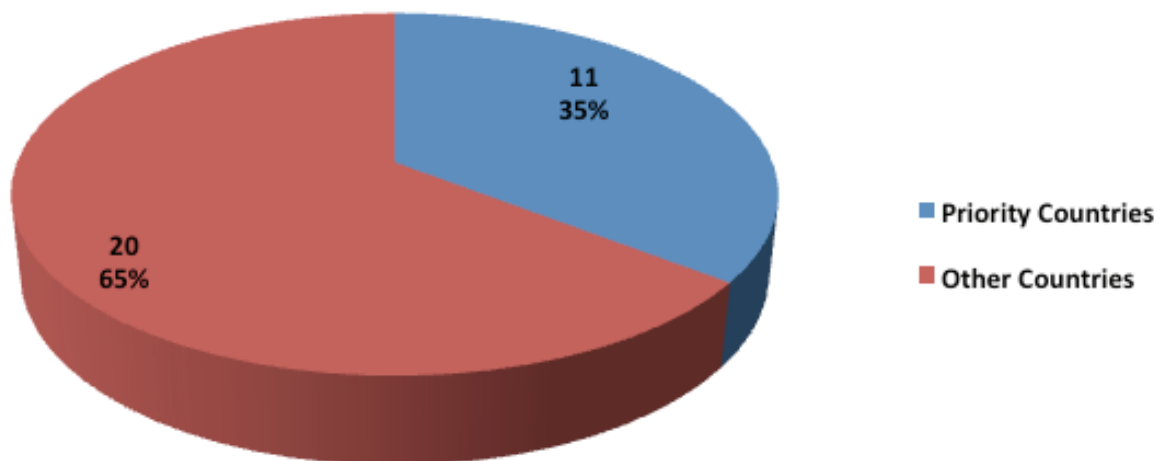
**Senior Applicants by Type of Country  
2008-2011**



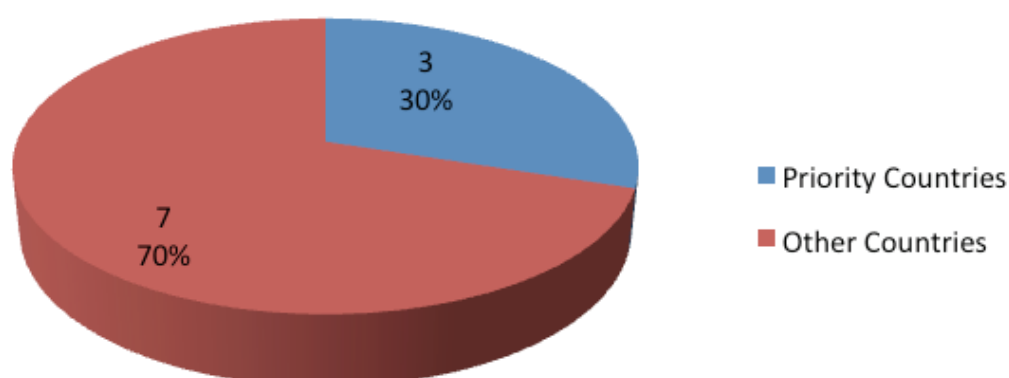
**Successful Senior Applicants by Type of Country  
2008-2011**



**Senior Applicants by Type of Country  
2008-2011**



**Successful Senior Applicants by Type of Country  
2008-2011**



**Senior fellows produce a publication on poverty on time**

Year <sup>1</sup>	Number	Submitted on Time		Requested Extension		Revisions		Quality of Work			
		Yes	No	Yes	No	2	3	Excellent	Very good	Good	Regular
2008	3	2	1	1	2	1	2	1	2	0	0
2009	3	3	0	0	3	3	0	0	3	0	0
2010	1	0	1	0	1	1	0	0	1	0	0

1- 2011 is not included in the table because the activity is currently underway

From 2008 to 2010, 7 fellows participated in the Senior Fellowship Program. Of this total, 5 submitted their progress reports on time. Only 1 requested an extension in order to meet all the requirements.

With respect to the revisions, 5 needed two (routine) revisions and 2 of the papers required a third revision.

With respect to the quality of the work, of those of all of the fellows, 6 were very good and 1 was excellent.

All of the fellows (7) completed their fellowships with the publication of a book, subjected to peer review and of high academic quality. In 2008: Eraldo da Silva Ramos: *Movimientos socio-territoriales, reforma agraria de mercado y el combate a la pobreza: los casos del MST, CONTAG y MARAM. Resistencia o Subordinación campesina?* (Socio-Territorial Movements, Market-Oriented Agrarian Reform and the Fight against Poverty: The Cases of the MST; CONTAG and MARAM. Peasant Resistance or Subordination?); 2008: Jorge Paz Castillo: *Programas dirigidos a la pobreza en América Latina y el Caribe Sustento teórico, implementación práctica e impactos sobre la pobreza en la región* (Programs to fight Poverty in Latin America and the Caribbean. Theoretical Foundations, Practical Implementation and Impact on Poverty in the Region); 2008: Josué Norberto Ramón Suárez: *Formación de competencias para salir de la pobreza en modelos educativos rurales* (Skills Training for Overcoming Poverty in Models of Rural Education); 2009:

Elma Carmen Montaña: *Escenarios de cambio ambiental global, escenarios de pobreza rural* (Contexts of Global Environmental Change, Contexts of Rural Poverty); 2009: Mauricio Gallardo Altamirano: *Pobreza y Cambio Climático: Un Análisis de Equilibrio General para Honduras* (Poverty and Climate Change: an Analysis of General Equilibrium for Honduras); 2009: Ramón Bruno Foguel Pedrozo: *Cambio climático, alteraciones ambientales y pobreza en el Paraguay*; (Climate Change, Environmental Disturbances and Poverty in Paraguay); 2010: Adel Mirza Perpignani: *(Re) Construcción de las matrices de bienestar en América Latina; los dilemas de las izquierdas latinoamericanas*. (The (Re)Construction of Welfare Frameworks in Latin America: Dilemmas of the Latin American Left).

### **Fellows work as experts with international organizations, civil society, public institutions and policy-makers working in the region.**

In the interviews with participants in Senior fellowships, 6 out of 7 mentioned that as a result of their experience, they were able to act as experts in academic activities with national and international organizations and with social movements.

For example, one of those interviewed said:

*“Following my participation in the C-C, I have become part of an advisory board at the National Science and Technology Council (Consejo Nacional de Ciencia y Tecnología, CONACYT).”*

Several fellows declared that following the completion of their fellowships, their experience allowed them to advise social movements and to participate as experts in the academic sphere. As one interviewee argues:

*“My participation as a CLACSO-CROP fellow has made it possible, due to the very nature and subject of research, to advise rural social movements, notably the Movement of People Affected by the Market Agrarian Reform and the Landless Rural Workers’ Movement.”*

Research results have also led to presentations at international conferences and to teaching and research tasks.

With respect to the impact of research carried out by senior fellows on public-policy decision-makers, 3 out of 7 fellows are aware that the results of their research have been used by government decision-makers.

In this sense, former fellows declared that this was possible due to their professional incorporation and new positions obtained as a result of their experience as senior fellows, which in addition to providing academic tools, lends prestige for having won the fellowship and offers the possibility of joining new exchange networks. This has enabled and facilitated their direct contact with decision-makers or their own positions as decision-makers.

In addition, senior fellows said that their research outputs have also been used in academic programs at Latin American universities, both as reading material and used directly in the classes.

These publications have also enabled former fellows to be in contact with an extensive academic network of Latin American researchers.

## INTERNATIONAL SEMINARS

Since 2008, the following International Seminars have been held: in 2008 in Peru, “Producción de Pobreza en América Latina y el Caribe” (The Production of Poverty in Latin America and the Caribbean); in 2009 in Argentina, “Estrategias contra la pobreza: alternativas desde el Sur” (Strategies against Poverty: Alternatives from the South); in 2010 in Cuba “Pobreza, ambiente y cambio climático” (Poverty, Environment and Climate Change) and in Argentina, “Historia del Tiempo Presente del Cristianismo en el Mundo de los Pobres” (History of Contemporary Christianity in the World of the Poor in a Context of Globalization (Buenos Aires )); and in 2011 in Mexico, “Pobreza y protección social universal: Experiencias latinoamericanas y perspectivas comparadas” (Poverty and Universal Social Protection: Latin American Experiences and Comparative Perspectives). Seminars are currently being organized for November in Chile and December in the Dominican Republic.

Also two International Seminars were realized by the Program in Africa: “Strategies against poverty: Designs from the North and alternatives from the South” in Cape Town, 2009 and “Poverty, Water and Local Development” in Uganda, 2011. During these events students from Latin American had the opportunity to participate and to interchange experiences with students from Africa on poverty issues.

### Increase in the number of highly qualified applicants

Year	Co-coordinating Institution	Seminar	Applicants	Successful applicants
2008	DESCO <sup>1</sup>	Poverty Production in Latin America and the Caribbean (Lima, Peru)	33	16
2009	CEPED/UBA <sup>2</sup>	Strategies against Poverty: Alternatives from the South (Buenos Aires)	36	19
2010	CIPS <sup>3</sup> -FANJNH <sup>4</sup>	Poverty, Environment and Climate Change (Cuba)	75	22
2010	CEHILA <sup>5</sup>	History of Contemporary Christianity in the World of the Poor in a Context of Globalization	30	20
2011	UNAM <sup>6</sup>	Poverty and Universal Social Protection: Latin American Experiences and Comparative Perspectives (Mexico)	83	18
<b>Total period 2008 to 2011</b>			<b>257</b>	<b>95</b>

1 - DESCO: Center for Development Studies and Promotion (Centro de Estudios y Promoción del Desarrollo)

2 - CEPED/UBA: Center for Population, Employment and Development (Centro de Población, Empleo y Desarrollo) at the University of Buenos Aires

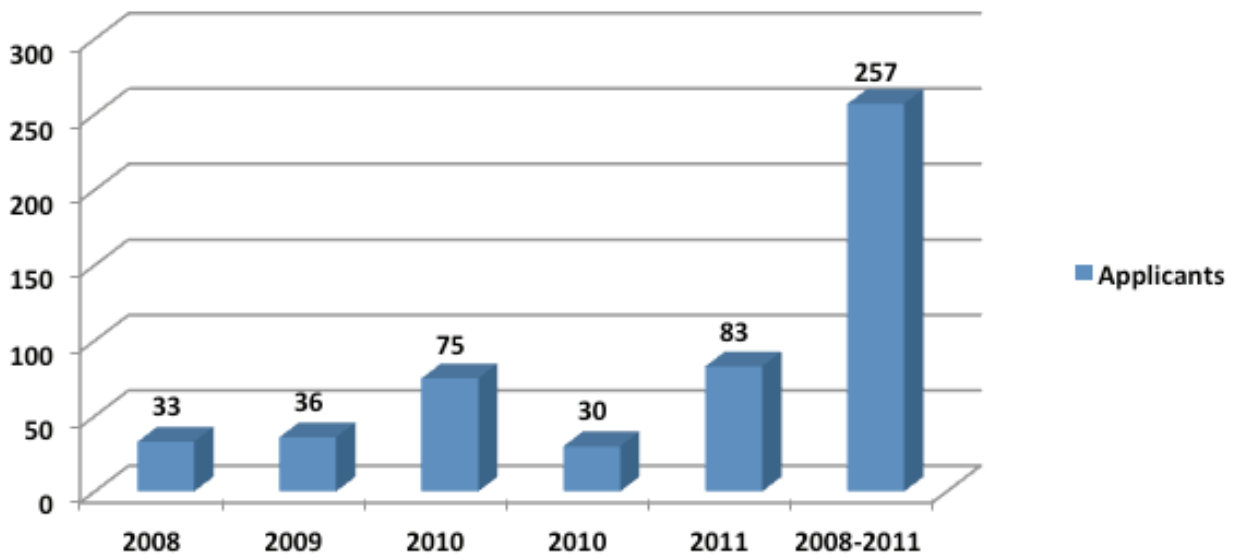
3 - CIPS: Center for Psychological and Sociological Research (Centro de Investigaciones Psicológicas y Sociológicas)

4 - FANJNH: Antonio Nuñez Jiménez Foundation

5 - CEHILA: Commission for the Study of the History of the Church in Latin America and the Caribbean (Comisión para el Estudio de la Historia de la Iglesia en América Latina y el Caribe)

6 - UNAM: National Autonomous University of Mexico (Universidad Nacional Autónoma de México)

### Applicants to International Seminars 2008-2011



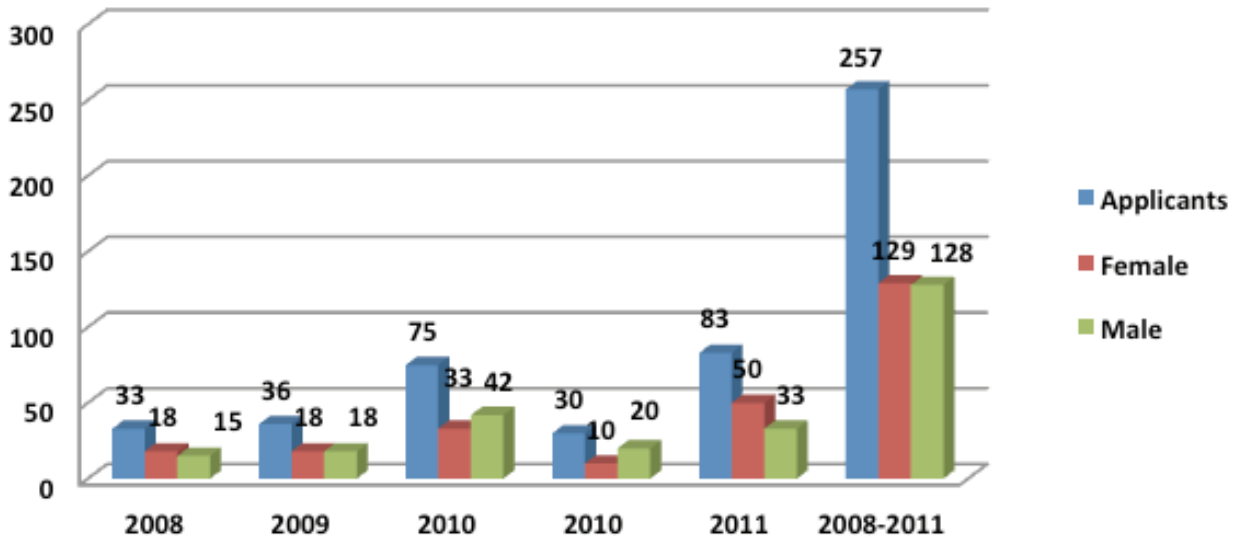
#### Selection committees successfully implement equality criteria

#### Applicants and Successful Applicants to the Seminars by Gender

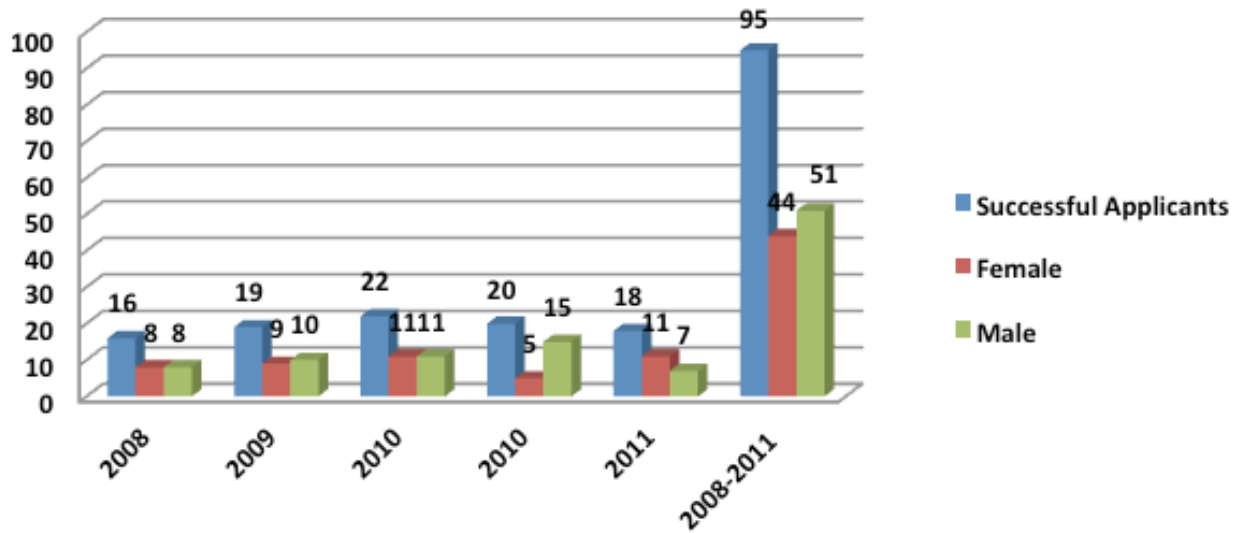
Year	Applicants			Successful applicants		
	Total	Female	Male	Total	Female	Male
2008	33	18	15	16	8	8
2009	36	18	18	19	9	10
2010	75	33	42	22	11	11
2010	30	10	20	20	5	15
2011	83	50	33	18	11	7
<b>2008-2011</b>	<b>257</b>	<b>129</b>	<b>128</b>	<b>95</b>	<b>44</b>	<b>51</b>

We note that the evaluation and selection process (despite the implementation of gender-related criteria) has favored men. This makes the need to continue working in this regard clear, as women must improve their success rate.

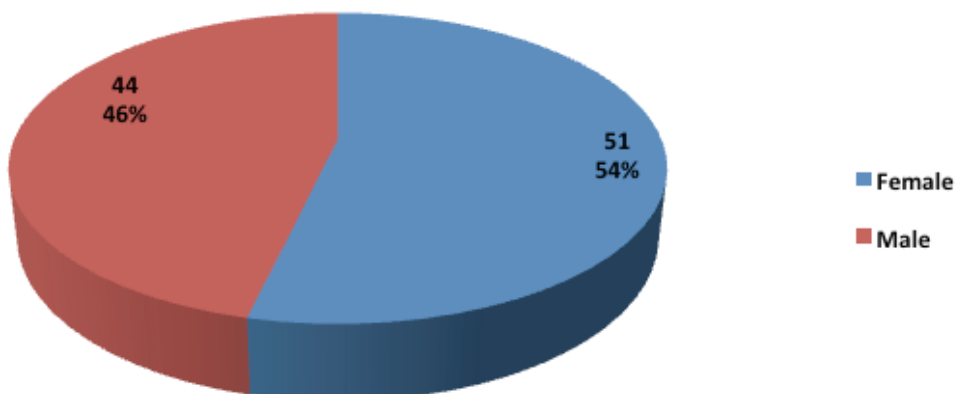
**Applicants to International Seminar by gender 2008 - 2011**



**Successful applicants to International Seminars by gender 2008 - 2011**



**Successful Applicants to Seminars by gender 2008-2011**

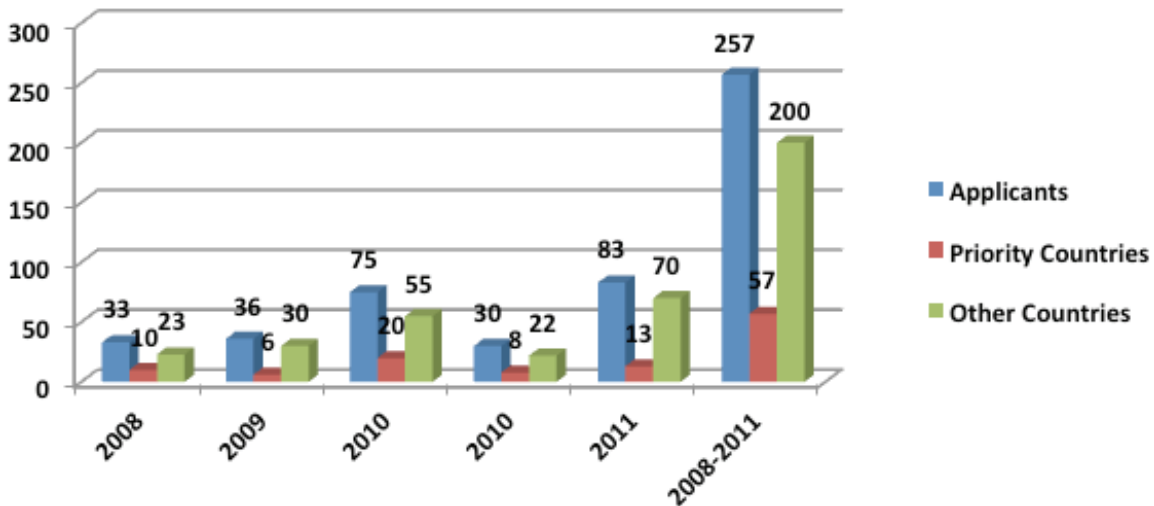




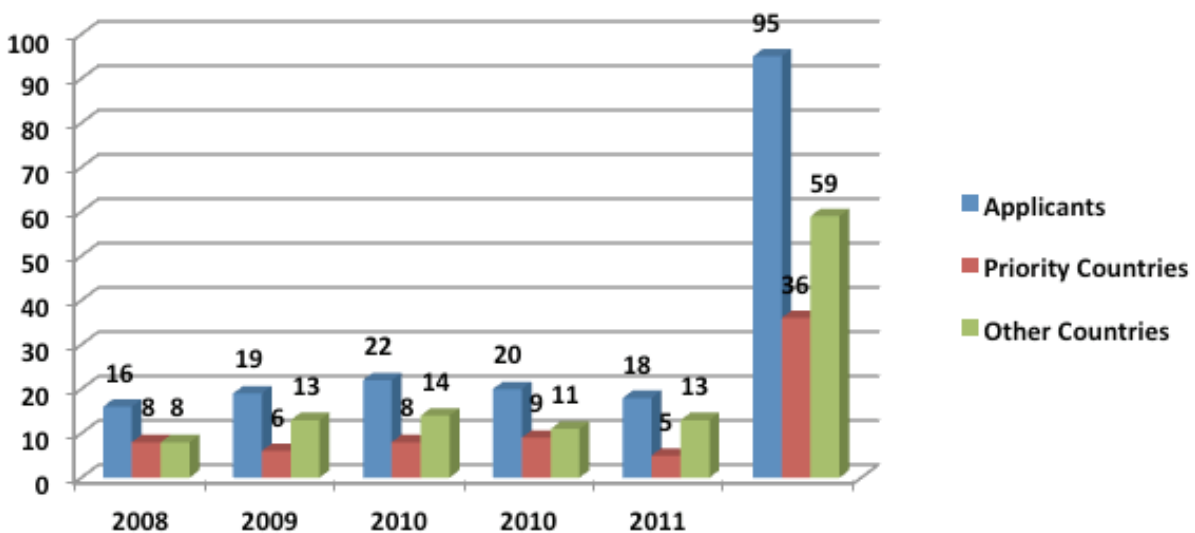
### Applicants and successful applicants by type of country

Year	Applicants			Successful applicants		
	Total	Priority countries	Other countries	Total	Priority country	Other countries
2008	33	10	23	16	8	8
2009	36	6	30	19	6	13
2010	75	20	55	22	8	14
2010	30	8	22	20	9	11
2011	83	13	70	18	5	13
<b>2008-2011</b>	<b>257</b>	<b>57</b>	<b>200</b>	<b>95</b>	<b>36</b>	<b>59</b>

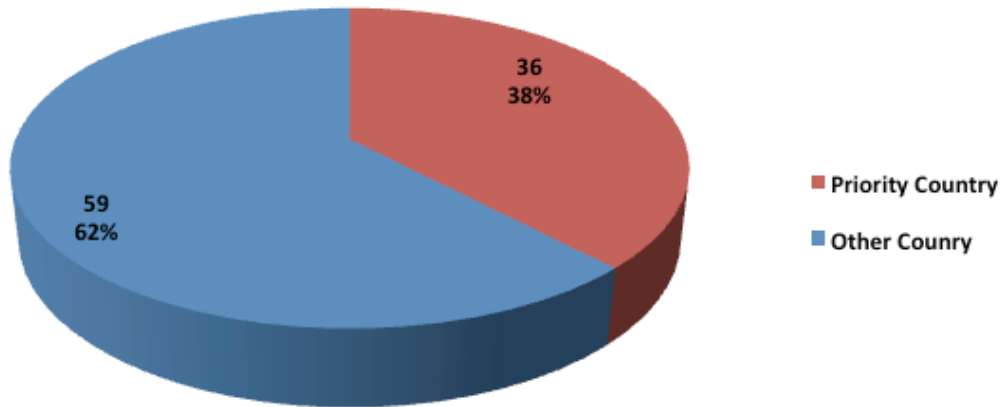
**Applicants to International Seminars by Type of Country  
2008-2012**



**Successful Applicants to International Seminars by Type of Country  
2008-2011**

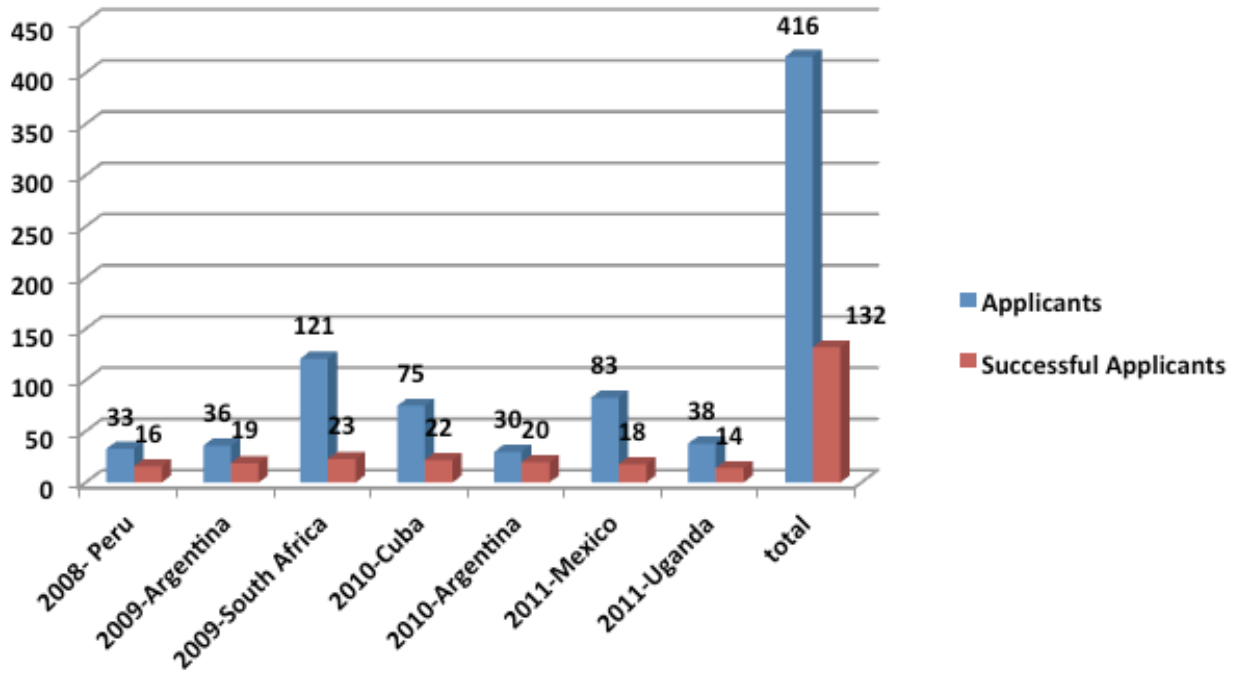


**Successful Applicants to International Seminars by Type of Country  
2008-2011**



**International Seminars in Latin America and Africa**

**International Seminars Latin America and Africa  
Applicants Vs. Successful Applicants  
2008-2011**



## Participants produce a publication on poverty on time

According to the surveys conducted with international seminar participants, 95.6% prepared a paper for the seminar, and of these, 83% of the research papers were included in the publication of the seminar's proceedings. For those papers not included, 27.8% of the authors published their papers elsewhere. This indicates that even when the research papers do not meet the publishing requirements for Program publications, the authors publish them elsewhere, contributing to the dissemination of knowledge in the area.

The majority of international seminar participants continued to collaborate with specialized publications, thus 57.4% indicated having contributed with books (single-authored and/or edited volumes), 47.1% indicated having contributed with articles in peer-reviewed academic journals, 8.8% indicated having published articles in newspapers and 7.4% in blogs or other internet media. Only 19.1% responded that they had not contributed with additional publications.

Year	Title of the book	Number of articles submitted	Number of articles selected for publication	Submitted on time		Number of revisions		Quality of the work according to final evaluation			
				Yes	No	2	3	Excellent	Very good	Good	Average
2008	The Production of Poverty in Latin America and the Caribbean	14	11	11	0	11	0	0	11	0	0
2009	Old Problems, New Alternatives: Strategies from the South to Combat Poverty	15	15	14	1	9	6	3	6	6	0
2009	Critical Perspectives on Social Cohesion: Inequality and Failed Attempts at Social Integration in Latin America	13	10	10	0	10	0	2	8	0	0
2010	Socio-Environmental Crisis and Climate Change: Connections to Poverty and Challenges for Social Policy	16	13	12	1	13	0	2	9	2	0
2010	History of Contemporary Christianity in the World of the Poor in a Context of Globalization <sup>3</sup>	14	14	13	1	14	0				

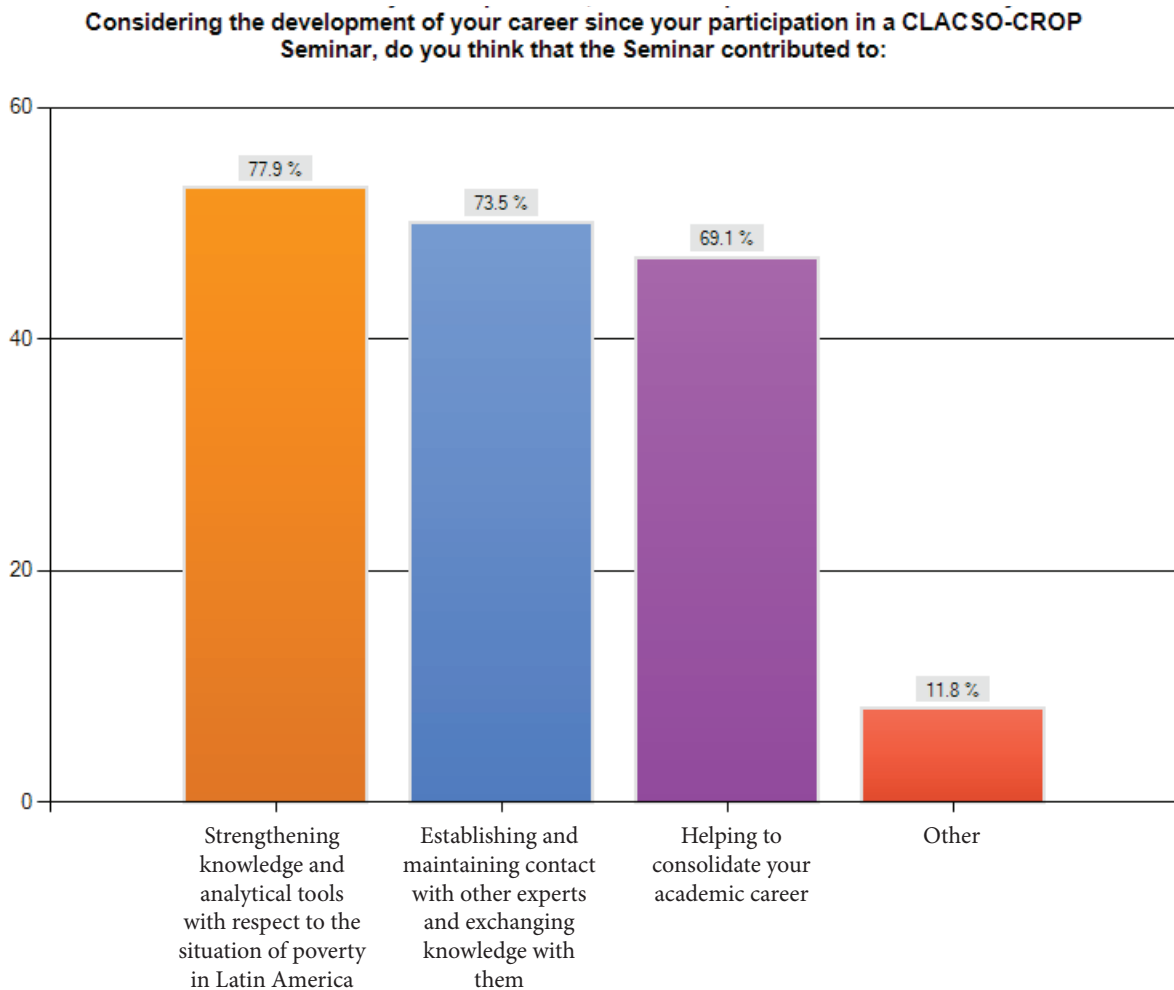
3 - This publications is currently under external evaluation.

The number of articles submitted is considered to be those submitted to the Editorial Board, at the first stage. With respect to the number of revisions, this refers to those articles that were accepted by the Editorial Board but which required modifications.

In a second stage, all papers were evaluated by an external evaluator, who makes observations and assesses them. This evaluator decides if the paper is of publishing quality or not.

The 5 books produced out of the International Seminars are made up on average of 13 articles each, of which most, after 2 or 3 revisions, are evaluated as very good or excellent.

**Participants work as experts with international organizations, civil society, public institutions and policy-makers working in the region**



78% indicated that the seminar contributed to strengthening their knowledge and analytical skills with respect to poverty in Latin America and the Caribbean, 73.5% found it useful for contacting, maintaining contact and exchanging knowledge with other experts on the issue, and 11.8% said that it contributed to consolidating their academic careers.

In addition, some of those surveyed pointed out the importance of having participated in a Seminar in Africa, as some of them said:

*“it has allowed me to see in situ the reality of a place in Africa (in this case Kampala and its surroundings), it changed my perspective on poverty and the approach I had to poverty in Latin America”*

*“The CLACSO-CROP program is an excellent model of support for independent research of high scientific value, and, in my case, it has allowed me to compare the Latin American reality with that of other regions in the developing world”*

## **CENTRAL AMERICAN WORKSHOPS**

In order to increase and improve research in Poverty Studies in countries with lesser-developed social sciences, from 2006 to date there have been 8 Methodological Training Workshops in Poverty Studies for young researchers from priority countries.

This workshop is aimed at contributing to the strengthening of social research skills in general and particularly in poverty studies, for young professionals in the social sciences from Central American and Caribbean countries. The program is focused on strengthening professional skills in the research design as well as in mastering conceptual and methodological analytical tools for studying the phenomena associated with the causes, manifestations and impacts of poverty in the countries of the region.

The workshop is on-site and intensive, later continuing with an online monitoring phase, at the end of which the students submit a paper for evaluation and graduation. The on-site phase lasts five days, with an average of 8 hours of work per day. The virtual follow-up phase lasts three months, during which students gradually progress, with the help of a tutor, in the development of a research plan in accordance with the quality and the requirements established in the program's research fellowship competition.

The methodological work during the on-site phase is implemented through a discussion of conceptual theoretical aspects, emphasizing an up-to-date understanding of the state of the art in poverty studies. All this is combined with learning about and reviewing both quantitative and qualitative methodologies suited to investigating the principal problems related to poverty. Methodological work during the online phase aims at designing the research proposal using what was learned in the on-site workshop, as well as analyzing secondary sources related to the theme of the Fellowship competition. Participants in the virtual course must submit monthly progress reports to the tutor in charge of the course to be reviewed and returned to the trainee. These interactions continue until a research design of sufficient quality has been prepared in order to compete for a research fellowship in the social sciences.

The program is carried out with the collaboration of local and international scholars. The teaching staff are in charge of the classes, workshops and lectures. They also collaborate with the Program's methodology tutors in advising young researchers on their use of theoretical and methodological approaches.

In 2008, two Workshops were held, one in Central America and the Caribbean and the other in a priority country of the Southern Cone (Paraguay), in order to train young people from priority countries.

In the period evaluated, workshops were held in 2008 in El Salvador, in 2009 in Nicaragua, in 2010 in Panama, in 2011 in Guatemala, and in 2012 in Costa Rica.

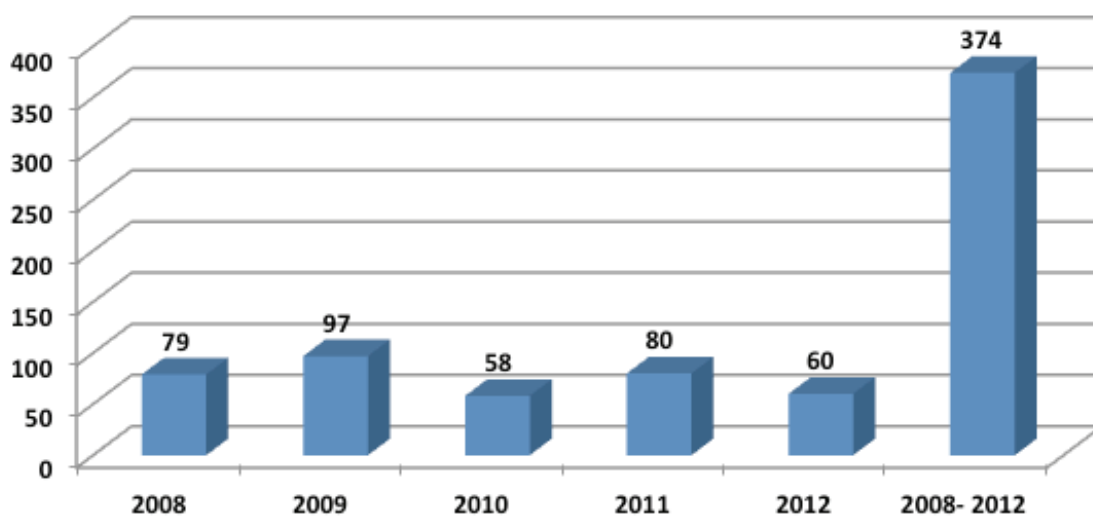
The total number of participants in the 6 Training Workshops in Central America and the Caribbean was 88 scholars. Then, (when the workshop was over), an estimated 70% applied to the CLACSO-CROP fellowship competition, and 13 won fellowships. In other words, the fact that they completed the workshop and won the fellowships allows us to assume that we are having a relatively positive impact on the training of young people in the region.

### Increase in the number of highly qualified applicants

Year	Place of the Workshop	Applicants	Successful applicants
2008	El Salvador	79	19
2009	Nicaragua	97	18
2010	Panama	58	18
2011	Guatemala	80	17
2012	Costa Rica	60	16
<b>2008-2012</b>		<b>374</b>	<b>88</b>

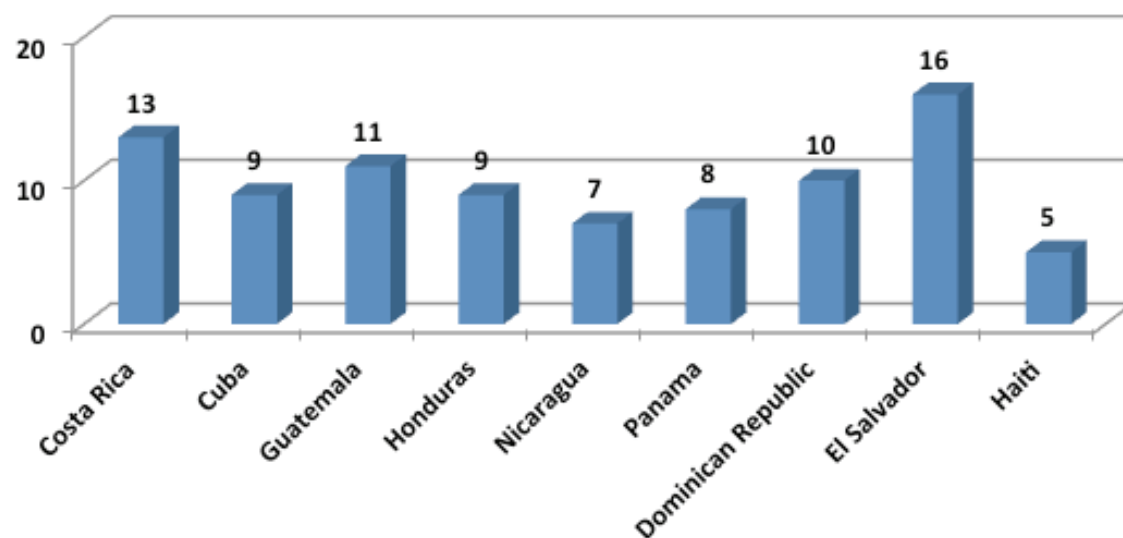
### Applicants to the Central American workshop

Increase in the number of applicants-Central American Workshops  
2008-2012



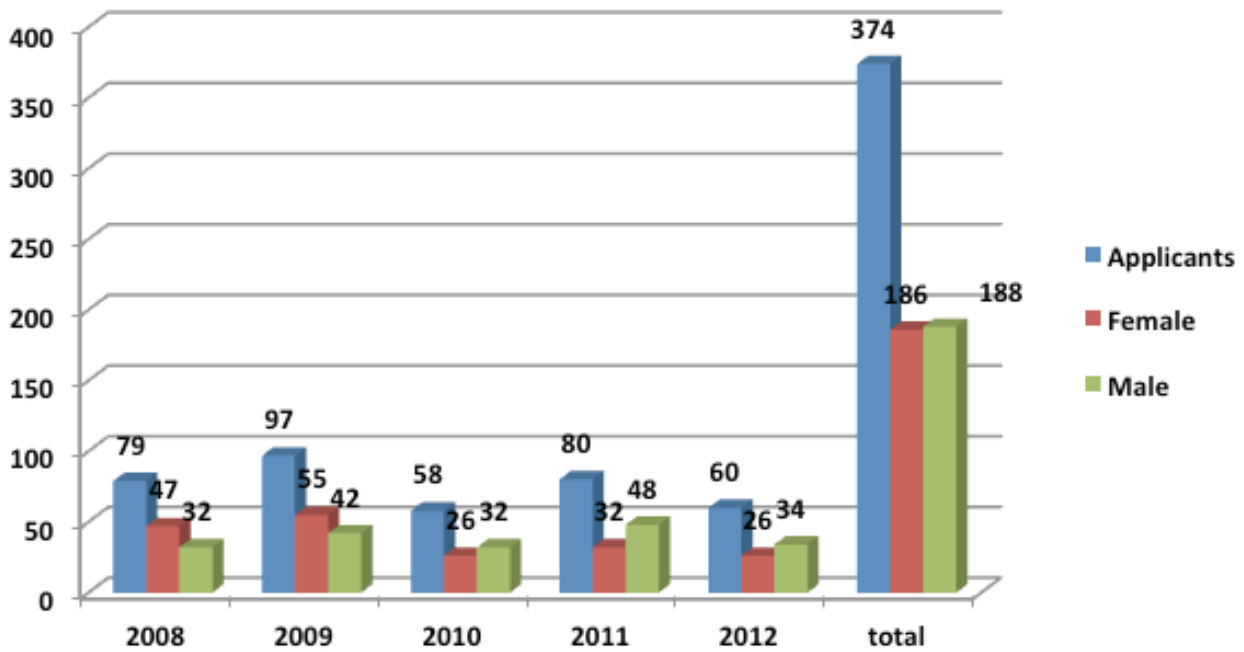
### Successful applicants to the Workshop by country

Successful Applicants to Central American Workshops by Country  
2008-2012

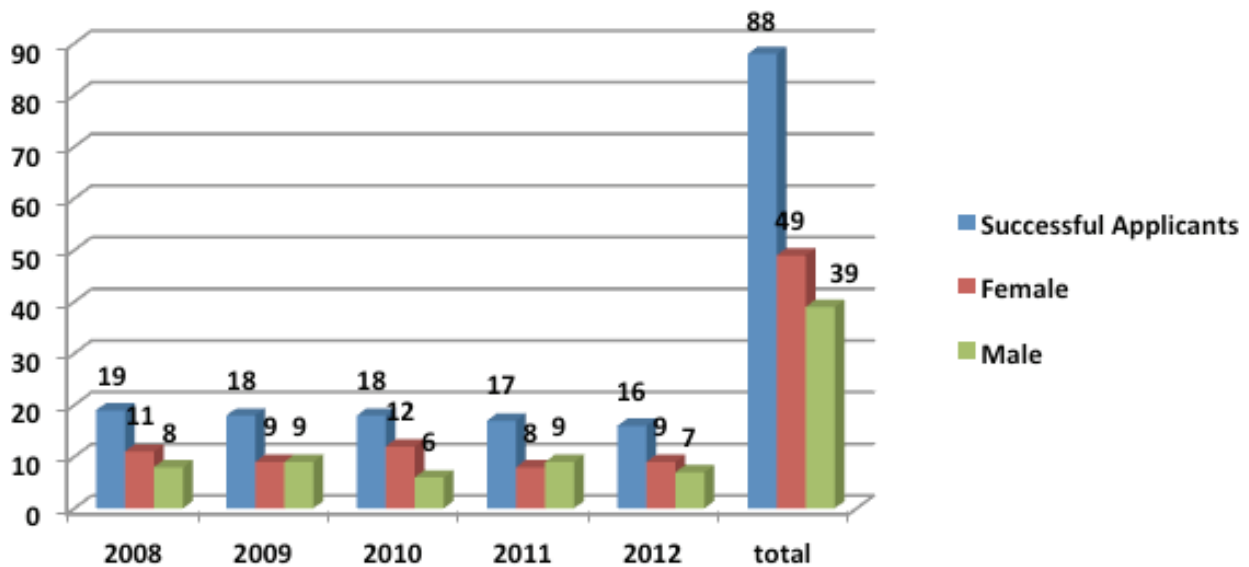


**Selection committees successfully implement equality criteria**

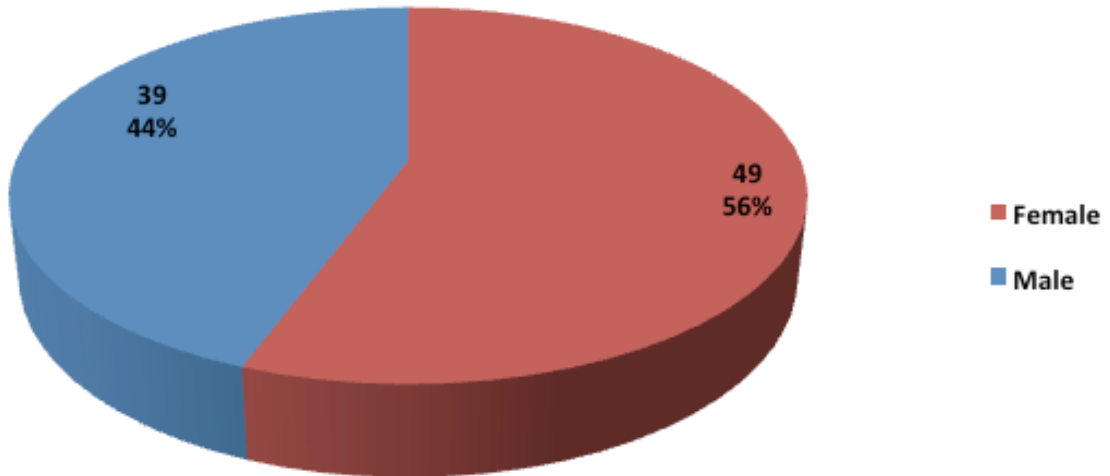
**Applicants to Central American Workshops by gender 2008-2012**



**Successful applicants to Central American Workshops by gender**



### Applicants to Central American Workshops by gender 2008-2012

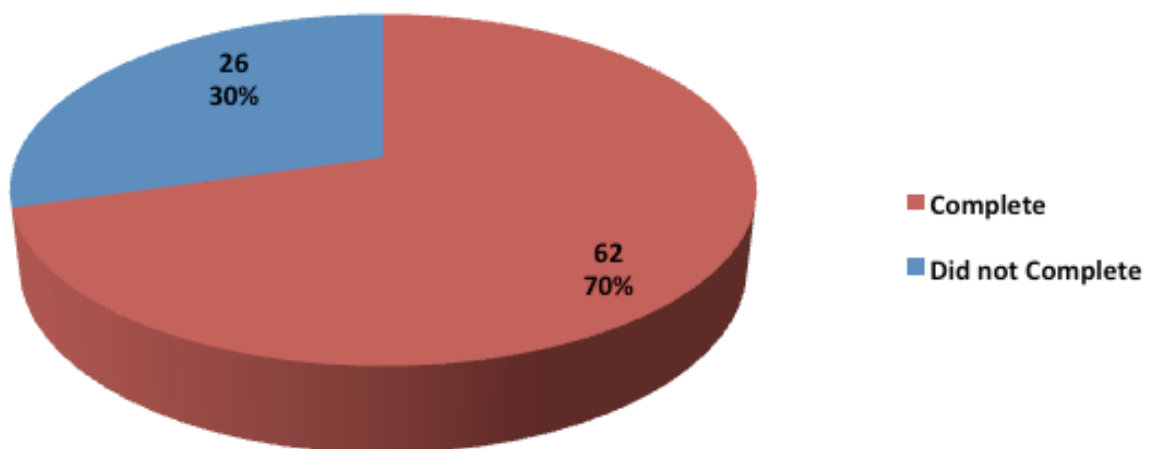


### REGISTRANTS THAT COMPLETED THE VIRTUAL COURSE

Of the 88 participants in the Central American workshop, approximately 70% completed the virtual course meeting all on-site and online requirements.<sup>1</sup>

### Applicants to Fellowship Competitions that completed the workshop in Central America (estimated)

#### Successful Fellowship Applicants that Completed the Workshops 2008-2012



<sup>1</sup> - Participants in the 2012 workshop are currently completing the virtual course.

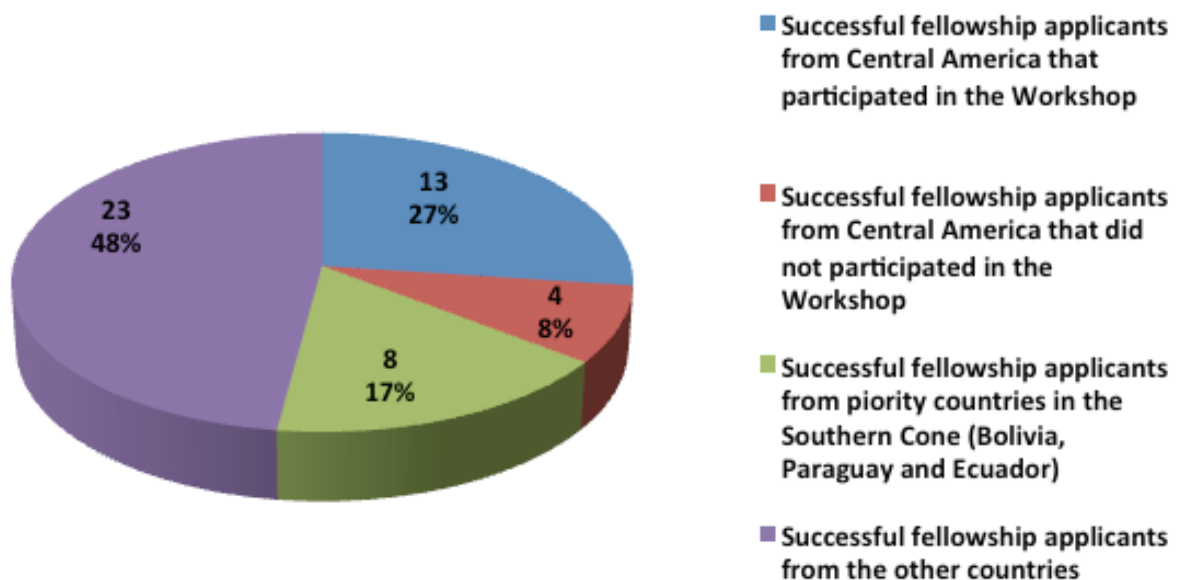


### Proportion of trainees who present research projects on time and of acceptable quality

A total of 88 students completed the Training Workshop for young people from Central America (on-site and virtual). Of these, 62 (70%) applied to CLACSO-CROP fellowship competitions, and 13 (15%) won fellowships. In other words, 15% of the fellowship applicants that completed the workshop were selected (won fellowships).

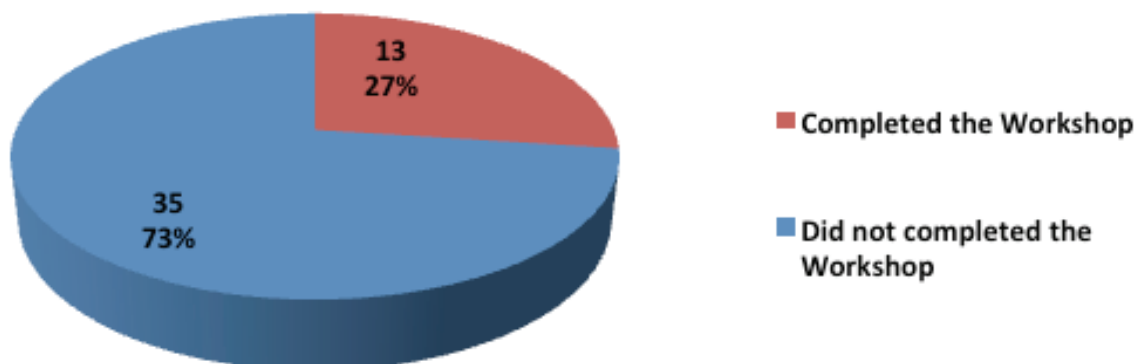
It is also important to point out that 52% of those that won fellowships come from priority countries in Central America and the Caribbean and the Southern Cone. Of the 48 successful applicants to the Junior Fellowship Program, 13 (27%) completed the Central American Workshop, 4 (8%) are from Central America but did not complete the Workshop, 8 (17%) come from priority countries in the Southern Cone (Paraguay, Bolivia and Ecuador), and 23 (48%) come from non-priority countries.

**Distribution of Junior Fellowships  
2008-2011**



Furthermore, the tutors of the virtual follow-up Workshop point out that a large number of those that completed both stages of the Workshop (one week on-site and three months online) successfully submitted their proposals. These proposals also performed well in the peer-evaluation process for selecting the winning fellowship applications. This means that the Methodological Training Workshop has a very significant impact on participants' ability to prepare their own proposals to be competitive in their academic careers, which as we have seen is reflected in applications to the Program's Fellowships, but also to other grants and activities outside the Program.

## Junior Fellows by participation in the Central American Workshops 2008-2012



## VIRTUAL COURSES

Year	Title of course	Teaching staff	Institution and Country
2008	Inequality and Diversity in Latin America and the Caribbean	Carlos Eduardo Figari, Mario Pecheny and Daniel Jones	IIGG-FCS-UBA <sup>1</sup> Argentina
2008	Methodologies for Measuring Social Inequality in Latin America	Leandro M. González, María Franci Álvarez, Verónica Herrero and María M. Santillán	CEA-UNC <sup>2</sup> Argentina
2009	Inequality in Latin America and the Caribbean	Julio Eduardo Fabris and Juan Grigera	DCS-UNQ <sup>3</sup> Argentina
2010	Inequality in Latin America and the Caribbean	Oscar López Rivera, José M. Giusto Téllez and Sebastián I. Ibarra González	FLACSO <sup>4</sup> -Guatemala
2010	Poverty, Environment and Climate Change	Elizabeth Jiménez, Hector Sejenovich, Gabriela Merlinsky	CIDES-UMSA <sup>5</sup> ; IGG-UBA Bolivia and Argentina
2011	Public Space, Citizenship and Inequalities in Latin America and the Caribbean	Dra. María Magdalena Valdivieso Ide , Mg. Lucy Mirtha Ketterer Romero	UN. ARCIS <sup>6</sup> Chile
2011	Studies on Inequality in Latin America and the Caribbean	Oscar López Rivera and José M. Giusto Téllez	FLACSO-Guatemala
2011	Poverty, Environment and Climate Change	Dr. Héctor Sejenovich	UBA /UDELAR <sup>7</sup> Argentina and Uruguay
2012	Class, Inequality and Social Mobility in Latin America and the Caribbean	Dr. Eduardo Chávez Molina, Jesica Pla	IIGG-FCS-UBA Argentina
2012	Critical Epistemologies and Research Methodology: Theory and Practice	Carlos Figari, Silvio Nioi	University of Toronto/ IIGG-FCS-UBA, Canada and Argentina
2012	Public Space, Citizenship and Inequalities in Latin America and the Caribbean	Dra. María Magdalena Valdivieso Ide , Mg. Lucy Mirtha Ketterer Romero	UARCIS Chile

1 - IIGG –FCS- UBA. Gino Germani Research Institute – Faculty of Social Sciences, University of Buenos Aires

2 - CEA-UNC. Center for Advanced Studies – National University of Córdoba.

3 - DCS – UNQ. Social Sciences Department. National University of Quilmes

4 - FLACSO-Guatemala. Latin American Faculty of Social Sciences – Guatemala.

5 - CIDES\_UMSA. Graduate Program in Development Sciences. University of San Andrés

6 - UARCIS. University for the Arts and Social Sciences.

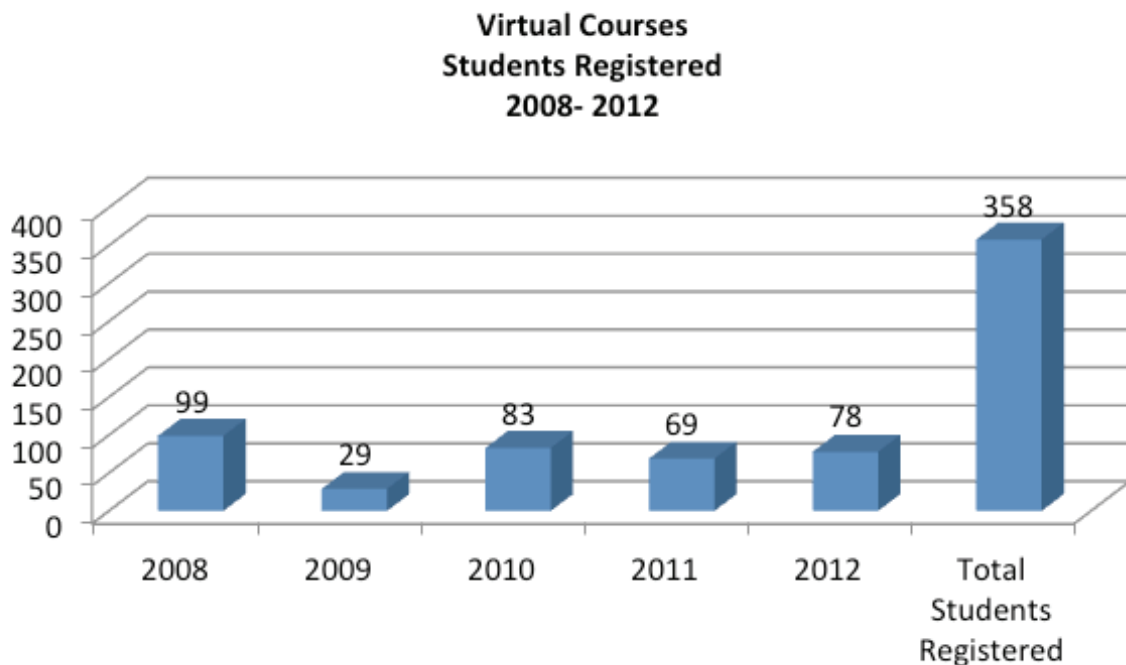
7 - UDELAR. University of the Republic

The conditions that must be met to pass the Seminars are: 1) participation in all forums; 2) submission of all progress reports; and 3) submission and approval of Final Report. This classifies the progress of the applicants into those who are: registered, withdrawn (those who did not complete the course), passed and not passed.

Regarding the variation in the number of applicants, it is important to take into account that in 2009, a change in the management and administration of the registration and monitoring system was implemented, using an online system to better manage information (CVs, academic degrees, etc.), which explains the decline in the number of applications.

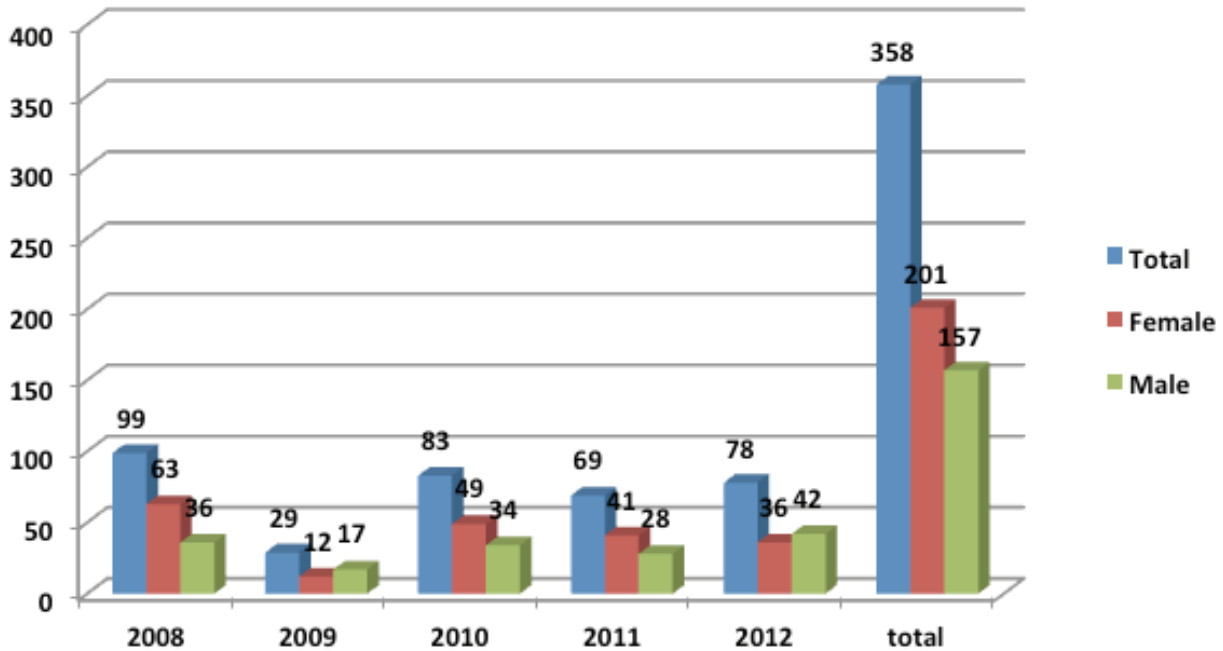
### Increase in the number of applicants

Year	Students Registered	Male	Female	Passed	Priority countries	Other countries
2008	99	36	63	57	34	65
2009	29	17	12	4	6	23
2010	83	34	49	42	20	63
2011	69	28	41	25	25	44
2012	78	42	36		18	60
2008-2012	358	157	201	128	103	255

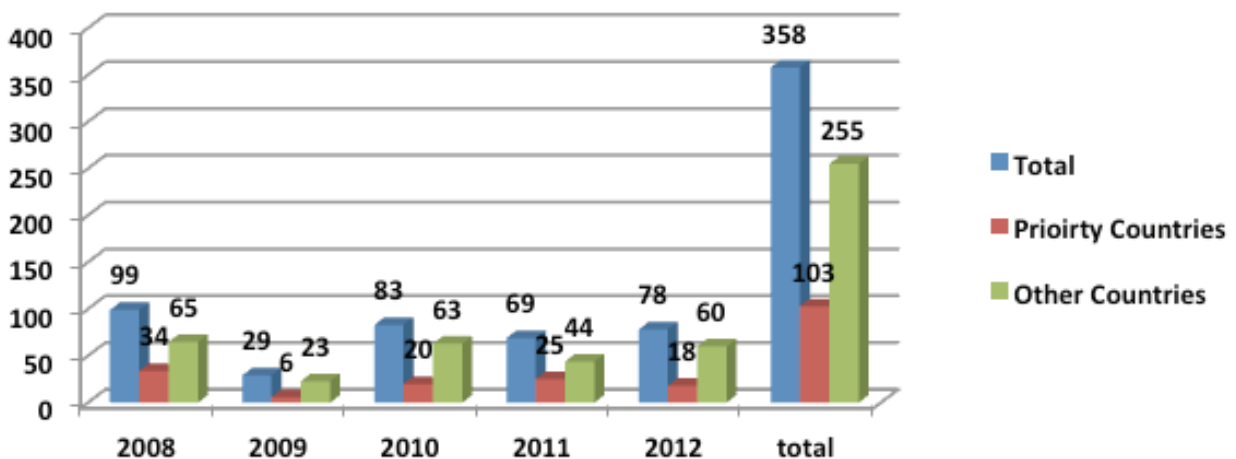


**Selection committees successfully implement equality criteria**

**Virtual Courses  
Registered Students by Gender  
2008-2012**



**CLACSO-CROP  
Virtual Courses  
Registered Students by Type of Country  
2008-2012**



The tendencies sought by the Program have been maintained both in terms of gender and type of country. With respect to registration in virtual courses, the women registered outnumber men, thus we are also presumably reaching a priority population online.

In contrast, with respect to those registered from priority countries, we note that this number remains lower than for those from other countries. According to some interviews, this is due

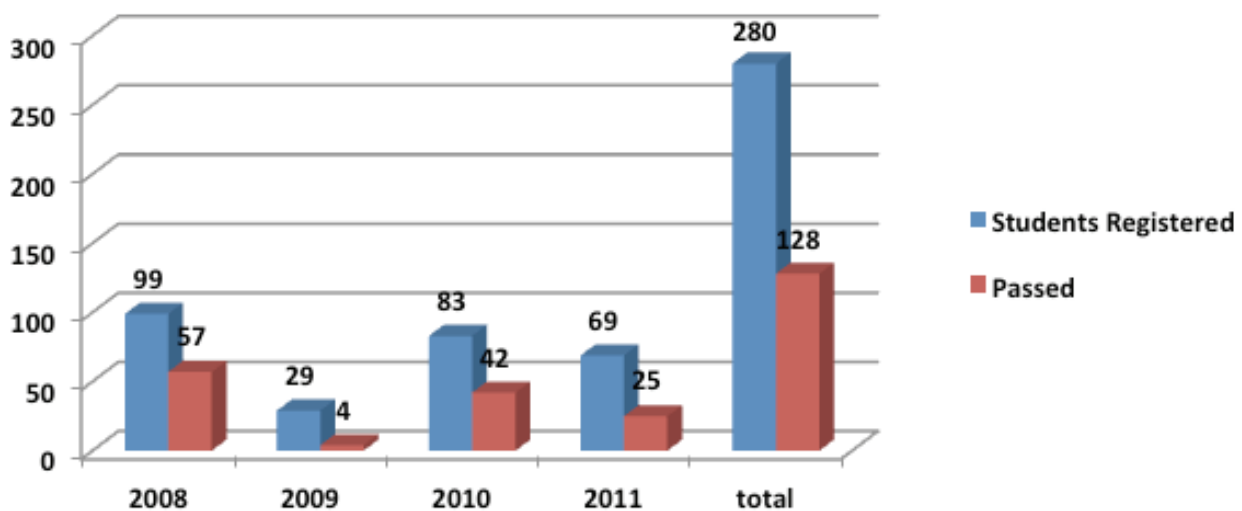
to greater technical precariousness and the difficulty of establishing a connection to follow the classes online, as the courses require schedules and specific timing that often do not coincide with the trainees' availability or that of their institutions.

In addition, through dialogue with the Professors, the heterogeneity in trainees' previous education is evident in their knowledge of the literature and their capacity for analysis, reflection and writing, among other factors. Having identified this weakness, in 2010 at the meeting in Nicaragua, a decision was made to study the possibility of implementing on-site tutorials with local professors in order to complement the virtual training and compensate for the imbalances identified over these years first years of the Program.

### Participants complete courses on poverty on time and with acceptable quality

According to the figures, 128 students have completed and passed courses meeting all necessary requirements. We must consider this to be a relatively high number if we compare it with the average number passing other Virtual Courses (in the CLACSO Graduate Network Program or virtual courses at other universities). Indeed, according to studies carried out on online education, it has already been found that this modality generally has a higher dropout rate than traditional on-site courses.

**Virtual Courses**  
**Registered Students and Students that Passed the Course**  
**2008-2012**



### Balance and the students' perceptions of the Virtual Courses

We also note that according to the opinions of participants, the experience was highly positive both in the academic sense and the operational sense and in terms of the quality of the professors.

*“It was a new experience for me and very enriching. The CLACSO platform led me to be disciplined in my studies and showed that we cannot forget that researchers should take advantage of the internet. It is a powerful tool for constructing knowledge when we allow ourselves to be focused. In addition, the possibility of interacting with colleagues from such similar, yet different, realities was incredibly fruitful for my studies.”*

*“This is my second opportunity to participate in a CLACSO seminar, and once again the expectations I had for it and my topic of interest were met. The experience and contributions of the professors and the comments from the group of colleagues participating have enriched all my ideas, clarified the concepts learned from local and regional research and extended them to larger contexts that let you demonstrate these and contrast them more broadly.”*

*“For me the seminar has been quite substantial. I would like to acknowledge the great contribution it has been establishing contact with colleagues from all of Latin America, I have learned from their experiences and comments on the issues brought forward. Second, I am thankful for the plan presented by professors Eduardo and Jesica, their day-to-day work in organizing this course, their dedication, which is reflected in the responsibility and continuity with which they have addressed all of our colleagues’ concerns, doubts and problems, and also in the quality of the debates, topics, readings and authors presented in the course. I think that the seminar should continue with new researchers, to start creating a network of studies on social structure and class structure in Latin America.”*

*“As a personal experience—my first—with the CLACSO institution, I think that the curriculum offered, in its theoretical/conceptual objectives and the activities seeking dialogue and analysis in the forums is a good sign (and the attendance of the participants) these weeks have been excellent.”*

*“The course overall has been excellent, the first thing I want to do is congratulate the coordinators for such excellent work following up on the assignments and also for their work with the particular needs of each of the participants. I would also like to congratulate my colleagues who day after day continued to participate actively in the forum.”*

*“One of the elements worth emphasizing in the course is the reading list, it is very up to date and relevant to the issues we were addressing every day. I think that if something contributed in some way to our knowledge it was this, as well as each summary that the coordinators offered as a kind of interpretation of the topics for each week.”*

*“This was my first experience with online training with CLACSO, and I thought it was very interesting and constructive. I think that the texts were and will be very useful in my training as a Social Worker, considering that they analyze and contemplate daily realities in our contexts.”*

*“The accompaniment of the teachers and the way in which they made this seminar more enjoyable were excellent, as through online chatting, the documentary, the selection of images and different activities we were able to see the issues differently and develop our capacity to interpret and understand this series of issues.”*

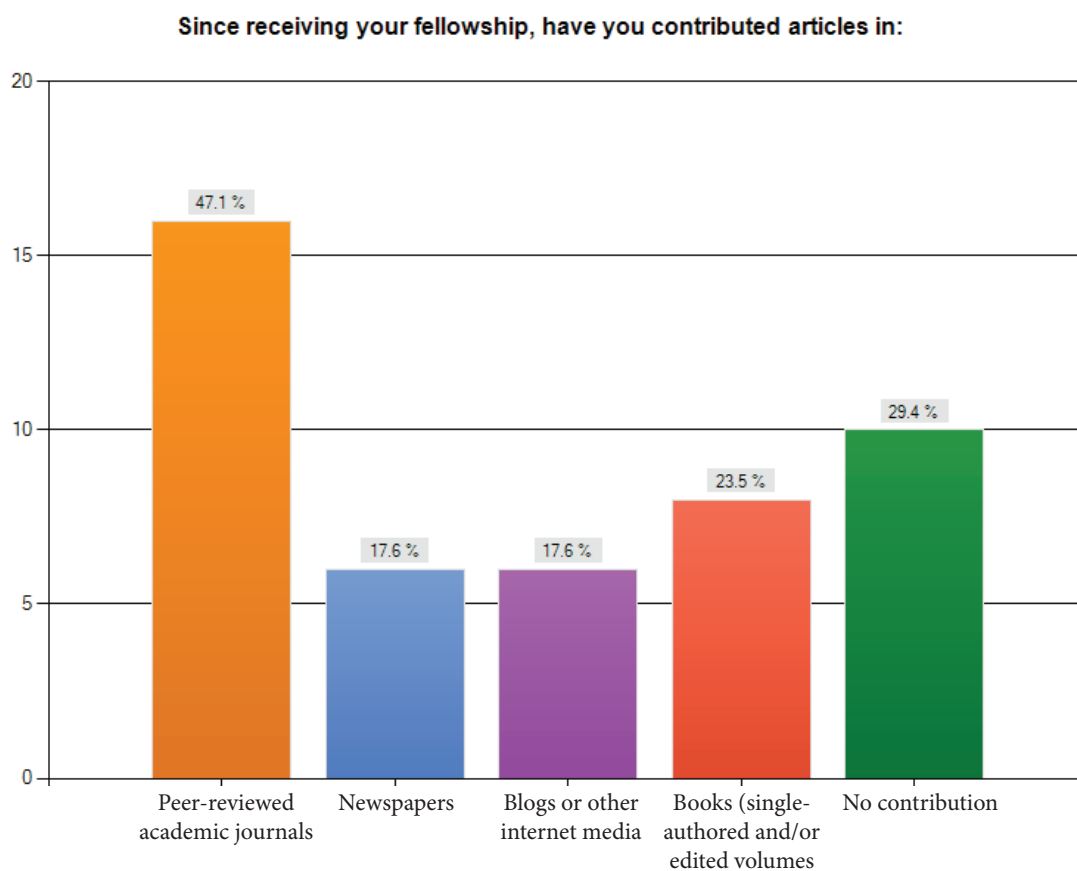
*“I sincerely think that the classes, readings, forums, special activities and all the rest allowed me to broaden my knowledge, with which I was able to reflect upon our Latin American problems and realities.”*

## OBJECTIVE 2: INCREASE IN PUBLICATIONS IN PEER-REVIEWED JOURNALS BY PARTICIPANTS OF THE PROGRAM

### Increase in the number of articles by fellows published in peer-reviewed journals

We verified that the Program produces a large number of publications: all 36 junior fellows submitted their work and the majority were evaluated as very good or excellent following the professors' revisions. Three books were published as a result, two of which included the 36 articles and the third, 35.

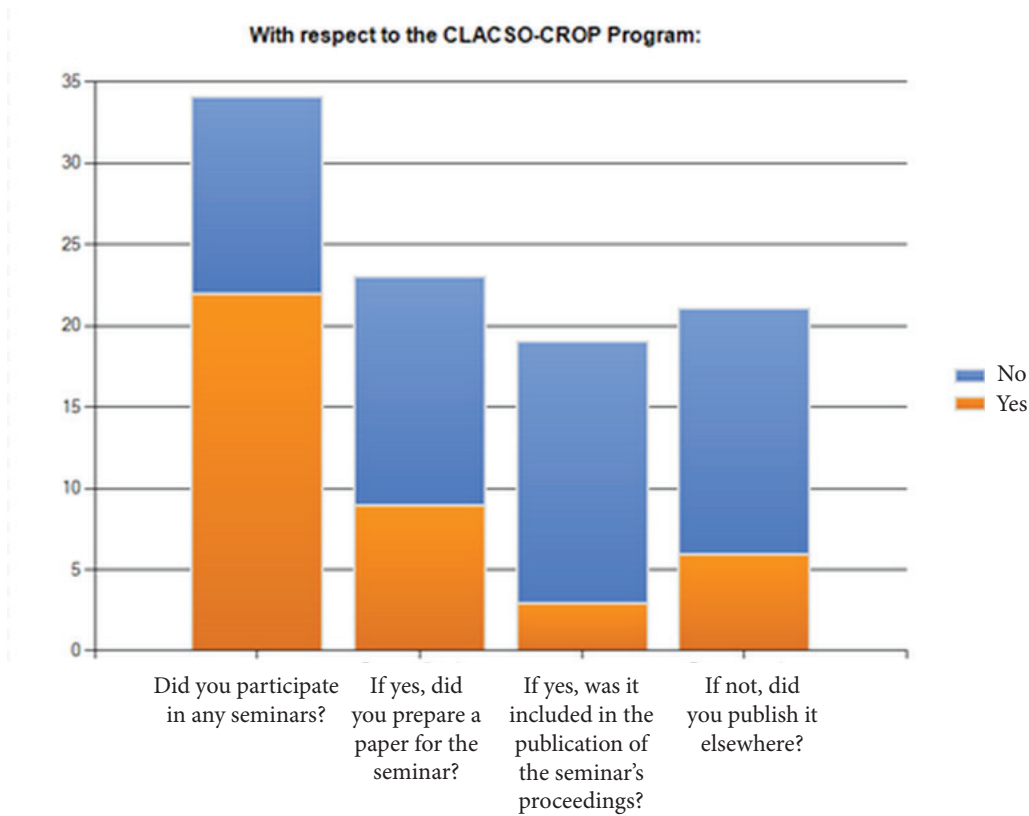
The survey also showed that scholarly production in peer-reviewed academic journals, books and monographs benefited from the research experience made possible by the fellowship.



Of all the entry-level fellows surveyed, 47.1% continued to publish in peer-reviewed academic journals, 23.5% indicated they had published their work in books, 17.6% in newspapers and 17.6% in blogs.

### Publication of seminar proceedings

The survey shows that 64% participated in other seminars, and of these, 39.1% prepared written documents to present at these seminars. Lastly, 15.6% were included in the publication resulting from the activity. Of those research results that were not published within the framework of the Seminar, 28.6% were published through other means.

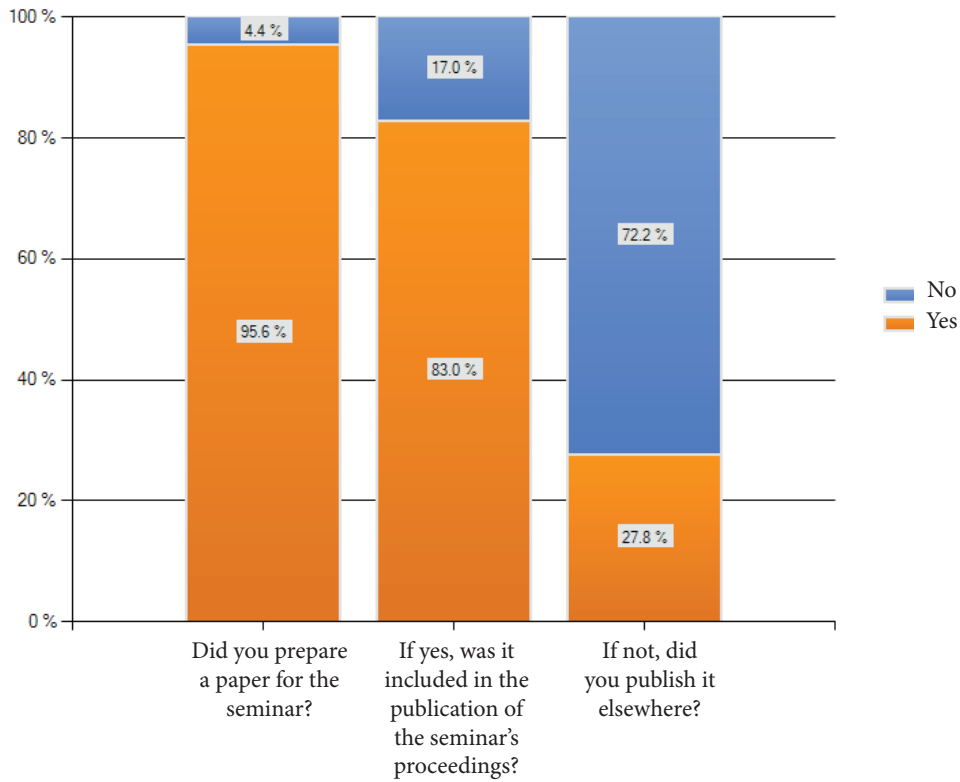


### **Increase in the number of articles by seminar participants published in peer-reviewed journals**

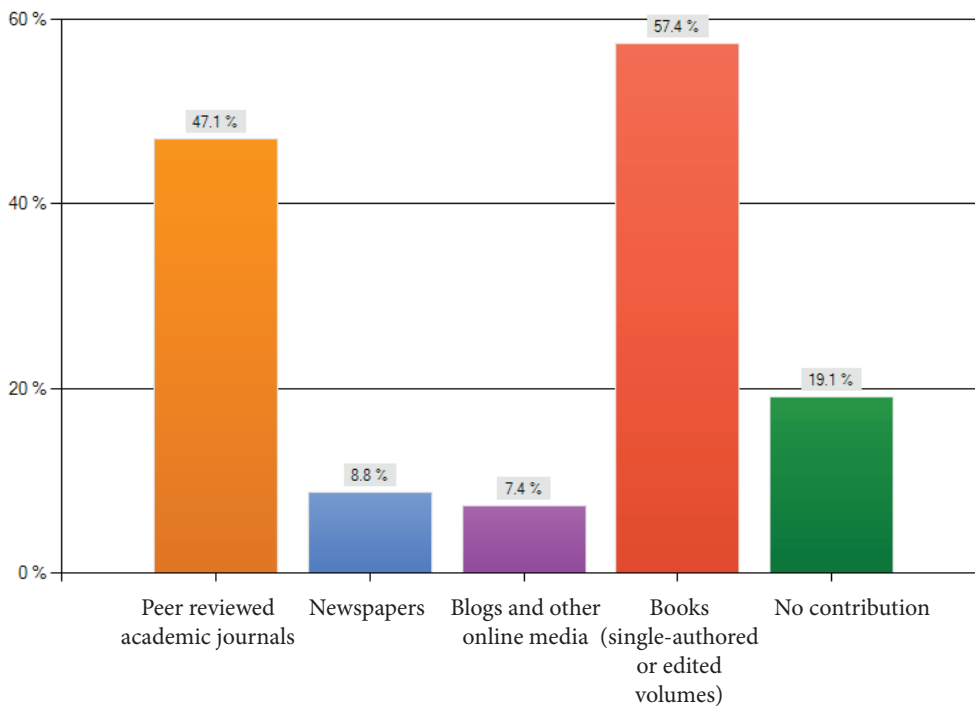
International Seminar participants show the same productivity. Of the international seminar participants, 95.6% prepared an article to present at the seminar, and of these, 83% were included in the publication of the seminar's proceedings. 27.8% of the papers not included in the proceedings were published elsewhere. This indicates that even when the research papers do not meet the publishing requirements for CLACSO-CROP publications, the authors publish them elsewhere, contributing to the dissemination of knowledge in the area.



**With respect to the Seminar you participated in**



**As a result of this involvement, have you contributed any articles to**



We note that the majority of the international seminar participants continued to collaborate with specialized publications, thus 57.4% indicated having contributed with books (single-authored and/or edited volumes), 47.1% indicated having contributed with articles in peer-reviewed academic journals, 8.8% indicated having published articles in newspapers and 7.4% in blogs or other internet media. Only 19.1% responded that they had not contributed with additional publications.

### **OBJECTIVE 3: INCREASED USE OF RESEARCH OUTPUTS**

The 7 Senior fellows in the Program declared that they had obtained new professional opportunities in academia, teaching and research as a result of their fellowships. In addition, one found new opportunities in an NGO, and two in the government.

With respect to the use and general impact of the outputs of Fellowship research, we can highlight the relationship with spheres of civil society, especially social movements and NGOs, as well as spheres of the government—for example, participation in government plans related to the areas of the Fellowship.

*“After completing my research, I sought out the social movements involved to present them with the results. They all received the results in specific seminars or meetings. Our research has served, in my limited understanding of the processes underway, to shed light on the contradictions in public policies and to build stronger actions to contest them. However, the dimension and dynamics of the situations make it difficult to keep up.”*

*“At every opportunity, I conducted field work along with peasant organizations, and in the case of Ecuador, with government agencies. I delivered lectures on the topic at the university where I work and at the University of Havana, in the Faculty of Geography.”*

*“the research results led to several actions, including participation in international seminars, technical coordination of the Strategic Development Plan for the Province of Mendoza, Argentina, coordination of a symposium at the 54th International Congress of Americanists, among many others.”*

*“I conducted and coordinated a research project on social protection systems in the MERCOSUR after winning a call for applications at Carolina Foundation – CeALCI, published online as No. 36 in the Avances de Investigación Series.”*

*“They have been a reference for researchers in the field of collective social action, in particular I have been contacted by scientists from Brazil”*

*“My current work on regional social policies has been considered and incorporated at the level of the Government of Uruguay and recently in a Document on the Social Dimension of the MERCOSUR.”*

Academically, the scholarly production has had a direct impact on the fellows' individual careers, which is then passed on in their influences on their students, colleagues, academic programs and institutions.

*“First, the project funded by CLACSO-CROP strengthened my candidacy in the open competition for a professor position at the Department of Geography at the Federal University of Sergipe. The financial support made it possible to form the Laboratory of Rural Studies in the Department of Geography at the Federal University of Sergipe, allowing 9 graduate students in geography and 1 in sociology to have an introduction to scientific research during the fellowship period. The research involved the study of peasant movements in two parts of the country, thus the project was accepted for post-doctoral work at the Federal University of Uberlandia.”*

#### **Publications and use of the literature**

*“My doctoral thesis is on Vulnerability to Poverty, an issue linked to research I conducted with CLACSO-CROP. As a result of my thesis, I have written three articles, two of which*

*are being evaluated for publication in a major journal indexed by ISI and Thomson Reuters. The other is currently a Working Paper, and I am preparing to submit it for publication as well."*

*"I know that the published book was incorporated in several political science courses at different universities."*

*"About the use of CLACSO literature in the subjects and courses I have taught since I was a fellow, I can tell you that I use it constantly. I select texts from the virtual library and I encourage students to look there"*

In addition, Senior fellows have pointed out the impact the fellowship has had on their subsequent participation in international networks and academic events, as well as the quality of knowledge produced with CLACSO.

*"...participating in the CLACSO-CROP seminar in Buenos Aires at the end of 2009. Of the contacts, in 2010 I took a technical trip to Chile to learn about the realities there and I connected the Chilean researcher Karin Berlien with contacts for the residence period of her "sandwich" doctorate at the Federal University of Parana, under the supervision of Dr. Jorge Ramon Montenegro Gómez..."*

*"In 2010, my article resulting from studies with a CROP fellowship was selected by CLACSO's Working Group on Rural Development to receive funding in order to present it at a meeting in Mexico City."*

*"This study produced another article that was discussed at a meeting in Quito in 2011. I was at LASA in 2010, in Toronto, Canada, discussing the results of this research."*

*"CLACSO literature has always been important for me, since long ago: for my training, for research and in teaching activities. It is well-suited to the topics I study and I believe that CLACSO grants it a seal of quality that is particularly important in the field of social sciences, where many books are published without much peer review. I also appreciate that it is critical and is generally theoretically strong."*

With respect to the relationship with governments, it is worth mentioning that the International Seminars have enjoyed the participation of Uganda's Ministry of Finance, Planning and Economic Development (International Seminar, Uganda, 2011), the Regional Council of Social and Human Sciences for Latin America and the Caribbean/UNESCO Regional Office for Sciences (International Seminar, Cuba, 2010), and the Vice-Presidency of the Scientific Committee in the UNESCO International Human Dimensions Program on Global Environmental Change (Public Round Table, Buenos Aires, 2009), in addition to social movement leaders, NGOs and political parties.

Furthermore, as demonstrated in the interviews with Senior Researchers, the participation of these researchers in decision-making spheres contributes to the concrete application of the program's research results. The publications, declarations and public involvement of experts linked to the network contribute to the public debate and to improving research capacity and the understanding of problems related to poverty.

## Policy briefs

Research and Policy is an initiative of the Program with the objective of broadening the dissemination of research results produced by the Program's fellows in the spheres of thought and political action.

In the Policy Brief Series, the Program intends to produce an online publication that synthesizes the policy implications of the research results produced by fellows. This initiative is being developed in parallel with the process of producing a book that will bring together the research papers prepared as part of the fellowship granted by the Program, the results of which will be published in the Program Collection.

These documents are aimed at directly influencing the political debate on poverty in general, and public policy-makers and policy-making, in particular. They also intend to contribute to the construction of critical social thought among the actors and the social movements that seek to change the situation that creates and reproduces poverty in our region.

The Policy Briefs are uploaded to the CLACSO website. They are disseminated through the Executive Secretariat's Newsletter; Carta CLACSO, which is distributed to a list of approximately 6,000 institutions and subscribers. The Policy Briefs are downloaded from the website with the following frequency:

Year	Number of site visits
2011	518
2012	262
<b>Total</b>	<b>780</b>

The Policy Briefs have been online since December 2010. From 2011 to 2012 these documents were visited a total of 780 times. In 2011, a total of 518 users consulted this material, and as of June 2012 it had been visited by 262 users.

## OSAL

The Social Observatory on Latin America (Observatorio Social de América Latina, OSAL)— created in 2000 and designed to promote and disseminate elements for a critical analysis of Latin American capitalism, emerging political, social and economic processes, and the diverse forms of conflict and social movements in the region—was consolidated in 2007 as a source of information for the study of processes of social mobilization and popular struggle in the continent.

The main outputs of the two working areas (the Monitoring Committee and the Committee for the Analysis of Social Conflict and the Conjuncture in Latin America and the Caribbean on one hand, and the editorial board for the OSAL journal on the other) are the publication of the OSAL Journal and the compilation and publication of chronologies of the social conflicts taking place in the region, conjunctural reports and literature reviews that feed into the Poverty Studies Program.

Since its creation, the Social Observatory on Latin America has published its journal with the collaboration of more than 300 researchers and members of social organizations and published chronologies of social conflict, conjunctural reports and literature reviews. As of July 2012, 1425 chronologies have been compiled in 19 countries in the region.

As of July 2012, 31 journal issues have been published (two per year), 9 of which correspond to the 2008-2012 period. In addition, a range of documentaries have been produced, three of which won

the 1<sup>st</sup> “Otras Miradas” (Other Perspectives) Latin American Documentary Competition organized by CLACSO. OSAL information can be consulted free of charge through the CLACSO website. The OSAL section receives 628 visits a year.

## **PROGRAM PUBLICATIONS**

The Program’s collections are located in CLACSO’s Virtual Library and have had 43,000 downloads per month in 2012 thus far, with a total of 321,356 queries (see objective 4). The monthly statistics show that “poverty” is among the 20 topics most searched for.

As the Director of a Member Center consulted about the Program said, *“To look at the state of the art in poverty studies in Latin America today, one cannot avoid consulting the material produced by CLACSO.”*

In addition to the Program’s 35 books, the Library has a collection of 26,356 full texts available on other topics in the social sciences and 600 graduate programs associated with the virtual network, which ensures a significant amount of dissemination throughout the region. This explains the 1,150,000 full-text downloads during 2011. There is no doubt that these dynamics impact the Program.

## OBJECTIVE 4: INCREASED USE OF THE VIRTUAL LIBRARY BY SCHOLARS, STUDENTS AND SOCIAL MOVEMENTS

### NEW TEXTS ARE ACCESSED BY TARGET AUDIENCE

#### CLACSO'S VIRTUAL LIBRARY READING ROOM AND PEER-REVIEWED JOURNAL COLLECTION (CLACSO-REDALYC)

CLACSO's digital collection of full texts on or related to poverty issues produced by CLACSO's network (journal articles, working documents, conference papers and book contributions) has a total of 5,192 full texts, of which 35 are books from the CLACSO-CROP program.

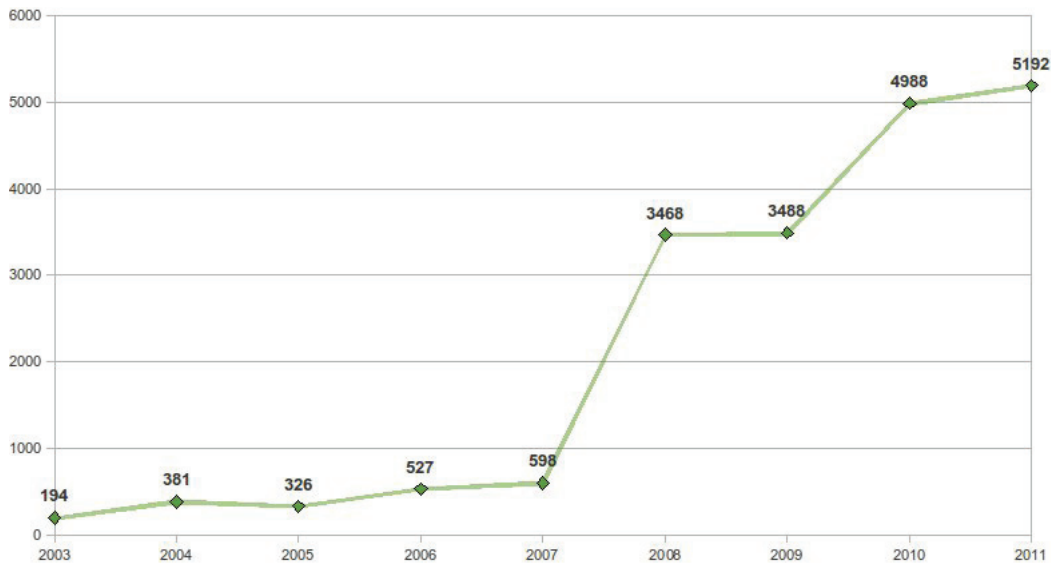
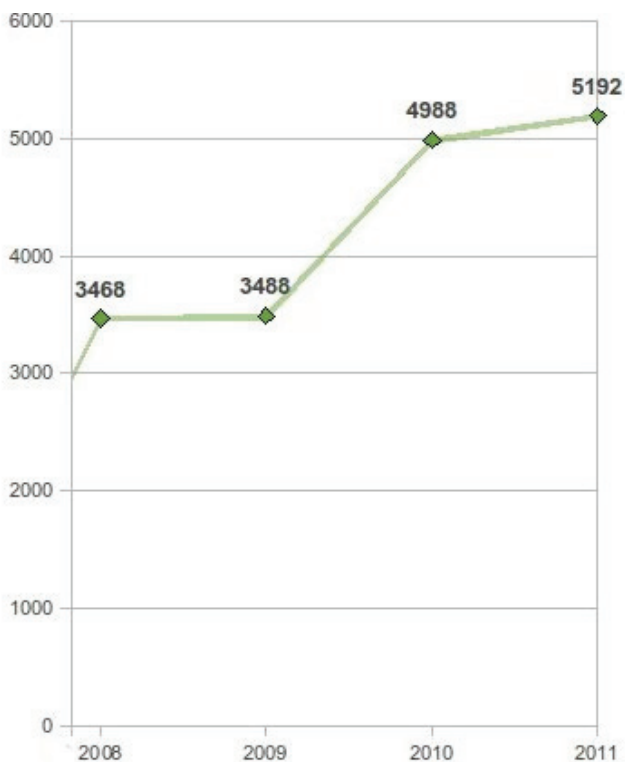


Figure: growth of CLACSO's digital collection of bibliographic references (2003-2004) and full texts (2005-2011) on or related to poverty issues. In 2008, an agreement was signed with Redalyc to provide full-text articles of peer-reviewed journals from CLACSO's network



And, also in support of poverty studies and research, an additional open-access collection of 26,635 full texts on other social science topics is available free of charge. All these digital collections are promoted through CLACSO's mailing list of 26,700 social science institutions and specialists and 600 social science graduate programs in the region. In 2011, the digital collections received an average of 1,150,000 monthly full-text requests, mainly from countries in Latin America and the Caribbean .

Monthly statistics about visitors show that "poverty" is among the top 20 subjects most requested. And in Google, CLACSO's contents are very visible for several poverty issues: production of poverty, urban poverty, reproduction of poverty, CROP, structural poverty, approaches to poverty (all in Spanish).

Google Scholar retrieves citations for several CLACSO-CROP publications  
<http://scholar.google.com/scholar?hl=es&q=clacso+crop&btnG=&lr=>

Cualquier momento  
 Desde 2012  
 Desde 2011  
 Desde 2008  
 Intervalo específico...

Buscar en la Web  
 Buscar sólo páginas en español

incluir patentes  
 incluir citas

[Trabajo y producción de la pobreza en Latinoamérica y el Caribe: estructuras, discursos y actores](#) [PDF] de umsa.bo  
 S Alvarez Leguizamón - Consejo Latinoamericano de ... 2005 - bibliotecadigital.umsa.bo  
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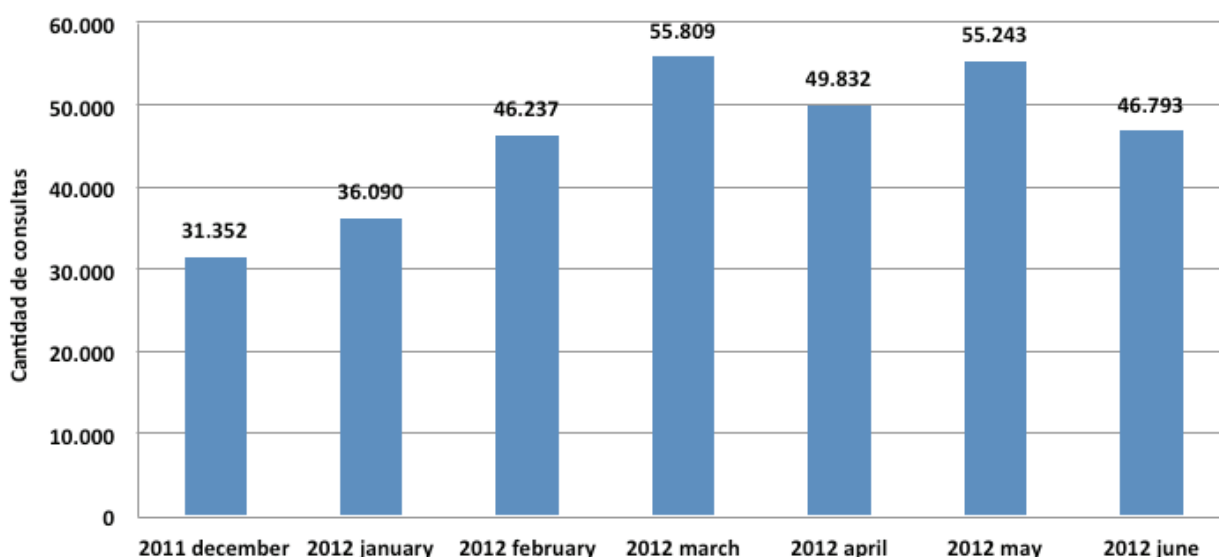
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The 35 full-text CLACSO-CROP books have received an average of 45,908 monthly queries over the past 7 months.

Month	Number
December 2011	31,352
January 2012	36,090
February 2012	46,237
March 2012	55,809
April 2012	49,832
May 2012	55,243
June 2012	46,793
<b>Total Queries Received</b>	<b>321,356</b>

## Queries Received by the CLACSO Network of Virtual Libraries http://biblioteca.clacso.edu.ar





### RED de BIBLIOTECAS VIRTUALES de CIENCIAS SOCIALES de América Latina y el Caribe



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**NOVEDADES (367)**

**En el borde : el riesgo de empobrecimiento de los sectores medios en tiempos de ajuste y globalización**

[Libro]

**La liberalización económica en Paraguay y su efecto sobre las mujeres**

[Libro]

**Empobrecimiento y desigualdades de género en el imaginario de las mujeres nicaragüenses : Estudio de caso en el umbral del siglo XXI**

[Libro]

**Introducción**

[Capítulo de Libro]

**¿El reino de Dios es de este mundo? : El papel ambiguo de las religiones en la lucha contra la pobreza**

[Libro]

**Procesos de urbanización de la pobreza y nuevas formas de exclusión social : Los retos de las políticas sociales de las ciudades latinoamericanas del siglo XXI**

[Libro]

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Figure: new design of the digital repository webpage, adapted to Web 2.0 services



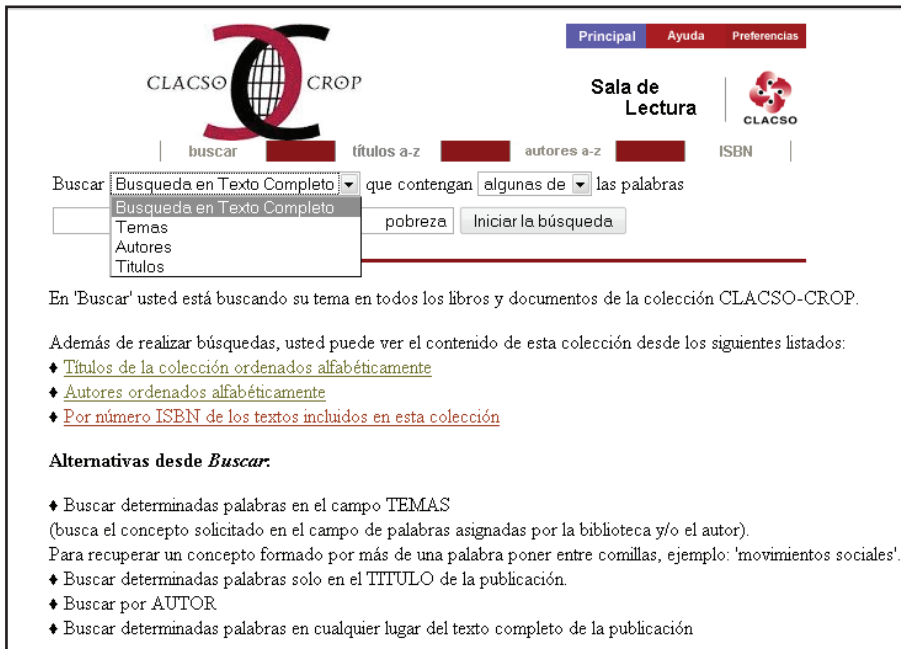


Figure: CLACSO-CROP Digital Collection



Figure: CLACSO - REDALYC Journal Portal with a collection of peer-reviewed journal articles from published by CLACSO's network

# **PART 3**

## **CONCLUSIONS AND RECOMMENDATIONS**

First, the overall results show a strong performance with respect to carrying out planned activities and the quality of their outputs.

All activities were administered following the guidelines agreed upon between both institutions and NORAD. All activities used International Selection Committees jointly nominated by CLACSO and CROP and with an online system that lent clarity, transparency and efficiency to the process, ensuring the established requirements were met for each activity and employing quality control mechanisms with institutionalized evaluation instruments (anonymous peer review channeled through event Editorial Committees, and external evaluators) and selection instruments. This ensures the quality of research produced by the academics associated with the Program in that it goes through several revisions and supervisions prior to final approval. We assume the peer review (in the proposal selection committees and for publications) ensures the quality of the research published and/or disseminated through a variety of means.

Overall, the selection of participants works well and ensures high levels of attendance and graduation from the Program's activities.

The theoretical and methodological training in poverty studies advanced by the Program has created independent and critical processes of scholarly production on dynamic, original topics and addresses new social problems related to poverty.

The number of participants overall has increased, but especially exponentially in Central American and Caribbean countries and priority countries in the Southern Cone (Bolivia, Peru and Paraguay).

There has been an increase in the quality of research on poverty issues in Latin America and the Caribbean in general and, particularly, in the Program's priority countries (Central America, the Caribbean, Bolivia, Ecuador and Paraguay). In addition, the quality of applications to fellowship and seminar competitions and that of the final reports and publications demonstrates an increased analytical capacity in the field of social sciences in the region and in priority countries.

Organizing the Seminars entailed co-organization with local research centers, which strengthened our networks and academic exchange. This has ensured the presence of prominent local specialists, representatives of civil society organizations, students, media, and the general public interested in the activity's topic. Furthermore, as we have seen, all those interviewed from priority

countries believe that their employment situation has changed and improved as a result of their participation in the Program.

With respect to the Training Workshop for young people, we have seen that it has had an impact on the quantity and quality of fellowship applications, as those that competed with the proposal they prepared in the Program's workshop activities and/or were evaluated elsewhere claim that participating in the Program provided them with key resources for winning other competitions.

Most of those surveyed and interviewed expressed that they were very satisfied with the Program, as thanks to the theoretical and methodological training received, they considerably improved the quality of their professional development. As a consequence, the Program has had a verified impact on their professional careers and on how they conduct their research. Furthermore, this occurs because many of them continue in or join the professional scientific world in areas related to poverty studies (in teaching, research, consulting, leadership positions, participation in NGOs and in the public sector in general).

Policies seeking to address gender imbalances have had an impact, with an increasingly greater number of women applicants and better quality applications. However, work is still necessary at the Senior level for women, whose applications continue to have lower success rates than the men.

With respect to the countries with less-developed social sciences, we note progress that must be furthered and consolidated by means of ongoing activities to ensure greater participation and higher-quality scholarship.

With the outcomes of its activities, the Program goes beyond the boundaries of academia, fostering ties to the broader context, especially with NGOs and governmental organizations. These actions integrate the Program into training networks as well as development and innovation programs in vital sectors in the region.

**For growth throughout the region and specific attention to particular cases.** We believe that it is important to maintain the Program throughout the region, with emphasis, such as has been the case to date, on priority countries. This is important in order to continue to advance growth sustained in dialogue between all the countries, strengthening networks and exchange between the sub-regions. The growth of priority sub-regions in dialogue with other countries stimulates complex ties amongst the heterogeneity of the Latin American and Caribbean region. We believe that there is an urgent need to focus and place more emphasis on special cases like Haiti.

Lastly, the current trends of dissemination and impact must continue to be strengthened, mainly through the published collections and virtual libraries. The development of a virtual platform, especially of the library, enables access to fellows from countries with very scarce library resources. In fact, as mentioned above, the Program Collection in CLACSO's Virtual Library has had 321,356 queries and full-text downloads since December 2011.

All this leads us to conclude that it is important to continue along these lines, deepening and consolidating them, as just like with any building process, it requires time to mature and to coalesce in order to move into an innovative and creative phase based on what has been built.

CLACSO's working areas and those of the Program are in line with the *World Social Science Report 2010*, "Knowledge Divide", produced by the International Social Science Council (ISSC) and published by the ISSC and UNESCO (<http://www.unesco.org/new/en/social-and-human-sciences/resources/reports/world-social-science-report/>). This report offers an overview of the state of social sciences at the global level, in which two significant paradoxes stand out: *Less development where it is most needed* (Society's scientific knowledge is least developed in those parts of the world where it is most needed. That is, there are profound disparities in the research capacities created and harnessed worldwide); *Little dissemination and impact of knowledge* (although in recent years

there has been an increase in the number of articles published in Latin America, the dissemination of knowledge continues to be low—two thirds of the world’s publications are concentrated in the United States, the United Kingdom, the Netherlands and Germany. Specialized journals published in North America and Western Europe constitute 75% of all those published worldwide (85% of these are written entirely or partially in English).

In this context, the Program has been promoting:

- reflection on poverty issues and the way to eradicate it according to economic, political, social, educational, cultural, health and environmental perspectives, among others;
- the creation of research and training networks in the social sciences, especially prioritizing Central America and the Caribbean;
- online communication and tutoring so that young researchers may remain in their respective centers and countries of residence and boast strong academic performance with the benefit of monitoring, virtual libraries and more;
- interdisciplinary and transdisciplinary collaborative work in networks with centers and specialists throughout Latin America and the Caribbean;
- empirical research at different levels (local, national, regional and global) and comparative analysis of the data;
- dissemination of what is produced in Latin America and the Caribbean, ensuring special access to academics from the most marginalized regions through the virtual platform.

The Program benefits from the organizational structure of the Department of International Relations, which is independent and adequately staffed and integrated into the other CLACSO departments. The Program Team has the necessary skills for academic/administrative, economic and financial management. The work of CLACSO staff is important in meeting the Program’s objectives, as they carry out operational and technical activities, computer support, financial and accounting support, and assistance with everything related to dissemination (online, internal communication, external communication, etc.) without which the Program would not have these same results.

This is a dynamic Program, of high academic and administrative quality, that is carried out successfully as a result of the synergy between research, teaching and dissemination, in close collaboration with academic, governmental and civil society institutions. It has also made progress in terms of gender equity and with respect to countries with relatively less-developed social sciences.

In this regard, as mentioned above, we believe it is important to emphasize that the weaknesses we have identified are related to the process of growth itself and indicate the need to strengthen what has been done and the lack of previous evaluations. Thus, the next stages include the continuity of certain activities according to a previously established logical framework, as well as plans for a form of evaluation and ongoing improvement, incorporating external evaluation and self-evaluation of quality and relevance as key and constitutive elements for planning (tied to the achievement of objectives, academic quality and institutional management).

## **METHODOLOGY APPENDIX**

We decided to carry out a self-evaluation of the CLACSO-CROP Program to assess the results obtained to date. To help plan the evaluation, a workshop was organized in Buenos Aires for May 17 to 18, 2012, facilitated by John Mathiason. In the course of the workshop, a Logical Framework was developed that reflects the intended outcomes of the program during the period, which was not included in the original project proposal.

At the workshop, we identified the information necessary to develop the Logical Framework and designed a plan to obtain the information, following the methods previously established. We designed the questionnaires for the surveys as well as the guidelines for the interviews.

The staff of CLACSO's Department of International Relations and the CLACSO-CROP Program worked along these lines, carrying out the surveys with the Survey Monkey system, coordinating each of the steps necessary to carry out the Logical Framework Plan.

We worked with information collected from the Program, from the surveys for fellows and seminar participants, and from interviews with fellows, professors participating in the Program and center directors, allowing an appreciation of operational aspects of the Program as well as of its results. This enabled us to make judgments about the quality of the Program and its possibilities for improvement.

As the evaluation was carried out between May and July 2012, and some activities do not yet have any results, we decided to include 2008 in order to be able to evaluate four years of the Program.

As all of the activities had relatively accessible total numbers, we decided to send the survey to all participants.

We received a high rate of response, and these data were used for this report.

### **Three different surveys were conducted:**

- 1) Junior Fellows 2008-2011. The questionnaire was sent to all 48 (including those from 2011 who are still completing their fellowships). Responses: 34 (71% responded).
- 2) Participants in virtual seminars received an evaluation survey by email. Seminar chosen randomly out of those being offered that semester.
- 3) Survey of seminar participants, the questionnaire was sent to all 95. Responses: 68 (72% responded).

### **Interviews:**

Senior Fellows 2008-2011. All 7 were interviewed (the 3 that are currently completing their fellowships were not included).

Directors of CLACSO Member Centers with a Program activity, 4 were interviewed.

Teachers of Program activities, 6 interviewees from four countries.

**Focus group:** with professors and students at the Costa Rica Workshop, May 2012.