



# Modelo CIPP

## Daniel Stufflebeam

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# Objetivos de la Presentación

- Discutir los aportes de Daniel Stufflebeam en la temática de Evaluación de Programas
- Explicar el método CIPP, sus fundamentos y potencialidades.
- Analizar la relevancia de Evaluación de Programas en los diferentes campos en particular el educativo.
- Presentar los beneficios y consideraciones acerca de Evaluación de Programas incluyendo una visión panorámica que interrelaciona las diferencias entre ellas.



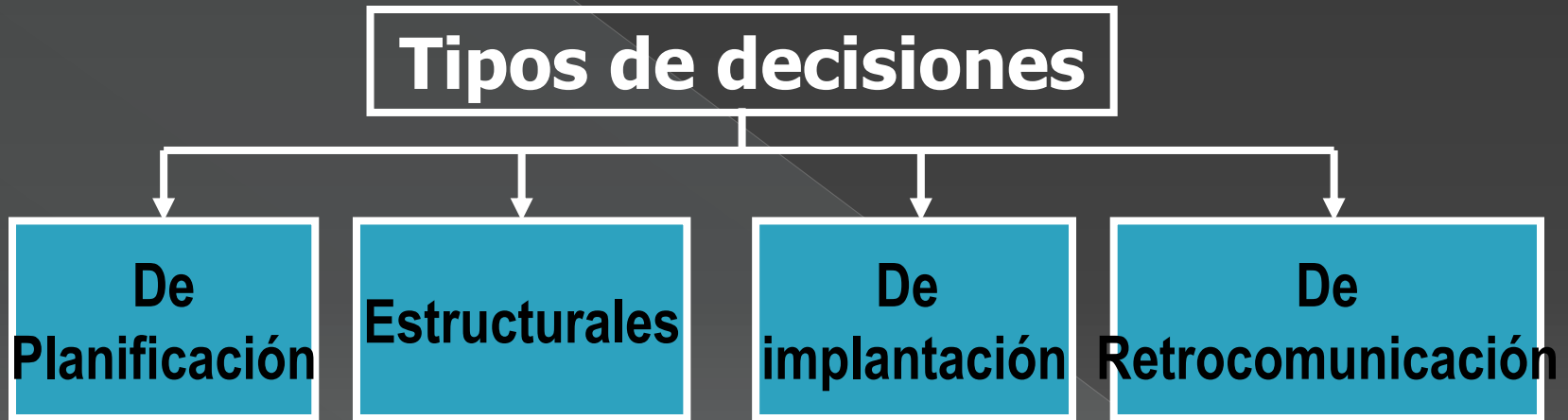
# Definición de Evaluación para el autor

- “...el proceso de **identificar**, obtener y proporcionar **información útil** y descriptiva sobre el **valor** y el mérito de las **metas**; la planificación, la realización y el impacto de un objeto determinado, con el fin de servir de **guía** para la **toma de decisiones**; solucionar los problemas de responsabilidad y promover la comprensión de los fenómenos implicados. Así, los aspectos claves del objeto que deben **valorarse** incluyen sus **metas**, su **planificación**, su **realización** y su **impacto**”



# Daniel Stufflebeam CIPP

- Este enfoque está orientado a la toma de decisiones

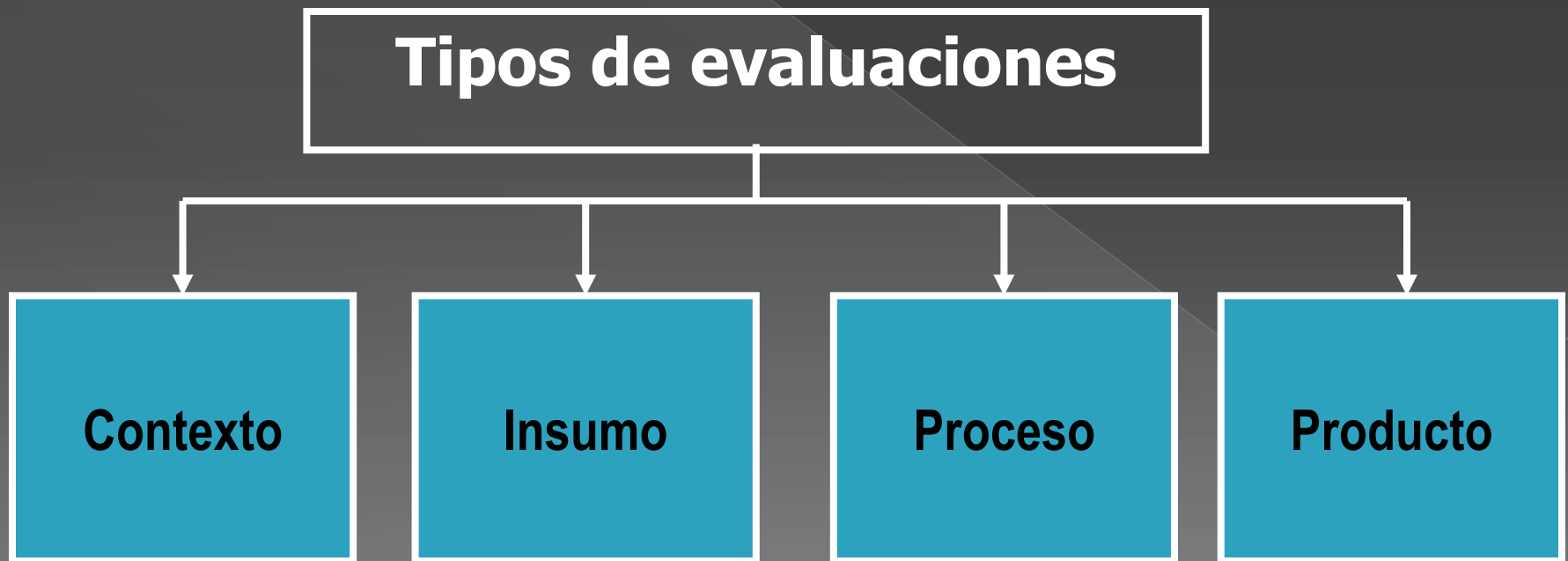


- Además es un instrumento para ayudar a que los programas sean mejores para la gente a la que deben servir.



# Modelo CIPP

- Su aporte fue diseñar en un solo marco de referencia 4 evaluaciones que corresponden a 4 fases del Programa:





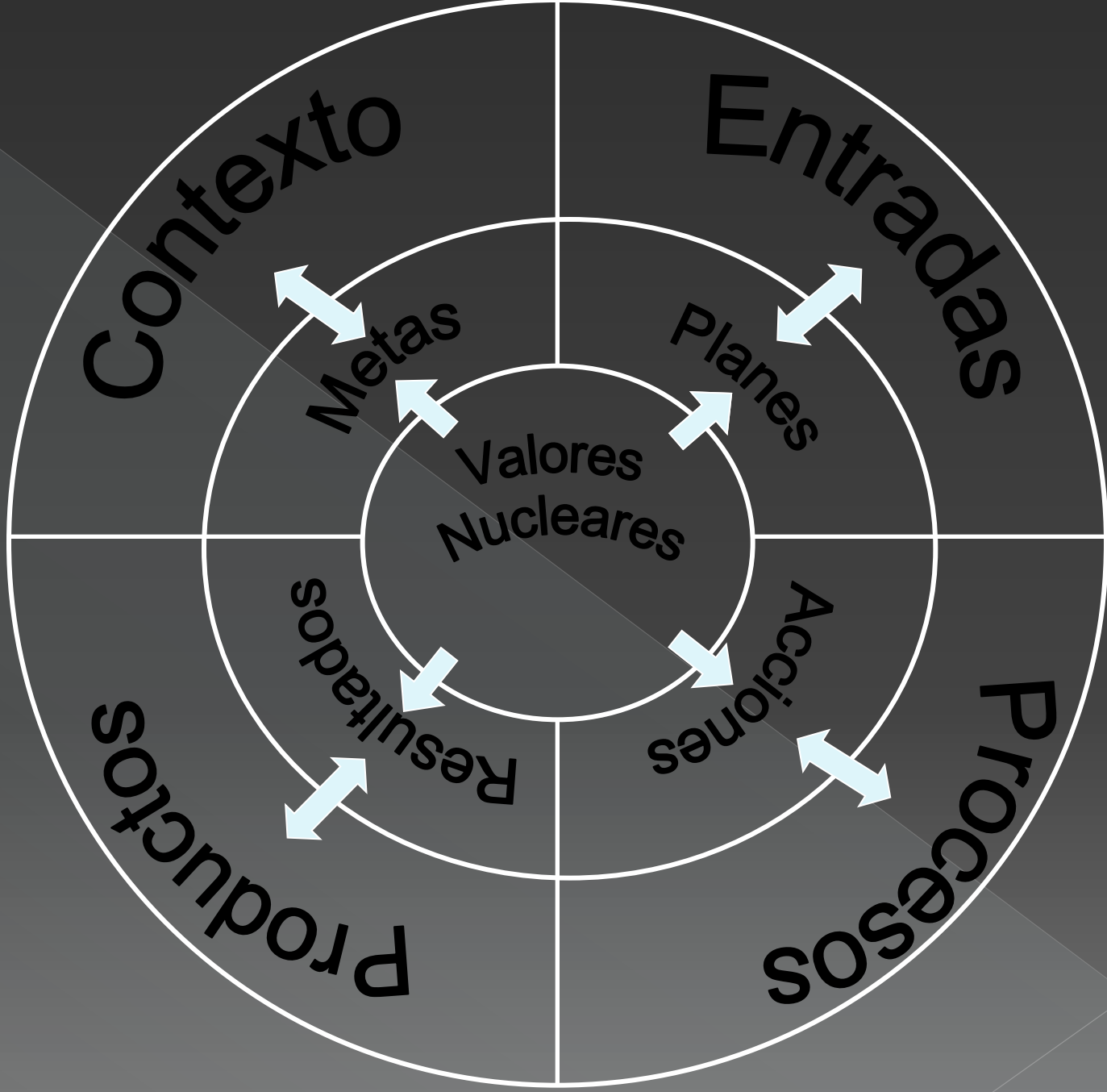
# Entendiendo del modelo

- Representación gráfica, basada en tres círculos concéntricos
- El círculo central representa los valores nucleares para ejecutar la evaluación. Éstos valores base hacen referencia a aquello que es importante para una sociedad, grupo o individuo ej. Estándares académicos, equidad, excelencia técnica, derechos humanos, etc.



# Entendiendo del modelo

- El siguiente nivel, está dividido en cuatro focos de evaluación
- El círculo externo denota el tipo e evaluación útil para cada foco evaluativo
- Las flechas bidireccionales explican una relación en dos vías entre un foco evaluativo y el tipo de evaluación.







# Las Fuentes de Información

- Identifica las partes en que se deben tomar decisiones.
- Se orienta a clarificar quien usará la información evaluativa, el tipo y el momento pertinente.
- Las preguntas corresponden a diversas facetas del programa:
  - ¿ Se han determinado apropiadamente las necesidades de los beneficiarios del programa?
  - ¿Cuáles son sus méritos y costos comparativos?
  - ¿El personal está suficientemente cualificado?
  - ¿Se han asignado roles apropiados a los participantes?



# Evaluación del Contexto

- Permite dimensionar la situación; beneficia la toma de decisiones para establecer:
- La planeación
- Los objetivos
- Los medios relevantes
- Las necesidades detectadas
- Metas curriculares en función al contexto social.



# Evaluación de Entrada o Insumos

- Permite estructurar el proceso y el sistema de decisiones para establecer:
  - El diseño curricular
  - Uso de recursos
  - Especificación de procedimientos
  - Requerimientos personales
  - Presupuestos, etc.
- Este segmento nos conducirá a estructurar decisiones para determinar el diseño más adecuado y lograr las metas del programa.



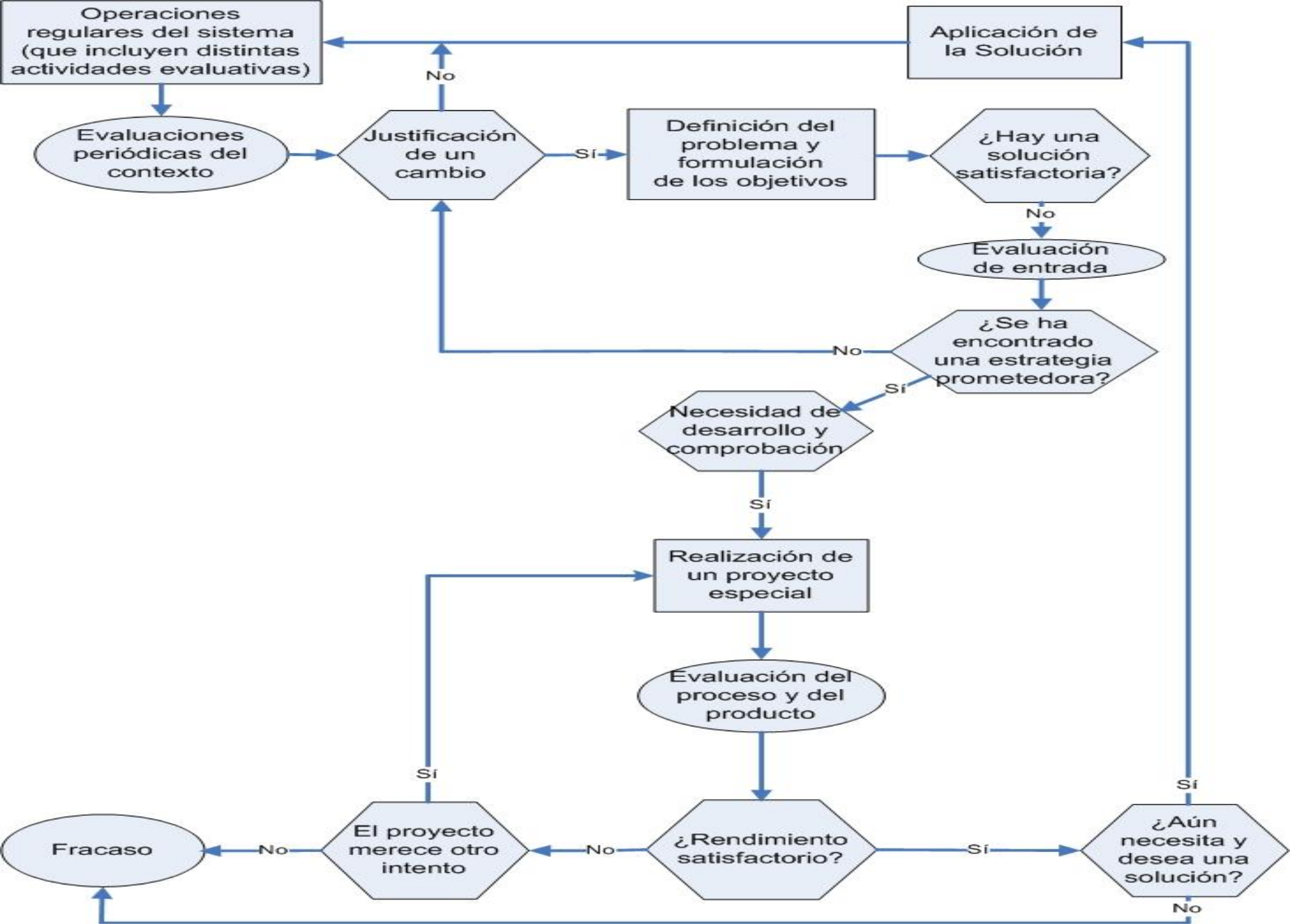
# Evaluación del Proceso

- Se refiere al análisis de aspectos tales como las formas de interacción en la relación del proceso de enseñanza -aprendizaje, uso de los materiales didácticos, el funcionamiento de la organización, y la relación con los factores que rodean al proceso.
- Para recolectar la información de este tipo de evaluación se utilizan procedimientos formales e informales ( buzón de sugerencias, entrevistas, etc )



# Evaluación del Producto

- Sirve para juzgar los logros del final de cada etapa del proyecto y del proyecto a nivel global.
- El procedimiento consiste en analizar la definición operacional de los objetivos y los criterios asociados con los objetivos de la actividad. Posteriormente se comparan estas medidas de criterios con normas determinadas y finalmente se realizan una interpretación racional de los logros, empleando la información obtenida en las evaluaciones anteriores.





# Check List del Modelo CIPP



# Check list del Modelo CIPP

- Herramienta para la aplicación del Modelo CIPP
- Destinada para uso por parte de evaluadores, clientes de evaluación y las partes interesadas.
- Contiene un apartado de cada una de las siglas del modelo. Responde a las siguientes preguntas:
  - ¿Qué hay que hacer?
  - ¿Cómo debe hacerse?
  - ¿Se está haciendo?
    - ¿Tuvo éxito?





- ◉ La lista está diseñada para ayudar a los expertos que evalúan los programas con objetivos a un plazo relativamente largo.
- ◉ La “Check list” tiene como función ayudar a los evaluadores a generar informes de evaluación a tiempo, facilitar la planificación y la elaboración del informe evaluativo
- ◉ Esta lista tiene 10 componentes:
  - 1.-Acuerdos contractuales para guiar la evaluación
  - 2.-Evaluación del contexto
  - 3.-Evaluación de las Entradas
  - 4.-Procesos
  - 5.-Impacto
  - 6.-Efectividad
  - 7.-Sostenibilidad
  - 8.-Componentes de la transportabilidad de evaluación
  - 9.-Metaevaluación
  - 10.-Informe final



- La lista aconseja a los clientes de la evaluación, no es una guía.
- Para cada uno de los 10 componentes de evaluación se ofrecen casillas de control, del lado izquierdo para los los evaluadores y los puestos de control y a la derecha para los clientes de la evaluación.



# 1.-Acuerdos contractuales para guiar la evaluación

## 1. CONTRACTUAL AGREEMENTS

CIPP evaluations should be grounded in explicit advance agreements with the client, and these should be updated as needed throughout the evaluation. (See Daniel Stufflebeam's *Evaluation Contracts Checklist* at [www.wmich.edu/evalctr/checklists](http://www.wmich.edu/evalctr/checklists))

<u>Evaluator Activities</u>	<u>Client/Stakeholder Activities—Contracting</u>
<input type="checkbox"/> Develop a clear understanding of the evaluation job to be done.	<input type="checkbox"/> Clarify with the evaluator what is to be evaluated, for what purpose, according to what criteria, and for what audiences.
<input type="checkbox"/> Secure agreements needed to assure that the right information can be obtained.	<input type="checkbox"/> Clarify with the evaluator what information is essential to the evaluation and how the client group will facilitate its collection.
<input type="checkbox"/> Clarify for the client, in general, what quantitative and qualitative analyses will be needed to make a full assessment of the program.	<input type="checkbox"/> Reach agreements with the evaluator on what analyses will be most important in addressing the client group's questions.
<input type="checkbox"/> Clarify the nature, general contents, and approximate required timing of the final summative evaluation report.	<input type="checkbox"/> Assure that the planned final report will meet the needs of the evaluation's different audiences.
<input type="checkbox"/> Clarify the nature, general contents, and timing of interim, formative evaluation reports and reporting sessions.	<input type="checkbox"/> Assure that the evaluation's reporting plan and schedule are functionally responsive to the needs of the program.
<input type="checkbox"/> Reach agreements to protect the integrity of the reporting process.	<input type="checkbox"/> Assure that the reporting process will be legally, politically, and ethically viable.
<input type="checkbox"/> Clarify the needed channels for communication and assistance from the client and other stakeholders.	<input type="checkbox"/> Assure that the evaluation plan is consistent with the organization's protocol.
<input type="checkbox"/> Secure agreements on the evaluation's time line and who will carry out the evaluation responsibilities.	<input type="checkbox"/> Clarify for all concerned parties the evaluation roles and responsibilities of the client group.
<input type="checkbox"/> Secure agreements on the evaluation budget and payment amounts and dates.	<input type="checkbox"/> Assure that budgetary agreements are clear and functionally appropriate for the evaluation's success.
<input type="checkbox"/> Clearly define provisions for reviewing, controlling, amending, and/or canceling the evaluation.	<input type="checkbox"/> Assure that the evaluation will be reviewed periodically and, as needed and appropriate, subject to modification and termination.

## 2.-Evaluación del contexto

### 2. CONTEXT EVALUATION

Context evaluation assesses needs, assets, and problems within a defined environment.

#### ***Evaluator Activities***

- Compile and assess background information on the intended beneficiaries' needs and assets from such sources as health records, school grades and test scores, funding proposals, and newspaper archives.
- Interview program leaders to review and discuss their perspectives on beneficiaries' needs and to identify any problems (political or otherwise) the program will need to solve.
- Interview other stakeholders to gain further insight into the needs and assets of intended beneficiaries and potential problems for the program.
- Assess program goals in light of beneficiaries' assessed needs and potentially useful assets.
- Engage a data collection specialist<sup>2</sup> to monitor and record data on the program's environment, including related programs, area resources, area needs and problems, and political dynamics.
- Request that program staff regularly make available to the evaluation team information they collect on the program's beneficiaries and environment.
- Annually, or as appropriate, prepare and deliver to the client and agreed-upon stakeholders a draft context evaluation report providing an update on program-related needs, assets, and problems, along with an assessment of the program's goals and priorities.
- Periodically, as appropriate, discuss context evaluation findings in feedback sessions presented to the client and designated audiences.
- Finalize context evaluation reports and associated visual aids and provide them to the client and agreed-upon stakeholders.<sup>3</sup>

#### ***Client/Stakeholder Activities—Program Aims***

- Use the context evaluation findings in selecting and/or clarifying the intended beneficiaries.
- Use the context evaluation findings in reviewing and revising, as appropriate, the program's goals to assure they properly target assessed needs.
- Use the context evaluation findings in assuring that the program is taking advantage of pertinent community and other assets.
- Use the context evaluation findings—throughout and at the program's end—to help assess the program's effectiveness and significance in meeting beneficiaries' assessed needs.



# 3.-Evaluación de las entradas

## 3. INPUT EVALUATION

Input evaluation assesses competing strategies and the work plans and budgets of the selected approach.

### Evaluator Activities

- Identify and investigate existing programs that could serve as a model for the contemplated program.
- Assess the program's proposed strategy for responsiveness to assessed needs and feasibility.
- Assess the program's budget for its sufficiency to fund the needed work.
- Assess the program's strategy against pertinent research and development literature.
- Assess the merit of the program's strategy compared with alternative strategies found in similar programs.
- Assess the program's work plan and schedule for sufficiency, feasibility, and political viability.
- Compile a draft input evaluation report and send it to the client and agreed-upon stakeholders.
- Discuss input evaluation findings in a feedback workshop.
- Finalize the input evaluation report and associated visual aids and provide them to the client and agreed-upon stakeholders.

### Client/Stakeholder Activities—Program Planning

- Use the input evaluation findings to devise a program strategy that is scientifically, economically, socially, politically, and technologically defensible.
- Use the input evaluation findings to assure that the program's strategy is feasible for meeting the assessed needs of the targeted beneficiaries.
- Use the input evaluation findings to support funding requests for the planned enterprise.
- Use the input evaluation findings to acquaint staff with issues pertaining to the successful implementation of the program.
- Use the input evaluation findings for accountability purposes in reporting the rationale for the selected program strategy and the defensibility of the operational plan.



# 4.-Procesos

## 4. PROCESS EVALUATION

Process evaluations monitor, document, and assess program activities.

### Evaluator Activities

- Engage an evaluation team member to monitor, observe, maintain a photographic record of, and provide periodic progress reports on program implementation.
- In collaboration with the program's staff, maintain a record of program events, problems, costs, and allocations.
- Periodically interview beneficiaries, program leaders, and staff to obtain their assessments of the program's progress.
- Maintain an up-to-date profile of the program.
- Periodically draft written reports on process evaluation findings and provide the draft reports to the client and agreed-upon stakeholders.
- Present and discuss process evaluation findings in feedback workshops.
- Finalize each process evaluation report (possibly incorporated into a larger report) and associated visual aids and provide them to the client and agreed-upon stakeholders.

### Client/Stakeholder Activities—Managing and Documenting

- Use the process evaluation findings to coordinate and strengthen staff activities.
- Use the process evaluation findings to strengthen the program design.
- Use the process evaluation findings to maintain a record of the program's progress.
- Use the process evaluation findings to help maintain a record of the program's costs.
- Use the process evaluation findings to report on the program's progress to the program's financial sponsor, policy board, community members, other developers, etc.



# 5.-Impacto

## 5. IMPACT EVALUATION

Impact evaluation assesses a program's reach to the target audience.

### Evaluator Activities

- Engage the program's staff and consultants and/or an evaluation team member to maintain a directory of persons and groups served; make notations on their needs and record program services they received.
- Assess and make a judgment of the extent to which the served individuals and groups are consistent with the program's intended beneficiaries.
- Periodically interview area stakeholders, such as community leaders, employers, school and social programs personnel, clergy, police, judges, and homeowners, to learn their perspectives on how the program is influencing the community.
- Include the obtained information and the evaluator's judgments in a periodically updated program profile.
- Determine the extent to which the program reached an appropriate group of beneficiaries.
- Assess the extent to which the program inappropriately provided services to a nontargeted group.
- Draft an impact evaluation report (possibly incorporated into a larger report) and provide it to the client and agreed-upon stakeholders.
- As appropriate, discuss impact evaluation findings in feedback sessions.
- Report the impact evaluation findings to the client and agreed-upon stakeholders.

### Client/Stakeholder Activities—Controlling Who Gets Served

- Use the impact evaluation findings to assure that the program is reaching intended beneficiaries.
- Use the impact evaluation findings to assess whether the program is reaching or did reach inappropriate beneficiaries.
- Use the impact evaluation findings to judge the extent to which the program is serving or did serve the right beneficiaries.
- Use the impact evaluation findings to judge the extent to which the program addressed or is addressing important community needs.
- Use the impact evaluation findings for accountability purposes regarding the program's success in reaching the intended beneficiaries.



# 6.-Efectividad

## 6. EFFECTIVENESS EVALUATION

Effectiveness evaluation documents and assesses the quality and significance of outcomes.

### Evaluator Activities

- Interview key stakeholders, such as community leaders, beneficiaries, program leaders and staff, and other interested parties, to determine their assessments of the program's positive and negative outcomes.
- As feasible and appropriate, conduct in-depth case studies of selected beneficiaries.
- Engage an evaluation team member and program staff to supply documentation needed to identify and confirm the range, depth, quality, and significance of the program's effects on beneficiaries.
- As appropriate, engage an evaluation team member to compile and assess information on the program's effects on the community.
- Engage a goal-free evaluator<sup>4</sup> to ascertain what the program actually did and to identify its full range of effects—positive and negative, intended and unintended.
- Obtain information on the nature, cost, and success of similar programs conducted elsewhere and judge the subject program's effectiveness in contrast to the identified "critical competitors."
- Compile effectiveness evaluation findings in a draft report (that may be incorporated in a larger report) and present it to the client and agreed-upon stakeholders.
- Discuss effectiveness evaluation findings in a feedback session.
- Finalize the effectiveness evaluation report and present it to the client and agreed-upon stakeholders.
- Incorporate the effectiveness evaluation findings in an updated program profile and ultimately in the final evaluation report.

### Client/Stakeholder Activities—Assessing/Reporting Outcomes

- Use effectiveness evaluation findings to gauge the program's positive and negative effects on beneficiaries.
- As relevant, use the effectiveness evaluation findings to gauge the program's positive and negative effects on the community/pertinent environment.
- Use the effectiveness evaluation findings to sort out and judge important side effects.
- Use the effectiveness evaluation findings to examine whether program plans and activities need to be changed.
- Use the effectiveness evaluation findings to prepare and issue program accountability reports.
- Use the effectiveness evaluation findings to make a bottom-line assessment of the program's success.
- Use needs assessment data (from the context evaluation findings), effectiveness evaluation findings, and contrasts with similar programs elsewhere to make a bottom-line assessment of the program's significance.





# 7.-Sostenibilidad

## 7. SUSTAINABILITY EVALUATION

Sustainability evaluation assesses the extent to which a program's contributions are institutionalized successfully and continued over time.

### Evaluator Activities

- Interview program *leaders* and staff to identify their judgments about what program successes should be sustained.
- Interview program *beneficiaries* to identify their judgments about what program successes should and could be sustained.
- Review the evaluation's data on program effectiveness, program costs, and beneficiary needs to judge what program activities should and can be sustained.
- Interview *beneficiaries* to identify their understanding and assessment of the program's provisions for continuation.
- Obtain and examine plans, budgets, staff assignments, and other relevant information to gauge the likelihood that the program will be sustained.
- Periodically revisit the program to assess the extent to which its successes are being sustained.
- Compile and report sustainability findings in the evaluation's progress and final reports.
- In a feedback session, discuss sustainability findings plus the possible need for a follow-up study to assess long-term implementation and results.
- Finalize the sustainability evaluation report and present it to the client and agreed-upon stakeholders.

### Client/Stakeholder Activities: Continuing Successful Practices

- Use the sustainability evaluation findings to determine whether staff and beneficiaries favor program continuation.
- Use the sustainability findings to assess whether there is a continuing need/demand and compelling case for sustaining the program's services.
- Use the sustainability findings as warranted to set goals and plan for continuation activities.
- Use the sustainability findings as warranted to help determine how best to assign authority and responsibility for program continuation.
- As appropriate, use the sustainability findings (along with other relevant information on the program) to help plan and budget continuation activities.



# 8.-Componentes de la transportabilidad de evaluación

## 8. TRANSPORTABILITY EVALUATION

Transportability evaluation assesses the extent to which a program has (or could be) successfully adapted and applied elsewhere. (This is an optional component of a CIPP evaluation. It should be applied when the client or some other authorized party desires and arranges for such a study. Sometimes such a transportability evaluation is an apt subject for a doctoral dissertation.)

<u><i>Evaluator Activities</i></u>	<u><i>Client/Stakeholder Activities—Dissemination</i></u>
<input type="checkbox"/> Engage the program staff in identifying actual or potential adopters of the program by keeping a log of inquiries, visitors, and adaptations of the program.	<input type="checkbox"/> Use the transportability evaluation findings to assess the need for disseminating information on the program.
<input type="checkbox"/> If relevant, survey a representative sample of potential adopters. Ask them to (1) review a description of the program and a summary of evaluation findings; (2) judge the program's relevance to their situation; (3) judge the program's quality, significance, and replicability; and (4) report whether they are using or plan to adopt all or parts of the program.	<input type="checkbox"/> Use the transportability evaluation findings to help determine audiences for information on the program. <input type="checkbox"/> Use the transportability evaluation findings to help determine what information about the program should be disseminated. <input type="checkbox"/> Use the transportability evaluation findings to gauge how well the program worked elsewhere.
<input type="checkbox"/> Visit and assess adaptations of the program.	
<input type="checkbox"/> Compile and report transportability evaluation findings in draft reports.	
<input type="checkbox"/> Discuss transportability evaluation findings in a feedback session.	
<input type="checkbox"/> Finalize the transportability evaluation report and associated visual aids and present them to the client and agreed-upon stakeholders.	



# 9.-Metaevaluación

## 9. META-EVALUATION<sup>5</sup>

Metaevaluation is an assessment of an evaluation, especially its adherence to pertinent standards of sound evaluation (See [Stufflebeam, Daniel. Program Evaluations Metaevaluation Checklist](#). [www.wmich.edu/evalctr/checklists](http://www.wmich.edu/evalctr/checklists))

### ***Evaluator Activities***

- Reach agreement with the client that the evaluation will be guided and assessed against the Joint Committee Program Evaluation Standards of utility, feasibility, propriety, and accuracy and/or some other mutually agreeable set of evaluation standards or guiding principles.
- Encourage and support the client to obtain an independent assessment of the evaluation plan, process, and/or reports.
- Document the evaluation process and findings, so that the evaluation can be rigorously studied and evaluated.
- Steadfastly apply the Joint Committee Standards and/or other set of agreed-upon standards or guiding principles to help assure that the evaluation will be sound and fully accountable.
- Periodically use the metaevaluation findings to strengthen the evaluation as appropriate.
- Assess and provide written commentary on the extent to which the evaluation ultimately met each agreed-upon standard and/or guiding principle, and include the results in the final evaluation report's technical appendix.

### ***Client/Stakeholder Activities–Judgment of the Evaluation***

- Review the Joint Committee Program Evaluation Standards and reach an agreement with the evaluators that these standards and/or other standards and/or guiding principles will be used to guide and judge the evaluation work.
- Consider contracting for an independent assessment of the evaluation.
- Keep a file of information pertinent to judging the evaluation against the agreed-upon evaluation standards and/or guiding principles.
- Supply information and otherwise assist all legitimate efforts to evaluate the evaluation as appropriate.
- Raise questions about and take appropriate steps to assure that the evaluation adheres to the agreed-upon standards and/or other standards/guiding principles.
- Take into account metaevaluation results in deciding how best to apply the evaluation findings.
- Consider appending a statement to the final evaluation report reacting to the evaluation, to the evaluators' attestation of the extent to which standards and/or guiding principles were met, to the results of any independent metaevaluation, and also documenting significant uses of the evaluation findings.



# 10 - Informe final

## 10. THE FINAL SYNTHESIS REPORT

Final synthesis reports pull together evaluation findings to inform the full range of audiences about what was attempted, done, and accomplished; what lessons were learned; and the bottom-line assessment of the program.

### Evaluator Activities

- Organize the report to meet the differential needs of different audiences, e.g., provide three reports in one, including program antecedents, program implementation, and program results.
- Continuing the example, in the *program antecedents* report include discrete sections on the organization that sponsored the program, the origin of the program being evaluated, and the program's environment.
- In the *program implementation* report include sections that give detailed, factual accounts of how the main program components were planned, funded, staffed, and carried out such that groups interested in replicating the program could see how they might conduct the various program activities. These sections should be mainly descriptive and evaluative only to the extent of presenting pertinent cautions.
- In the *program results* report include sections on the evaluation design, the evaluation findings (divided into *context, input, process, impact, effectiveness, sustainability, and transportability*), and the evaluation conclusions (divided into *strengths, weaknesses, lessons learned, and bottom-line assessment of the program's merit, worth, probity, and significance*). Contrast the program's contributions with what was intended, what the beneficiaries needed, what the program cost, and how it compares with similar programs elsewhere.
- At the end of each of the three reports, consider including photographs and graphic representations that help retell the report's particular accounts.
- Supplement the main report contents, throughout, with pertinent quotations; a prologue recounting how the evaluation was initiated; an epilogue identifying needed further program and evaluation efforts; an executive summary; acknowledgements; information about the evaluators; and technical appendices containing such items as interview protocols, questionnaires, feedback workshop agendas, data tables, and on-site evaluator's handbook of procedures.

### Client/Stakeholder Activities: Summing Up

- Help assure that the planned report contents will appeal to and be usable by the full range of audiences.
- Help assure that the historical account presented in the *program antecedents* report is accurate, sufficiently brief, and of interest and use to at least some of the audiences for the overall report.
- Help assure that the account of program implementation is accurate and sufficiently detailed to help others understand and possibly apply the program's procedures (taking into account pertinent cautions).
- Use the *program results* report to take stock of what was accomplished; what failures and shortfalls occurred; the extent to which the program was fully ethical; how the effort compares with similar programs elsewhere; and what lessons should be heeded in future programs.
- Use the full report as a means of preserving institutional memory of the program and informing interested parties about the enterprise.



# Fortalezas y Limitaciones CIPP

- Los programas no necesitan esperar a que unas actividades hayan sido implantadas para evaluarlas, demostraron la importancia de comenzar los procesos evaluativos desde que se empiezan a discutir ideas para desarrollar programas.
- Permite decidir con precisión que información debe ser recogida, la cual es esencial. Se focaliza en las necesidades y en las decisiones que han de tomar.
- Limita el alcance de la información pertinente a recoger al punto de vista del cliente o usuario de la evaluación.



## Contribuciones

- Identificación de necesidades y planteamientos de objetivos correspondientes.
- Consideración y evaluación de diseños de programas alternativos.
- Examen de la implantación de un programa.
- Identificación de fallos en los programas.
- Explicación de los resultados, a base de la implantación.
- Examen de si las necesidades se han reducido.
- Contribución al desarrollo de la meta evaluación.
- Provisión de guías para meta evaluación.



## Debilidades y Limitaciones

- Limita la habilidad de responder a los problemas que no sean inquietudes de las personas que toman decisiones.
- La preferencia que se le da a las gerencias, abre la posibilidad que evaluador se convierta en un emisario de la gerencia.
- Una limitación adicional de este enfoque, es que si se sigue en su totalidad puede llevar a evaluaciones muy costosas y complicadas, desviando recursos, que pudieran invertirse más eficazmente en el programa.
- Stufflebeam, señala que la colaboración entre la persona que evalúa y las partes interesadas sesga los resultados.



¿Porque el modelo es funcional y viable en la época actual?

- Método holístico de evaluación.
- Propone redefinir el concepto de evaluación como: "proceso mediante el cual se proporciona información útil para la toma de decisiones"; diferenciándose de otros modelos que se limitan a determinar si los objetivos han sido alcanzados.