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EVALUATION

USAID/EL SALVADOR MIDTERM PERFORMANCE EVALUATION OF USAID'S PROMOTING CITIZEN PARTICIPATION IN PUBLIC POLICY IN EL SALVADOR

September 7, 2021

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USAID/EL SALVADOR MIDTERM PERFORMANCE EVALUATION OF USAID'S PROMOTING CITIZEN PARTICIPATION IN PUBLIC POLICY IN EL SALVADOR¹

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Contracting Officer's Representative (COR): Annie de Valencia

Submitted by: Randal Joy Thompson, Chief of Party
USAID Monitoring, Evaluation, and Learning Initiative
ME&A, Inc.
4350 East-West Highway, Suite 210
Bethesda, MD 20814
Tel: 301-652-4334
Email: rthompson@engl.com

Cover Photo: Participants in the Course on Municipal Public Policies and Citizen Participation
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¹ This is the Activity title in the Statement of Work, however, in the Cooperation Agreement the name is "Promotion of Citizen Participation in the Electoral Process and Public Debate Project".

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ACRONYMS

ACACU de R.L.	Spanish acronym for <i>Asociación Cooperativa de Ahorro y Crédito de La Unión</i> (Cooperative Association for Loans and Credit of the Union)
ADESCOS	Spanish Acronym for <i>Asociaciones de Desarrollo Comunal</i> (Associations for Communal Development)
ADS	Automated Directives System
AOR	Agreement Officer's Representative
ARENA	Spanish acronym for <i>Alianza Republicana Nacionalista</i> (Nationalist Republican Alliance)
CDCS	Country Development Cooperation Strategy
CECADE	Spanish acronym for <i>Centro de Capacitación y Promoción de la Democracia</i> (Training Center for Democracy)
COP	Chief of Party
COVID-19	Coronavirus Disease 2019
CSO	Civil Society Organization
DCOP	Deputy Chief of Party
DGS	Democratic Governance and Security Office
DO	Development Objective
EQ	Evaluation Question
ET	Evaluation Team
FGD	Focus Group Discussion
FLACSO	Spanish acronym for <i>Facultad Latinoamericana de Ciencias Sociales</i> (Latin American Faculty of Social Sciences)
FMLN	Spanish acronym for <i>Frente Farabundo Martí Para la Liberación Nacional</i> (Farabundo Marti for National Liberation)
FUNDASAL	Spanish acronym for <i>Fundación Salvadoreña de Desarrollo y Vivienda Mínima</i> (Salvadoran Foundation for Development and Minimum Housing)
FUNDAUNGO	Spanish acronym for <i>Fundación Dr. Guillermo Manuel Ungo</i> (Dr. Guillermo Manuel Ungo Foundation)
FUNDE	Spanish acronym for <i>Fundación Nacional para el Desarrollo</i> (National Foundation for Development)
FUNDEMAS	Spanish acronym for <i>Fundación Empresarial para la Acción Social</i> (Enterprise Foundation for Social Action)
FUSADES	Spanish acronym for <i>Fundación Salvadoreña para el Desarrollo Económico y Social</i> (Salvadoran Foundation for Economic and Social Development)
FUSALMO	Spanish acronym for <i>Fundación Salvador del Mundo</i> (World Savior Foundation)
GANAN	Spanish acronym for <i>Gran Alianza por la Unidad Nacional</i> (Grand Alliance for National Unity)
IP	Implementing Partner
ISD	Spanish acronym for <i>Iniciativa Social para la Democracia</i> (Social Initiative for Democracy)

ISDEMU	Spanish acronym for <i>Instituto Salvadoreño para el Desarrollo de la Mujer</i> (Salvadoran Institute for the Development of Women)
JLAC	Jerusalem Legal Aid and Human Rights Center
KII	Key Informant Interview
LGBTI	Lesbian, Gay, Bisexual, Transgender, and Intersex
M&E	Monitoring and Evaluation
MELP	Monitoring, Evaluation, and Learning Plan
NDI	National Democratic Institute
NGO	Non-Governmental Organization
PCN	Spanish acronym for <i>Partido de Concertación Nacional</i> (Party of National Reconciliation)
PDC	Spanish acronym for <i>Partido Demócrata Cristiano</i> (Christian Democratic Party)
PLAGEL	Spanish acronym for <i>Plan General de Elecciones</i> (General Plan of Elections)
PRISMA	Spanish acronym for <i>Programa Regional de Investigación sobre Desarrollo y Medio Ambiente</i> (Regional Program for Research on Development and Environment)
RPO	Regional Program Office
SOW	Statement of Work
The activity	United States Agency for International Development (USAID) Promoting Citizen Participation in Public Policy in El Salvador Activity
TSE	Spanish acronym for <i>Tribunal Supremo Electoral</i> (Supreme Electoral Tribunal)
UCA	Spanish acronym for <i>Universidad Centroamericana José Simeón Cañas</i> (José Simeón Cañas Central American University)
UDB	Spanish acronym for <i>Universidad Don Bosco</i> (Don Bosco University)
UNIVO	Spanish acronym for <i>Universidad de Oriente</i> (Eastern University)
USAID	United States Agency for International Development

ABSTRACT

The Midterm Performance Evaluation of the United States Agency for International Development (USAID) Promoting Citizen Participation in Public Policy in El Salvador² Activity (“the activity”) is intended to inform USAID/El Salvador regarding: 1) the activity’s contribution to improve citizen participation in electoral processes; 2) beneficiaries’ satisfaction in the training received; and 3) how civil society organizations (CSOs) have developed greater capacity to monitor electoral processes. It sought to determine: 1) the most significant intended and unintended results achieved; 2) the extent to which the activity influenced the electoral reform and policy agenda; 3) the extent to which the activity developed capacities of CSOs to better understand political culture and monitor electoral processes; and 4) the value of the Government and Public Policy Program for Emergent Leaders. Best practices and recommendations derived from this review should serve as useful inputs for the activity’s second phase. The team employed a mixed-methods data collection design including document review, key informant interviews, an online stakeholder survey, and focus group discussions. The evaluation found electoral monitoring and observation reports have helped to accurately document the 2018, 2019, and 2021 electoral processes, and are widely recognized for their rigor, reliability, and independence. The electoral reform proposals present strengths in terms of technical feasibility and relevance. Civil society participants positively regarded the quality and effectiveness of the courses on citizen advocacy for public policymaking at the local level. Recipients of the Certificate Course of the Government and Public Policy Program for Emergent Leaders agreed the program contributed to strengthening their personal and institutional capacity, providing them relevant and useful knowledge tools. The eight public policy proposals of the Presidential Agenda represented a systematic effort to present a diverse, extensive, and widely consulted agenda to presidential candidates during the 2019 election.

² Named in the cooperation agreement with FUNDAUNGO as *Promotion of Citizen Participation in the Electoral Process and Public Debate Project*.

EXECUTIVE SUMMARY

This Executive Summary presents an overview of the primary findings, conclusions, and recommendations of the midterm performance evaluation of the United States Agency for International Development (USAID) Activity Promoting Citizen Participation in Public Policy in El Salvador (“the activity”).³ As noted in the Statement of Work (SOW) as formulated by USAID, the purpose of this Midterm Performance Evaluation is to inform USAID/El Salvador regarding: 1) the contribution of USAID to improve citizen participation in electoral processes; 2) the level of satisfaction that beneficiaries have regarding the training received; and 3) how civil society organizations (CSOs) have developed greater capacity to monitor electoral processes.⁴ The evaluation answered the following four evaluation questions (EQs) and six sub-EQs (see QI: a-d):

1. What have been the most significant intended and unintended results achieved by USAID in terms of a) election monitoring, b) political culture understanding, c) participatory public policy processes, and d) youth⁵ education?
2. To what extent has the activity influenced the electoral reform and policy agenda?
 - 2.1 To what extent did the activity’s communication and outreach strategy contribute to influencing the electoral reform and policy agenda?⁶
3. To what extent has USAID developed capacities of CSOs to better understand political culture and monitor electoral processes?
4. How do recipients and decision-makers of the institutions where the recipients work value the Government and Public Policy Program for Emergent Leaders?
 - 4.1 What are the hindrances and barriers that recipients face in applying the new knowledge gained through the Government and Public Policy Program for Emergent Leaders?

METHODOLOGY

The evaluation team (ET) employed a mixed-methods data collection design that included document review, key informant interviews (KIs), an online stakeholder survey, and focus group discussions (FGDs). The ET reviewed 104 documents about this activity and conducted 45 KIs with key informants from seven key stakeholder groups.

MAIN FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

A summary of the main findings, conclusions, and recommendations from the performance evaluation are presented in Table I below.

³ Named in the cooperation agreement with FUNDAUNGO as *Promotion of Citizen Participation in the Electoral Process and Public Debate Project*.

⁴ USAID. Statement of Work (SOW). 2021. USAID/El Salvador Final Performance Evaluation of the USAID Promoting Citizen Participation in Public Policy in El Salvador. USAID Mission, San Salvador, El Salvador.

⁵ Youth as defined by USAID is constituted by the population between 18 and 29 years old.

⁶ The Cooperative Agreement in the Project Description document includes these activities.

Table 1: Summary of Findings, Conclusions, and Recommendations

Findings	Conclusions
EQ 1: What have been the most significant intended and unintended results achieved by USAID in terms of a) election monitoring, b) political culture understanding, c) participatory public policy processes, and d) youth education?	
a) Election monitoring	
Electoral monitoring and observation reports have helped to accurately document the 2018, 2019, and 2021 electoral processes.	The activity's electoral observation exercises have a high level of local and international credibility, which may be extremely useful potential scenarios of future electoral uncertainty in the country.
Ninety-four percent (100 percent women, 93 percent men) of interviewees recognized rigor, reliability, and independence in the electoral monitoring and observation reports.	Such a level of credibility can serve as a reliable source to feed the press, local and international institutions, and political actors, especially facing, for the foreseeable future, a political opposition in a minority position and a political and electoral system with few institutional counterweights.
The reports were not always published in a timely manner and 69 percent (100 percent women, 64 percent men) of interviewees mentioned that they perceived limited dissemination of the conclusions and recommendations.	The results could have been disseminated in greater volume, forcefulness, and real time to point out complaints and needs for immediate corrections. Otherwise, there is a risk of giving de facto validation of electoral processes that may present structural deficiencies and/or substantial democratic frauds in the future.
b) Political culture understanding	
The activity facilitated the implementation of a panel study in the electoral field for the first time in El Salvador. The activity also made strides in building a framework to measure changes in people's political behavior.	The activity leaves in place a local capacity to 1) measure changes in people's political behavior and 2) search for causal relationships between two or more variables. This measurement has the potential to be exploited so more political actors and CSOs can benefit.
Respondents had some difficulty in recalling or highlighting central conclusions. Eighty-eight percent (100 percent women, 86 percent men) of those interviewed highlighted the relevance and usefulness of the studies but had some difficulty in mentioning specific findings or conclusions.	It is necessary to establish a bridge or "translation" between academic production and the consumption of information by CSOs, authorities, and political actors. This implies making publications in different formats and adapted to different audiences in form, content, and language to facilitate the consumption, recall, and positioning of the findings and conclusions, among others.
Respondents perceived that more use can be made of the information. Ninety-four percent (100 percent women, 93 percent men) of the interviewees agreed that the studies have great potential that has yet to be tapped.	
c) Participatory public policy processes	
Ninety-four percent (92 percent women, 95 percent men) of online survey respondents (77 out of 82) agreed or completely agreed with the statement that the course had strengthened their capacities as local leaders, through building their capacity to communicate to identify and communicate effectively themes which merit public attention. Eighty (80) percent of surveyed participants agreed that, as a result of the course, municipal authorities at different levels felt a greater openness and positive predisposition toward citizen agendas, and 60 percent of participants held a favorable opinion of the presentation of citizen agendas in audience spaces. All 20 participating	The courses on citizen advocacy for public policymaking at the local level successfully strengthened their capacity to analyze and present a collective problem, as well as generate recommendations to improve existing public policies. The courses were well-designed with respect to content, competently implemented by experienced facilitators, and well-tailored to participants' characteristics and needs. The municipal public policymaking and citizen participation courses provided to municipal actors and functionaries increased receptivity to the notion of participatory construction of public policies regarding local-level problems.

Findings	Conclusions
municipalities produced documents which identified a common local problem and initial steps to address the issue.	
Courses provided participants with effective tools to organize activities and strategies to persuade political party candidates and municipal officials to adopt citizen agendas, although the adoption of the citizen agendas proved more challenging.	Failing to integrate a follow-up dimension to Component I, not included in the original design, limited participants' ability to draw meaningful lessons learned regarding the longer-range effectiveness of capacity-building and advocacy training.
The courses provided to municipal actors and functionaries on municipal public policymaking and citizen participation increased receptivity to the notion of participatory construction of public policies regarding local-level problems.	Component I might have increased impact if it had not ended with the termination of the course, but rather provided additional technical support to CSO efforts to advocate the adoption of their proposals to analyze the effectiveness of the strategies to socialize and disseminate the citizen agendas.
d) Youth education	
Findings show that young emergent female and male leaders, including those from vulnerable groups, have taken advantage of the education opportunities provided by the activity and have put the training into practice in their organizations and places of work, and that there is more demand for these opportunities.	The activity has developed some useful tools to provide education and build skills and capacity, including: Course contents, methodologies for delivering them, development of training environments that also build practical experience to build bridges across polarized points, and creation of alliances to jointly promote issues. Successful practices to reach youth in rural and urban settings, and recruit and select course participants with diverse profiles regarding gender equality and inclusion.
EQ 2: To what extent has the activity influenced the electoral reform and policy agenda?	
The electoral reform proposals under Component 2 are relevant and present technical feasibility. Eighty-one (81) percent (100 percent women, 76 percent men) of those interviewed agreed that the proposals are within the state of the art of electoral reform agenda, both at the national and regional levels. Eighty-eight (88) percent (100 percent women, 86 percent men) agreed that the proposals are technically justified and adequately supported.	The electoral reform proposals present strengths in terms of technical feasibility and relevance. They have contributed to educating and promoting awareness among political actors of the need to move forward with electoral reforms.
There were in-depth discussions with Members of Congress and electoral authorities as well as exposure to international experiences.	The main challenge of electoral reform proposals is in terms of political viability. To increase its feasibility, the processes of dialogue with political parties should occur mainly during selection, approach, and scope definition of the issues to be reformed. Reform processes that are intense in dialogue and political "negotiation," starting during the initial phases, are usually the ones that tend to see the light of day.
The political feasibility of the reforms faced challenges. One hundred (100) percent of CSO representatives with experience in dialogue with political parties as well as the deputies interviewed agreed that political viability would have been highly favored if the selection of topics, approaches, and timing of the reforms had been discussed more in depth with the political parties.	
The eight public policy proposals of the Presidential Agenda (Component 4) represented a substantive agenda. One hundred (100) percent of interviewees agreed that the effort represented a systematic effort to present a diverse, extensive, and widely consulted agenda to the presidential candidates during the 2019 election.	The proposals of the presidential agenda represented a well-structured exercise, with medium-term approaches that allowed opening a channel of dialogue with the presidential candidates.

Findings	Conclusions
The proposals will remain valid for the next presidential election. Ninety (90) percent of the interviewees agreed that the strategic selection of issues and the macro/systemic approach of the proposed reforms allow them not to expire so quickly in time.	
Component 4 opened a dialogue channel with the presidential candidates. The activity held an event with each of the four presidential campaigns providing the opportunity to receive three of the eight proposals.	There is a need for CSOs to become more familiar with the nature and dynamics of campaign teams—and to plan processes according to electoral campaign cycles. Academic production for the design of public policy is compatible with political advocacy but requires greater interaction with political actors and processes designed based on the dynamics and information needs of political parties and decision-makers.
The activity produced documents extemporaneously and had limited interaction with the campaign teams.	
EQ 2.1: To what extent did the activity's communication and outreach strategy contribute to influencing the electoral reform and policy agenda?	
At the end of the third year of the activity (September 2020), 20 events were held to present studies and proposals to improve the Salvadoran electoral system and 13 events were held to present public policy proposals related to the presidential agenda (in total, 354 people attended these events, 50 percent women, 50 percent men). Top level actors received the electoral reform and public policy proposals. These included members and leaders of relevant CSOs, organizations working on the electoral agenda and public policy advocacy, as well as top political and electoral authorities.	The communication strategy has been successful in reaching key recipients and transmitting information during different public and private events. This fulfills one of the two promotion channels established by the outreach strategy and has opened up a space for promoting reform proposals on the electoral and public policy agenda.
In compliance with the media promotion and dissemination strategy, public events have consisted of launch events, presentations of reports, workshops, press conferences, online events, and closed discussions.	
Although there has been dissemination via social networks and press conferences, there have been no articulated digital or traditional media campaigns, as established in the communication and outreach strategy as one of the two forms of promotion of the activity.	Digital or traditional media campaigns have fallen short in efforts to underpin the installation of key messages related to the electoral reforms and public policy agendas. Public policy advocacy includes the active promotion and repetition of key messages for relatively long periods of time in order to make an impact on decision-makers and/or public opinion.
There were also no monitoring and evaluation (M&E) reports on the communication strategy as such. Quarterly and annual reports have included a detailed record of the public events carried out but no follow up or results evaluation were registered.	
EQ 3: To what extent has USAID developed capacities of CSOs to better understand political culture and monitor electoral processes?	
The activity trained and deployed 2,200 observers and supervisors in the field during the 2018, 2019, and 2021 elections, which covered the electoral instructive for <i>Juntas Receptoras de Votos</i> (Vote Receiving Boards) developed by the Supreme Electoral Tribunal (TSE), the election observation instruments built by the activity, and the transmission of election observation data through an electronic application designed for that purpose.	The activity leaves four academic institutions (Dr. Guillermo Manuel Ungo Foundation [FUNDAUNGO], José Simeón Cañas Central American University [UCA], Don Bosco University [UDB], Latin American Faculty of Social Sciences [Flacso El Salvador Program]) and a new citizen base capable of undertaking independent electoral observation, following international best practices. This is a useful tool in potential future scenarios, where the opposition parties are

Findings	Conclusions
The election observers are satisfied with the quality of the training and the field experience. Furthermore, 75 percent of the observers and supervisors surveyed reported having participated for the first time in an election observation exercise (77 percent women, 71 percent men).	diminished and may have less presence than they traditionally did in <i>Juntas Receptoras de Votos</i> , to exercise counterweights during the electoral processes.
An academic specialist from Vanderbilt University trained FUNDAUNGO to develop a panel methodology study and measure changes in political behavior. The activity adequately managed the two main technical challenges in panel studies: keeping a low attrition rate (percentage of the people who stop answering the surveys over time) and adequate attention to the conditioning problem, i.e., the bias that arises in the responses of interviewees when answering the same questions at different moments in time.	The ability to conduct panel studies is relevant at a time of changing political behavior in El Salvador, where citizen support for democracy as a political regime has decreased by 50 percent in the last 20 years. Furthermore, not only has party sympathy for the two main national political forces dropped by 45 percent, but their combined legislative vote share shrank from 81 percent to 19 percent between 2006 and 2021.
Gender and Inclusion: CSOs of Youth and vulnerable groups Young CSO participants have been a good conduit for updated knowledge on the political culture, particularly on public policy related to their organizations. They tend to apply their new knowledge and skills into the work they perform.	In the trained youth, the activity created an asset for the civic, political, and academic CSOs that sponsored the young emergent leaders, the majority of whom were women, including representatives of vulnerable groups. The activity provided 674 young women and 652 young men—emergent leaders interested in public policy—with the strengthened knowledge and abilities to be active members of CSOs or political parties and to act more purposefully within a public institution, as elected officials in government, or as individual citizens. A high proportion of the youth were sponsored by CSOs, and their new skills have strengthened organizational capacities. Political social capital was also developed, consisting of course alumni from different sectors of civil and public society who form advocacy networks on shared issues.
EQ 4: How do recipients and decision-makers of the institutions where the recipients work value the Government and Public Policy Program for Emergent Leaders?	
There was strong consensus among the institutions where the course participants worked that the Diploma Program significantly contributed to strengthening participants' professional capacity, as well as their institution's, by providing participants with relevant and useful knowledge tools. Furthermore, it was highly valued by the participants, who cited the course offering's relevance and practical applicability, noting that it was well-tailored to their needs.	The Diploma Program provided training in a range of thematic areas that participants translated into practical use in their respective institutions.
The participants were able to apply knowledge derived from the course in a wide range of concrete areas, testifying to the relevance and utility of the course content. While the Survey conducted by the ET provided useful insights regarding how the Diploma Program was valued by the recipients, program participants felt strongly that a M&E mechanism for training results was needed, as well as follow up to analyze the sustainability of the training and its long-range utility.	Such courses require built-in monitoring mechanisms that measure impact in capacity-building, rather than systems that track participation numbers, the utility of which is limited.

Findings	Conclusions
Participants particularly valued the Diploma Program as it filled an important gap—there are few opportunities in El Salvador to receive rigorous political training by highly experienced analysts and experts. Participants also pointed to a range of unique features that made the Diploma Program especially effective and powerful, including: the plurality/diversity of the participants, many of whom had little previous exposure to persons with differing political views and positions; and an atmosphere of tolerance and non-confrontation generated by the course organizers/implementers, a discussion environment rare in a national political context of significant polarization.	Given the significant growth of CSOs in El Salvador over the last decade, and the paucity of political training opportunities, FUNDAUNGO should seek to disseminate and share the results of this component more broadly, and possibly enlist other institutions in mounting courses that are similarly politically and academically robust.
Gender and Inclusion: Emergent Youth Leaders Evidence from youth themselves shows how they have applied the knowledge gained in promoting programs in their organizations (female informants), transmitting them to other young members of their organizations (male informants), or in developing different products in their work (i.e., projects, proposals, etc.).	The courses have motivated youth to act as agents of change within their organizations or their workplace, putting the knowledge they have gained into practice in diverse activities.
EQ 4.1: What are the hindrances and barriers that recipients face in applying the new knowledge gained through the Government and Public Policy Program for Emergent Leaders?	
Emergent young leaders encountered few barriers. The majority of course participants did not report that they encountered significant barriers to their application of the new knowledge obtained. Many felt that they were well-placed within their institutions, including in positions of decision-making, to make active use of the acquired knowledge. The range of applications included training peers and/or members of their organizations (19 percent); strengthening their organization's analytical capacity on current social reality to formulate policy solutions (17 percent); preparing proposals for public policies (14 percent); preparing recommendations, action plans, and strategies to make decisions in municipal councils (9 percent); improving political participation by joining other CSOs (7 percent); developing more effective social and political communication activities (4 percent); preparing projects to lobby and to train leaders (2 percent); and making joint efforts to present public policy proposals and their implications in the electoral process (2 percent).	Participants' satisfaction with the training and its usefulness has generated a demand for more training in political culture and public policy, particularly when oriented to solving problems through formulating public policy. This demand extends to men, women, and vulnerable groups, whether they work in advocacy in their CSO or as aspiring candidates in political parties. The hindrances to applying what training participants have learned are negligible within their organizations. However, the external factor of the rigidity and closed nature of the political party systems has yet to be addressed and is a limiting factor.
CSOs faced few barriers in the application of the training to challenges in the workplace, while those linked to political parties faced the greatest impediments to making use of their new knowledge. The one hindrance identified was the rigidity and closed nature of the political party systems.	As there is substantial evidence regarding the resistance to change, lack of internal democracy, and absence of innovation and generational transformation within the traditional political parties in El Salvador, CSOs can make use of such political training to build more effective institutional alliances to effect change.
Gender and Inclusion: Emergent Youth Leaders Informants in the online survey and focus groups expressed enthusiasm about having applied the knowledge gained to different aspects of their work. Youth	Young emergent leaders did not perceive barriers to the application of acquired knowledge.

Findings	Conclusions
noted the lack of institutional response to complement the social actions in which they applied the knowledge gained, finding it disappointing, but did not stop their efforts. Informants considered political party lines a potential barrier, but none said they experienced it themselves.	
Gender and Social Inclusion results in the overall initiative	
The activity as designed did not establish indicators to measure compliance with Automated Directives System (ADS) 205 and ADS 200mab_090716 regarding the application of gender/inclusion analysis in its activities. The activity met its Monitoring, Evaluation, and Learning Plan (MELP) gender equality and inclusion indicator for participation and surpassed it in the areas of gender equality and youth participation as well as in the inclusion of a broad selection of territories, diverse sectors of society, and vulnerable groups. The inclusion of key women's issues in the municipal citizen agendas and the activity's research study on women in politics supported Female Empowerment objectives. All Activity research studies incorporated sex disaggregation and remarked on gender gaps. Although the Diploma Program had gender equity in the participants (55 percent of 177 participants were women), the composition of the teaching staff was less balanced (33 percent, 8 of 24 teaching slots, were for women). The activity employed effective practices to reach, recruit, and select targeted vulnerable groups and an effective panel survey methodology.	The ET concluded that including gender equality and inclusion indicators in an initiative acted as an incentive to perform as well as enriching the gender- and social inclusion-related information and knowledge generated. Areas for improvement include addressing the teaching staff gender gap and incorporating gender analysis within the research framework of studies highlighting the effect of problems in public policies in different segments of the population The practices to reach, recruit, and select targeted vulnerable groups and the panel survey methodology have broader applicability, e.g., in collaborative learning in USAID.
Recommendations	
On Election Monitoring To maintain scientific rigor of electoral observation and to further disseminate results, USAID should request that FUNDAUNGO establish alliances with specialized partner institutions dedicated to advocacy to enhance the impact of the presented findings and recommendations. On Political Culture Understanding FUNDAUNGO should conduct workshops and interviews with potential audiences prior to a study's elaboration in order to investigate questions, hypotheses, and information demands that actors (e.g., political representatives or journalists) may have. This would ease providing potential audiences them feedback to their questions. To maintain and increase the capacity to measure changes in political behavior on an ongoing basis, FUNDAUNGO should continue implementing panel studies and analyze the relevance of sampling in greater depth—e.g., once a year over a five-year time horizon or sample each electoral event ex ante and ex post. Given the significant growth of CSOs over the last decade and the paucity of political training opportunities, USAID should continue support for courses such as the Certificate Course in Government and Public Policies, oriented toward emergent leadership in CSOs and political parties. Given participants' positive	

Findings	Conclusions
responses, FUNDAUNGO should consider making this training course permanent, and possibly enlisting other institutions to develop and conduct courses that are similarly politically and academically robust. On Electoral Reform and Public Policy Agenda USAID and FUNDAUNGO should take into full consideration the calendar and political agenda of the political parties when preparing electoral reform proposals to better find middle ground between civil society's vision of electoral reforms and that of the political parties, especially during the definition of reform scope. Alliances with specialized partner institutions dedicated to advocacy or lobbying may be helpful in this phase of the advocacy process. USAID should employ systematized advocacy manuals to contribute to the design of public policy documents. This may help implementing partners (IPs) like FUNDAUNGO design a more structured scheme of the advocacy process, with clearly defined steps, such as: stakeholder mapping phases, analysis of the needs of campaigns and political actors, analysis of decision-making spaces, analysis of influence channels, definition of the influence strategy and activity plan, among others. On Communication and Outreach Strategy To maintain the scientific rigor of the information produced and use it more effectively, USAID should request that FUNDAUNGO establish alliances with institutions specialized in communication campaigns in traditional and digital media (e.g., media agencies) to more effectively present findings and recommendations. FUNDAUNGO should ensure that communication teams produce different versions of the published documents, taking into account editorial guidelines (e.g., dividing the findings according to different audiences, using examples to illustrate points, comparing situations between countries and years, using simpler language, infographics, etc.). On Promoting More Participatory and Inclusive Public Policies at the Local Level USAID and FUNDAUNGO should ensure that course-based activities for CSOs require rigorous M&E mechanisms to measure impact and quality of training and obtain lessons learned and means to judge the sustainability of the actions. For training courses which include both public policy design as well as advocacy goals with municipal actors and political parties, FUNDAUNGO should include follow-up activities which can explore the extent to which public policies were adopted and the reasons why or why not. USAID and FUNDAUNGO should build in a robust advocacy support dimension during the lobbying phase of activities in courses such as the one on the elaboration of citizen agendas for civil society groups. If advocacy support is not part of the toolkit, ensure CSOs actively partner with organizations which have developed or focus on this crucially important skill. On Gender and Inclusion To USAID: Strengthen gender equality and inclusion formal requirements in future activities by designing custom-made indicators that ensure adequate measuring of the results desired for target populations and requiring that Terms of Reference for technical personnel include as a criteria expertise in the application of gender and inclusion analysis, particularly for positions in training, for research, and for developing teaching material content. Disseminate the good practices and tools developed in this activity to planners of future initiatives, and to IPs in other USAID initiatives for their adaptation and use, by promoting a community of practice involving all actors in the USAID/EI Salvador program.	

Findings	Conclusions
Take advantage of the “panel” survey methodology in tracking opinions among potential migrant populations to track the impact of the activities in their motivation and desire to migrate. To FUNDAUNGO: Incorporate into its concept of inclusion vulnerable groups who are women, youth, persons with disabilities, indigenous, and the lesbian, gay, bisexual, transgender, and intersex (LGBTI) community. Enhance its institutional capacity with knowledge of Gender Theory and Gender and Inclusion Analysis and formulate ways to incorporate them into its institutional practices, particularly training and research, in order to improve the effectiveness of its work on public policies. Share its promising practices in inclusive recruitment for training, and how to foster a respectful environment to promote discussions among persons with very diverse opinions by documenting these practices and sharing them with USAID officers and other IPs through the Knowledge Management and Gender and Inclusion focal point at USAID. Expand its talent roster with young women and men researchers competent in the application of a gender and inclusion perspective. Review the course content to incorporate a gender perspective for the certificate course on Government and Public Policy, and for the course Monitoring and Evaluation in Public Policy.	

I. BACKGROUND

I.1 AIMS AND PURPOSE

This report presents primary findings, conclusions, and recommendations from the Midterm Performance Evaluation of the United States Agency for International Development (USAID) Promoting Citizen Participation in Public Policy in El Salvador Activity (“the activity”).⁷ The purpose of this evaluation is to determine: 1) the contribution of USAID to improve citizen participation in electoral processes; 2) the level of satisfaction that beneficiaries have regarding the training received; and 3) how civil society organizations (CSOs) have developed greater capacity to monitor electoral processes.⁸

This evaluation was prepared for USAID/El Salvador, specifically Mission Management, the Democratic Governance and Security (DGS) Office, and the Regional Program Office (RPO). Secondary audiences include USAID’s Bureau for Latin America and the Caribbean; the Bureau for Policy, Planning, and Learning; and the Bureau for Democracy, Conflict, and Humanitarian Assistance. The Mission intends to disseminate the lessons learned and best practices identified in this evaluation to ongoing and potential stakeholders for the activity’s future actions, and the evaluators have sought to ensure that all recommendations made are realistic, applicable, and useful to USAID, implementing partners (IPs), and beneficiaries as deemed relevant. The evaluation incorporates analysis on key management issues as well as the learning initiatives resulting from this activity and aims to align recommendations with El Salvador’s current contextual realities.

The main participants in the evaluation were the prime IP (Dr. Guillermo Manuel Ungo Foundation, or FUNDAUNGO), activity beneficiaries, CSOs, relevant public institutions, both at the national and local levels, and USAID. This Midterm Performance Evaluation was initiated on March 3, 2021. The evaluation covers the performance period from October 26, 2017 through April 30, 2021.

On April 23, 2020, the program finalization date was extended from October 25, 2020 to June 30, 2021. On June 23, 2021, the activity was extended for a second time, from June 30, 2021 to May 31, 2024, and the award ceiling was increased from \$4,996,209 to \$9,996,209.

I.2 OVERVIEW AND EL SALVADOR CONTEXT

Table 2: Activity Overview

Activity	Implementing Partner	Award Number/ Dates	Funding
Promoting Citizen Participation in Public Policy in El Salvador	FUNDAUNGO Foundation Partners for some activities: José Simeón Cañas Central American University (UCA), Don Bosco University (UDB), the Latin American Faculty of Social Sciences (FLACSO El Salvador Program) ⁹	AID-519-A-17-00004 October 26, 2017 – May 31, 2024	\$9,996,209

The Promoting Citizen Participation in Public Policy in El Salvador activity seeks to strengthen the public policy cycle in El Salvador by increasing participation of different social and political actors in policy formulation, long seen as a pending challenge for improved governance. Despite democratization

⁷ Named in the cooperation agreement as Promotion of Citizen Participation in the Electoral Process and Public Debate Project.

⁸ See Annex I: Statement of Work (SOW).

⁹ USAID SOW, *op. cit.* FUNDAUNGO stated that it was not possible to obtain National Democratic Institute (NDI) participation in the activity implementation.

processes set in motion by the Peace Accords,¹⁰ the gap between the political parties and the citizenry in shaping public policies remains large. USAID's program description identifies three main weaknesses in the policy formulation process:

“(i) Weak capacities in civil society organizations to formulate their proposals and translate them into topics for discussion with policy makers. This situation is accentuated among more vulnerable population groups (young people, women, elders, among others); (ii) Weak institutional mechanisms in the State to listen to the citizens and specialists in relevant topics of public policies; and (iii) Limited spaces for interaction between civil society organizations, the State, and the political parties.”¹¹

The principal objective of the activity was to improve democratic governance by promoting more participatory and inclusive public policies and by strengthening the integrity and transparency of electoral processes. Given the complexity and challenges the electoral system has faced in the past, the activity aimed to involve civil society in formulating proposals of electoral reforms for improving the electoral process, as well as to build capacity to rigorously monitor electoral processes, including the 2018 legislative and municipal elections, the 2019 presidential elections, and the 2021 legislative and municipal elections.

Four components constituted this activity:

- **Component 1** contributes to the construction of citizen agendas and discussion spaces with mayoral and municipal council candidates, elaboration of citizen agendas with civil society groups representing diverse thematic interests, and promotion of a debate and discussion framework between candidates and citizens to promote the integration of policy proposals into platforms.
- **Component 2** seeks to build capacity to ensure effective monitoring of the electoral processes (for the 2018/2019/2021 cycle) and formulation of electoral reform proposals, undertake a participatory evaluation of the electoral process, and elaborate and disseminate technical studies on the electoral system and the electoral processes.
- **Component 3** provides a Certificate Course of the Government and Public Policy Program for Emergent Leaders, oriented toward the emergent leadership in the CSOs and political parties. It seeks to strengthen capacities to better understand government, the political system, and public policies; develop greater political analysis capacity; and create a diverse, plural, and respectful forum for civil dialogue among participants.
- **Component 4** develops a “Presidential Agenda” through a participatory process of elaborating proposals on key public policy issues, produced by technical policy experts’ diagnoses, in consultation with CSOs.

The three principal expected results¹² are:

- Civil society’s stakeholders prepare citizen agendas and public policy proposals and present them to the political parties, their candidates, and the government authorities.
- Academic and civil society organizations with strengthened capacities carry out an independent monitoring of the electoral process for the 2018/2019/2021 cycle, and also formulate a set of proposals to improve the electoral system and process.

¹⁰ The Chapultepec Peace Accords were a set of peace agreements signed on January 16, 1992, which brought an end to the

¹¹ Program Description AID 519-A-17-00004 FUNDAUNGO, USAID Mission, San Salvador, El Salvador, p. 16.

¹² Op. cit., p. 17.

- Leaders and members of CSOs have improved understanding of democratic governance, citizen rights, and the public policy cycle.

1.3 EVALUATION QUESTIONS

USAID/EI Salvador identified the following four evaluation questions (EQs), in priority order. The ET has incorporated analysis of differences associated with gender or social groups, including historically excluded groups (youth, people with disabilities, etc.), and report these separately for men and women, when possible.

EQ 1: What have been the most significant intended and unintended results achieved by USAID in terms of a) election monitoring, b) political culture understanding, c) participatory public policy processes, and d) youth education?

EQ 2: To what extent has the activity influenced the electoral reform and policy agenda?

EQ 2.1: To what extent did the activity's communication and outreach strategy contribute to influencing the electoral reform and policy agenda?¹³

EQ 3: To what extent has USAID developed capacities of CSOs to better understand political culture and monitor electoral processes?

EQ 4: How do recipients and decision-makers of the institutions where the recipients work value the Government and Public Policy Program for Emergent Leaders?

EQ 4.1: What are the hindrances and barriers that recipients face in applying the new knowledge gained through the Government and Public Policy Program for Emergent Leaders?

2. DATA COLLECTION METHODOLOGY

2.1 GENERAL EVALUATION APPROACH

This evaluation falls into the category of a performance evaluation. The USAID Evaluation Policy¹⁴ notes that performance evaluations pursue questions regarding “*what a particular activity or program has achieved, how it is being implemented, how it is perceived and valued, whether expected results are occurring, and other questions that are pertinent to program design, management and operational decision-making.*” As such, this evaluation is not an impact study, and rather than to seek to measure attribution directly with respect to the activity, it applied *contribution analysis*, which examines situations in which the program is one of several potential contributory causes. While the evaluation analyzed the results of specific activities, it also considers alternative explanations of change.

2.2 MIXED-METHODS DESIGN

Primary fieldwork for the evaluation took place from April 8–May 14. The evaluation utilized a mixed-methods data collection design consisting of the five qualitative and quantitative data collection methods described below. The data collection methods were selected to ensure the highest quality and rigor in answering the EQs given the purpose for the evaluation and existing evaluation resources. They included: 1) document review (technical papers, progress reports, annual reports, systematizations) 2) review of activity key performance indicators (database of FUNDAUNGO's Monitoring, Evaluation, and Learning Plan [MELP]); 3) key informant interviews (KIs); 4) available surveys and those designed for this evaluation; and 5) focus group discussions (FGDs).

¹³ The Cooperative Agreement in the Activity Description document includes these activities.

¹⁴ USAID Evaluation Policy, p. 3.

2.3 DOCUMENT REVIEW

The evaluation team (ET) reviewed 71 documents pertaining to the activity provided by FUNDAUNGO (technical papers, progress reports, annual reports, systematizations), as well as documents found by the team during its own literature search. A bibliography of documents reviewed for the evaluation is presented in Annex V.

2.4 REVIEW OF ACTIVITY KEY PERFORMANCE INDICATORS

In 2018, FUNDAUNGO developed a MELP to monitor the activity's implementation for Fiscal Years 2018, 2019, 2020, and 2021, and to evaluate key activities and systematize the most significant experiences to illustrate lessons learned and effective practices. The ET had full access to and analyzed the database of all activity participants, which is also disaggregated by sex, age, and geographic area.

2.5 KEY INFORMANT INTERVIEWS

The ET conducted semi-structured KIs with individuals or small groups (2-3 persons) of key informants representing principal program stakeholder groups. FUNDAUNGO provided an initial list of selected stakeholders for KIs, who, due to their position or participation in the activity, had first-hand knowledge relevant to the EQs. Key informants interviewed included the FUNDAUNGO implementing staff, Chief of Party (COP), and Deputy Chief of Party (DCOP); academic alliance members; participants of Component 1 (citizen participation and public policymaking at the municipal level); participants of Component 2 (electoral reform and monitoring); participants of Component 3 (Governance Course for Emergent Leaders); and participants of Component 4 (Presidential Agenda). The ET also interviewed the USAID Agreement Officer's Representative (AOR). Based on the FUNDAUNGO-supplied list, the ET conducted 45 KIs.

2.6 FOCUS GROUP DISCUSSIONS

The ET conducted FGDs virtually to gather information about the areas of inclusion and technical aspects of Components 1, 2, 3, and 4. The informants identified for the FGDs included: for Component 1, rural and urban participants; for Component 2, electoral observers and electoral reform participants; for Component 3, Diploma Program participants; and from Components 1, 3, and 4, researchers and training facilitators/teachers. The ET conducted seven FGDs. Of 63 persons invited to participate, 18 persons participated or 28.5 percent of those invited. Table 3 provides the list by type of focus group.

Table 3: Number of Participants by Type of Focus Group

Focus Group Type	No. Invited	No. Confirmed to Attend	No. Who Participated
Component 1: Urban youth (18-29 years old)	8	3	1 woman
Component 1: Rural youth (18-29 years old)	6	3	2 women 1 man
Component 2: Observers and supervisors	20	1 Supervisor	1 woman
Component 3: Diploma Program participants	10	2	1 woman 1 man
Component 4: Monitoring and Evaluation of Public Policy Course participants	8	6	3 women (adults) 2 men (adults)
Teaching staff	6	4 from C1, C2 & C4	1 woman 3 men
Researchers	5	4	1 woman 1 man
Total	63 (100%)	23 (36.5%)	18 (28.5%)

2.7 ONLINE SURVEYS

The evaluation used online surveys to provide quantitative evidence for the EQs. The ET sent invitations to participate to the entire database of FUNDAUNGO's activity participants, with the exception of those who had no e-mail addresses. The ET also designed a survey questionnaire for each activity component. The surveys remained online for the duration of the evaluation. Table 4 shows the survey response rates.

Table 4: Online Survey Response Rates

Component	Total Component Participants	Surveys Sent to Those with Email Addresses	Surveys Sent as % of All Participants	Total Responses	Responses to the Survey as % of Invitations Sent
Component 1	720	545 (55% men, 45% women)	76%	46 (57% men, 41% women, 1% trans women)	8%
Component 2	1,666	1,635 (49% men, 51% women)	98%	111 (41% men, 59% women)	6.8%
Component 3	177 participants (161 completed the course)	156 (46% men, 54% women)	88%	46 (57% men, 41% women, 2% trans women)	26%
Component 4	45	45 (36% men, 64% women)	100%	20 (40% men, 60% women)	44%

As seen above, response rates were low for Components 1, 2, and 3, and reasonable for Component 4. Examining the context and the timeframe of each component activity, there was a higher number of responses for the most recent activities. Respondents whose activities were completed longest ago were least likely to respond.

2.8 INFORMANT SAMPLING

The evaluation utilized two approaches for the sampling. For KIIs, the ET selected informants from the key informants list sent by FUNDAUNGO. Due to the size of the universe of suggested interview subjects and the ET's time constraints, the team could not interview the complete list of key informants sent by FUNDAUNGO. Consequently, two additional criteria conditioned the final determination of names: individuals' availability and individuals' degree of involvement and engagement in the components of the activity. For example, the ET made particular effort to interview technical advisors, trainers, and facilitators for course offerings.

For the FGD, the ET filtered the component participant database according to the variables defined for the FGD (*i.e.*, age for youth, sex, rural) and then applied variables for inclusion (*i.e.*, territory, CSO, political party, municipality, *etc.*) and narrowed down the participants, selecting 20 males and 20 females. Logistical support contacted the people in those lists until the required eight persons per FGD had accepted the invitation. However, in most cases, it was not possible to achieve this level of acceptance to the invitation for the reasons stated in the section on limitations.

2.9 GENDER AND INCLUSION ANALYSIS

The evaluation analyzed gender and inclusion across each of the four activity components to respond to the EQs. The gender and inclusion analysis included the following steps:

1. *Analysis of activity performance data* to determine participation trends, including disaggregation by sex, age, and geography across different organization types and types of training received.
2. *Exploration of data trends* through FGDs and an online survey with participants to answer the gender and inclusion analysis questions, as well as the general EQs, and by reviewing the FUNDAUNGO publications to see how they integrated gender and inclusion issues into the research and analysis.
3. *Triangulation of data* by triangulating statistical trends across the four activity components with qualitative findings from the FGDs, KIIs, and document review.
4. *Application of gender analysis* to women as well as the segment of youth, a particular target group of this project.

2.10 DATA ANALYSIS METHODOLOGY

The ET conducted qualitative analysis of KIIs, FGDs, technical documents, and activity reports and conducted quantitative and qualitative data analysis of online survey results and activity performance data. The data analysis used two qualitative approaches: a before-and-after perspective, for the results relating to capacity building of participants, and a gender/inclusion analysis approach to draw conclusions on the implications of the results relating to inclusion variables for target groups, particularly youth, for each EQ.

2.11 METHODOLOGICAL LIMITATIONS

This evaluation faced several limitations that the ET sought to overcome methodologically through a variety of steps. The team rigorously applied the mixed-methods design selected for this evaluation as the principal means of overcoming or mitigating common research challenges, which enabled complementary information triangulation to best ensure and validate the results and conclusions.

A key limitation encountered was a very low response rate to the online survey and to KIIs and FGDs. The low responses to the online survey excluded the use of quantitative analysis for the EQs. Initially, to overcome a potential low response, the ET set the sample size of informants at 100 percent of the participant list for each component online survey, with lack of email as the only exclusion for sending invitations. Nevertheless, there were many returned emails with addresses that were no longer in use. Based on the results, the ET formulated the theory that longer time lapses between events and the survey resulted in a lower response rate.

As a result of the low response rate, the ET used the information in the online surveys for the qualitative analysis, to complement the information obtained from KIIs and FGDs. The search for KII and FGD informants showed the same challenges. Although the logistics team called many potential informants from the list provided by FUNDAUNGO, less than one half of the informants on the list responded.

Given the above limitations, the ET has relied solely on the qualitative analysis. Thus, conclusions for the EQs are based on qualitative insights that may not be corroborated with quantitative findings.

Other limitations included:

- The limitations linked to the need to conduct all data collection virtually because of the constraints of the coronavirus disease 2019 (COVID-19) pandemic, ranging from respondents' lack of familiarity with virtual platforms to limitations in respondents' internet access. The latter may have made it difficult for some respondents to complete the survey within the specified time frame and thus contributed to low survey response rates.

- The absence of communication between the activity and former participants reduced some respondents' interest in responding to a cold call for the survey.
- In the area of gender and inclusion, the absence in the participant database of variables to identify vulnerable groups targeted by USAID, such as lesbian, gay, bisexual, transgender, and intersex (LGBTI) individuals and indigenous persons, resulted in underrepresentation in the data of these groups in the activity.

3. FINDINGS AND CONCLUSIONS

This section presents the evaluation's primary findings and conclusions, drawing on information obtained during the document review, KIs, online surveys, and FGDs, and the data from FUNDUNGO's MELP. In presenting the KI findings, the ET has focused largely on those primary themes that emerged with relative frequency during the KIs or on issues that, given the context, the ET judged to be of particular importance. For illustrative purposes only, the findings also include quotes taken from interview notes or systematizations which enrich the understanding of some of the key themes.

The EQs posed by USAID's Statement of Work (SOW) are broad and open-ended and often apply to several of the four components that constitute this activity. The findings linked to the specific components will be identified in each section addressing the question.

3.1 EQ 1: WHAT HAVE BEEN THE MOST SIGNIFICANT INTENDED AND UNINTENDED RESULTS ACHIEVED BY USAID IN TERMS OF A) ELECTION MONITORING, B) POLITICAL CULTURE UNDERSTANDING, C) PARTICIPATORY PUBLIC POLICY PROCESSES, AND D) YOUTH EDUCATION?

3.1.1 EQ 1.A: Election Monitoring

The activity's Component 2 deals with electoral issues. In it, the electoral monitoring and observation reports have helped to accurately document the 2018, 2019, and 2021 electoral processes. Eighteen (18) election monitoring and observation documents have been published before and after the election processes carried out by the Supreme Electoral Tribunal (TSE) for the organization of the three electoral events.

All of the electoral specialists, CSO representatives, and electoral authorities interviewed (16 out of 16)¹⁵ agreed that electoral monitoring and observation reports comprehensively cover the three instruments used by the TSE for the organization of the elections: The General Plan of Elections (PLAGEL), the Extraordinary Election Budget, and the Electoral Calendar.

There is a wide recognition of the rigor, reliability, and independence of the electoral monitoring and observation reports. Ninety (90) percent (100 percent women, 93 percent men) of electoral specialists, CSO representatives, and electoral authorities interviewed (15 out of 16) agreed that the activity's reports have been characterized by rigorously constructed statistical sampling, transparency in the methodology, and impartial presentation of relevant data and information, without partisan bias. This has allowed the reports to serve as a reference for national institutions and enjoy international credibility.

Delayed release of the monitoring and observation reports limited their effectiveness. Sixty-nine (69) percent (100 percent women, 64 percent men) of stakeholders interviewed (11 out of 16) mentioned that they perceived limited dissemination of the conclusions and recommendations of the electoral reports, which should have been published in real time before, during and after election day. The ET found that the activity presented monitoring reports two to three weeks before election day, despite the fact that the reports covered activities up to five months prior to

¹⁵ Fourteen (14) out of 16 interviewees were men and two were women.

election day. In an extreme case, the activity presented the 2018 election second report nine weeks after election day (see Figure 1). However, the activity delivered and presented the 2018 and 2019 electoral monitoring and observation reports to TSE magistrates personally, who were among the main recipients of the recommendations. The 2021 report was sent to all TSE magistrates as well.

The ET found that the activity released preliminary observation reports as soon as the next day after election day. However, it published the 2018 election report as late as three days after election day (see Figure 1). Since events within electoral processes are extremely time-sensitive, it is important that the activity considers hastening publication times in the future.

The ET found that the activity released final observation reports between nine to 13 weeks after election day, although they were supposed to be published within eight weeks (60 days) under the agreement signed with TSE (see Figure 1).

Due to the time lag between the preparation and publication of monitoring reports in 2018, FUNDAUNGO decided to publish monitoring reports focused on a single topic for 2019 and 2021 in order to expedite their publication.

Figure 1: Monitoring and Observation Reports Release Calendar for the 2018 and 2019, Elections

Documents Release Events	2017			2018						Months covered in the Report
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Legislative and Municipal Elections 2018						4				
1. First Monitoring Report					7, 8, 9					Oct-dec 2017
2. Second Monitoring Report								11, 14, 15		Jan-feb 2018
3. Final Monitoring Report										
4. Preliminary Observation Report						7				March 4th
5. Final Observation Report								11, 14, 15		March 4th

Documents Release Events	2018			2019						Months covered in the Report
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Presidential Elections 2019					3					
6. First Monitoring Newsletter				18						nov-18
7. Second Monitoring Newsletter				18						dec-18
8. Third Monitoring Newsletter				18						dec-18
9. First Monitoring Report				29						Oct-dec 2019
10. Preliminary Observation Report					4					Feb 3th
11. Final Observation Report								9	6	Feb 3th

Note: The numbers in the cells (marked in blue) represent dates within each month.

Source: ET elaboration based on Activity's Quarterly Work Reports of the project.

Conclusions

Based on the evidence previously presented, the ET drew the following conclusions related to EQ 1.A:

- The activity's electoral observation exercises have a high level of local and international credibility, which may be extremely useful given potential scenarios of future electoral uncertainty in the country. Such a level of credibility can serve as a reliable source for the press, local and international institutions, and political actors, especially given that, for the foreseeable future,

El Salvador faces a political opposition in a minority position and a political and electoral system with few institutional counterweights.

- The observation and monitoring results could have been disseminated in a more timely fashion to highlight complaints and needs for immediate corrections by the TSE during electoral activities. FUNDAUNGO also could have published and disseminated the recommendations with more clarity and frequency. Otherwise, there is a risk of giving de facto validation of electoral processes that may present structural deficiencies and/or substantial electoral fraud.

3.1.2 EQ 1.B: Political Culture Understanding

The activity's Component 2 also deals with Political Culture. The activity leaves in place a new capacity in FUNDAUNGO to measure changes in public opinion and political behavior. The activity made it possible for FUNDAUNGO to implement a panel study in the electoral field (analysis of political behavior) for the first time in El Salvador. The literature¹⁶ suggests, and all public opinion experts interviewed (three, one woman and two men) agreed, that two of the main advantages of panel studies are that the collection of data over time (longitudinal cut) allows: 1) measurement of change in people's political behavior; and 2) identification of causal relationships between two or more variables. This is in contrast to cross-sectional studies (a single data collection), which identify correlations between two or more variables (i.e., in which variables are related to each other but not in which one causes the other).

Interviewees had some difficulty in recalling or highlighting central conclusions of political behavior studies. Eighty-eight (88) percent (100 percent women, 86 percent men) of those interviewed (14 out of 16) highlighted the relevance and usefulness of the political behavior studies but had some difficulty in mentioning specific findings or conclusions. While the four-year activity duration makes it difficult for people to recall specific points from the published studies, interviewees retained few clear messages. Nevertheless, the ET also found that 100 percent of those who commented on the studies during launching events (five out of five), and who were interviewed during this evaluation, were able to mention many of the findings when consulting their notes.

More use can be made of the information produced in the political behavior studies. Ninety-four (94) percent (100 percent women, 93 percent men) of the interviewees (15 out of 16) agreed that the studies have great potential that has yet to be tapped. Five different interviewees mentioned, for example, that traditional political actors do not seem to have a deep reading of the ongoing political changes, and that they could benefit from the contents of the studies.

Conclusions

Based on the evidence previously presented, the ET drew the following conclusions related to EQ 1.B:

- The activity increased stakeholders' technical capacity to measure and understand changes in political behavior in the country. This type of activity has a lot of potential to benefit more political actors and CSOs.
- It is necessary to establish a bridge or "translation" between academic production and the consumption of information by CSOs, authorities, and political actors. This would improve study usage but requires making publications available in different formats and adapting them to different audiences in form, content, and language to facilitate the consumption, recall, and positioning of findings and conclusions.

3.1.3 EQ 1.C: Participatory Public Policy Processes

The activity's Component 1 deals with participatory public policy processes. On this theme, participants from civil society agreed that the training activities of the courses on Citizen Advocacy for Public

¹⁶ Kasprzyk, D., G. Duncan, G. Kalton, and M. P. Singh, eds. 1989. Panel surveys.

Policymaking at the Local Level were effective in strengthening their capacity to analyze and present a collective problem as well as in generating recommendations to improve existing public policies. KIIs, FGDs, and the online survey all underscore high degrees of satisfaction with the courses provided, with 94 percent (92 percent women, 95 percent men) of online survey respondents (77 out of 82) in agreement or in strong agreement with the statement that the course had strengthened their capacities as local leaders, by building their capacity to identify and communicate effectively themes which merit public attention. Ninety (90) percent (95 percent women, 86 percent men) also agreed that the training had proven useful for their organization. All 20 municipalities that participated in the activity produced documents identifying a common local problem and the initial steps to address the issue, whether in the form of improving existing policy or initiating a new policy development process (see Figures 2 and 3).

Figure 2: Citizen Response on Course on Citizen Advocacy for Public Policy at the Local Level

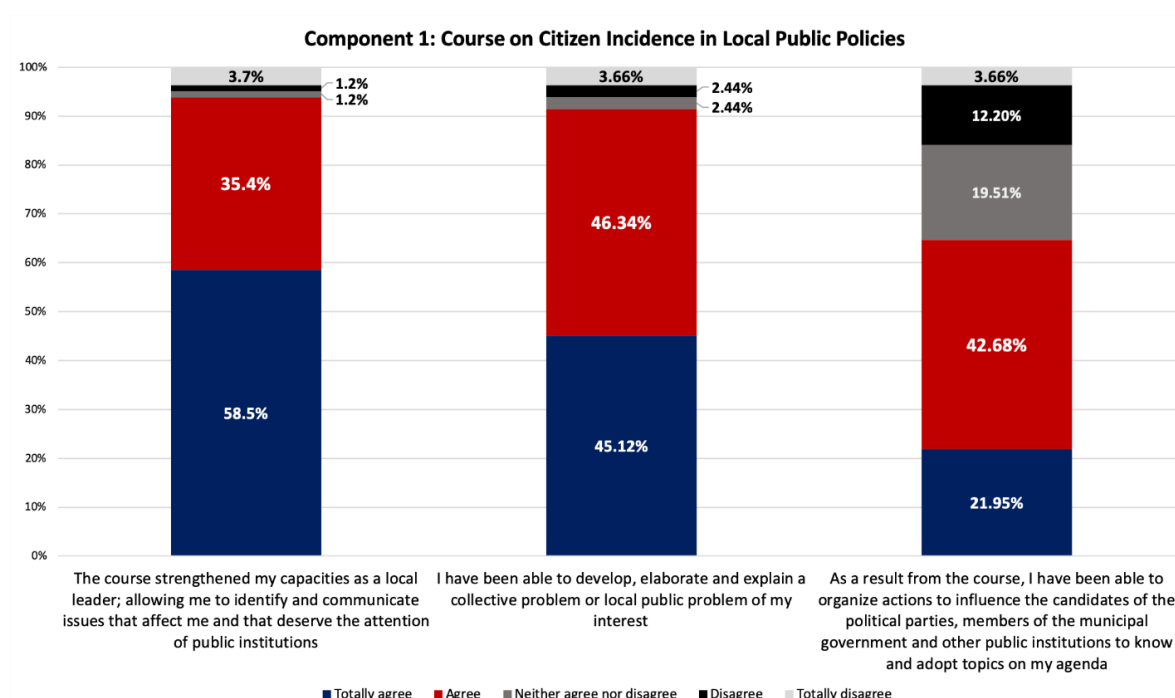
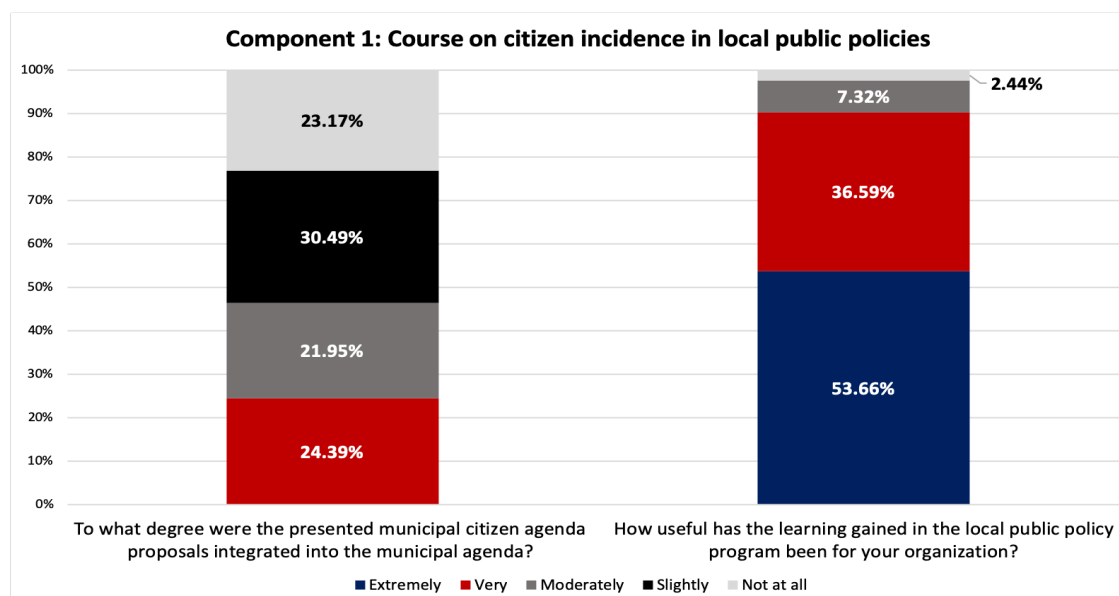


Figure 3: Citizen Response on Course on Citizen Advocacy for Public Policy at the Local Level



Source: ET Online Survey, Midterm Performance Evaluation of USAID's Promoting Citizen Participation in Public Policy in El Salvador.

The activity provided course participants with tools to organize activities and strategies to persuade political party candidates and municipal officials to adopt citizen agendas. The adoption of the citizen agendas, however, proved more challenging.¹⁷ While 87 percent (82 percent women, 91 percent men) of course attendees (71 out of 82) said they had participated in activities aimed at the promoting the inclusion of the participants' recommendations, 54 percent (46 percent women, 60 percent men) said that little or nothing of the proposals had been included in the municipal agenda. Almost 46 percent (54 percent women, 40 percent men) said some or a sufficient amount had been adopted. As there was no follow up built into the activity after course completion, it was not possible to ascertain whether some of the proposals were resubmitted or adopted at a later point.

The course provided for municipal actors and functionaries on Municipal Public Policymaking and Citizen Participation generated increased receptivity to the notion of participatory construction of public policies to address local problems. Eighty (80) percent (100 percent women, 67 percent men) of those surveyed agreed that as a result of the course, municipal authorities at different levels felt a greater openness and positive predisposition toward citizen agendas, and 60 percent (50 percent women, 67 percent men) held a favorable opinion of the presentation of citizen agendas in public fora. Eighty (80) percent (100 percent women, 67 percent men) of survey respondents also felt that the courses had been useful for them individually, and for their institutions, in enhancing their understanding of municipal policymaking, the roles and attributions of the municipal council, and the processes and dynamic of local policymaking.

Similar to the findings with the participants of the course for CSO members, 40 percent (50 percent women, 33 percent men) of municipal actors surveyed said the most or everything from the citizen agendas had been integrated into the municipal agenda, and 60 percent (50 percent women, 67 percent men) said little or nothing had been integrated. KII respondents among municipal actors attributed this to

¹⁷ The Component had 720 participants in 20 municipalities (56 percent men, 44 percent women). However, one course targeting CSOs was attended by 386 persons (46 percent men and 54 percent women), while a complementary course targeting municipal council members and staff was attended by 334 persons (67 percent men and 33 percent women). Thus, women constituted the majority of participants from civil society and a minority from Municipal Council positions.

the “lack of a civic culture/tradition of participation,” “limited capacity for dialogue in the context of political polarization,” and the “closed culture of political parties.”

Figure 4: Municipal Public Policy and Citizen Participation Course

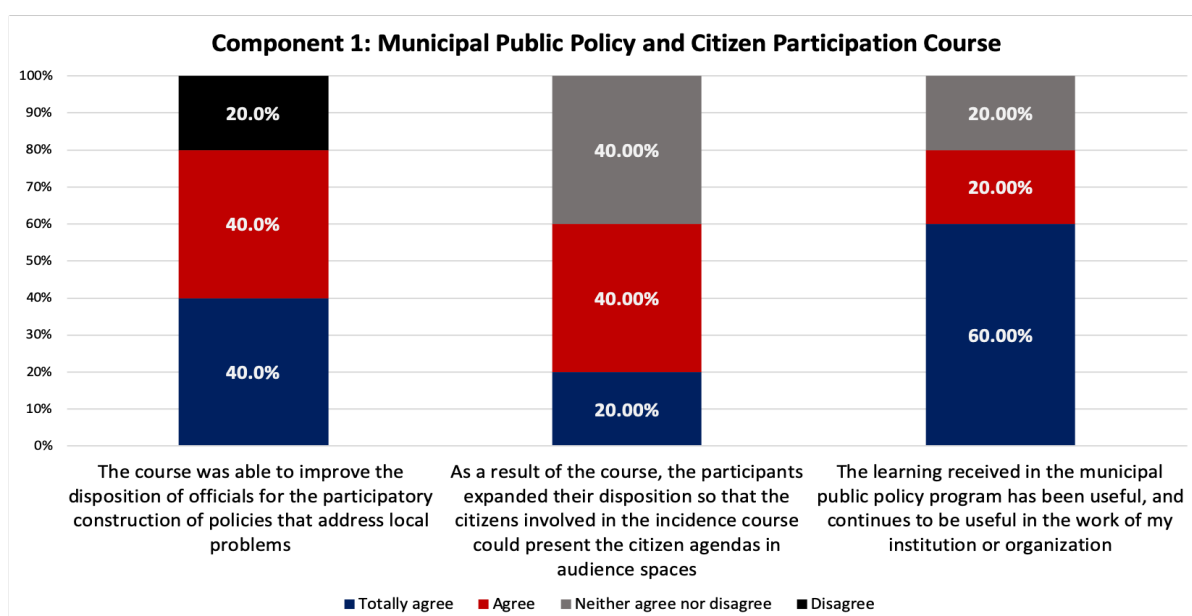
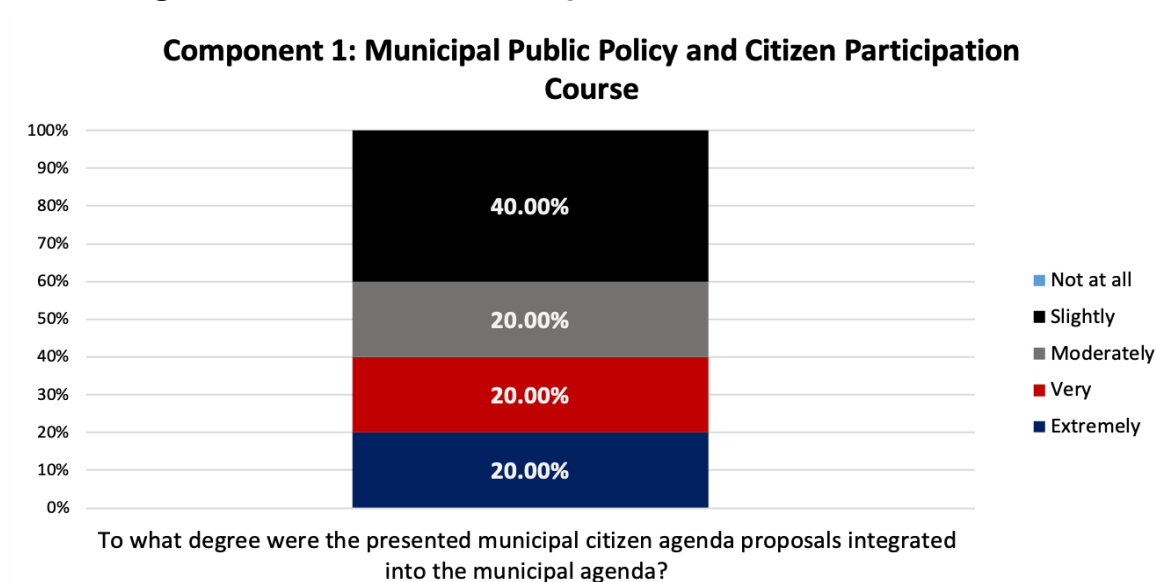


Figure 5: Municipal Public Policy and Citizen Participation Course



Source: ET Online Survey, Midterm Performance Evaluation of USAID’s Promoting Citizen Participation in Public Policy in El Salvador.

Conclusions

Based on the evidence previously presented, the ET drew the following conclusions related to EQ I.C:

- The courses were broadly recognized by participants as well designed with respect to content, competently implemented by experienced facilitators, and well-tailored to the characteristics and needs of the participants. The experience of the facilitating team from FUNDAUNGO enabled them to respond to the need to adapt the methodology and training content to the educational

backgrounds of the participants, as well as the need for analysts and specialists participating in the courses to effectively adapt their expertise in public policymaking to more specialized capacity to respond to local problems. The activity demonstrated resilience and flexibility in responding to diverse methodological and technical challenges that arose during the course of the project.

- The lack of the integration of follow up in this component, which was not included in the original activity design, significantly limited the activity's ability to draw meaningful lessons learned about the longer-term effectiveness of capacity-building and advocacy training. After the course ended, the activity took no formal action to track the extent to which policy proposals were eventually adopted. This made it difficult to analyze how such training efforts can be improved or strengthened, or identify what factors constitute obstacles and barriers to the adoption of citizen proposals. While the ET is aware that this component represents a process of capacity building in proposal generation and bridge building with municipalities that is not validated exclusively on the basis of whether municipalities adopt the citizen agendas or not, it is a lost opportunity not to explore the underlying factors and dynamics at work that affect such results.
- Ending this component with the termination of the course limited the impact. Providing additional technical support to CSOs to advocate for the adoption of their proposals and analyzing the effectiveness of the strategies to socialize and disseminate the citizen agendas would have increased the impact of the course. This support to the advocacy process need not have constituted an additional activity, rather, it represents a key feature of the policymaking cycle that would have introduced a dimension to expand the experience beyond the classroom.¹⁸ Support for the advocacy process need not necessarily have been provided by FUNDAUNGO; it could have been provided by other organizations or institutions that specialize in such activities.

3.1.4 EQ I.D: Youth Education

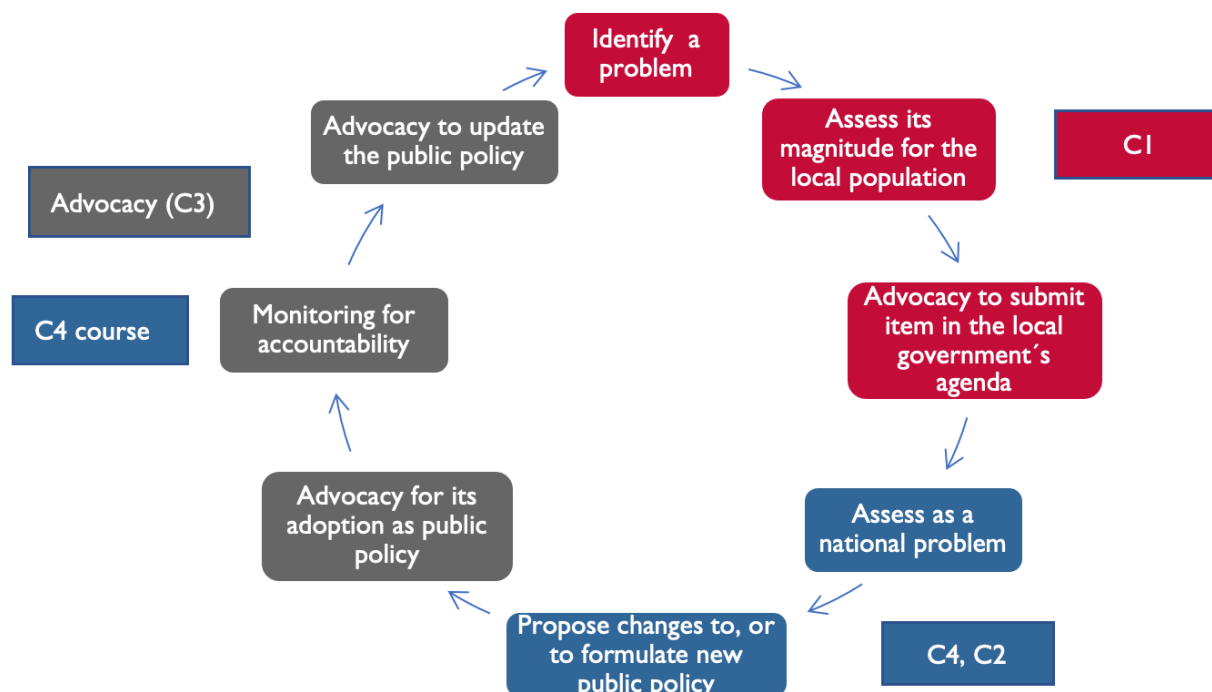
This section presents the findings pertaining to participation of young emergent leaders in the educational opportunities offered by the project.

For purposes of analyzing inclusion, “Vulnerable Groups” should be understood as those that include women, youth, persons with disabilities, indigenous persons, and the LGBTI community. The Country Development Cooperation Strategy (CDCS) 2020–2025 also includes an increased focus on internally displaced persons.

The activity has promoted the participation of youth in public policy in El Salvador under all four components. The process that the activity has promoted is depicted as a cycle in Figure 4, illustrating the route for formulation and advocacy of public policy at the local and national government levels.

¹⁸ At an informal level, as it was not contemplated in the original component design, for months after the course ended some of the instructors continued to provide practical advice and support to the course participants for the advocacy of their agenda proposals. Some of these proposals were presented to community organizations, citizen dialogue fora, and municipal functionaries, a process which enriched the original proposals.

Figure 6 : Process of Formulating Local and National Policies from a Citizen's Perspective



Source: ET design illustrating underlying process identified.

Each component of the activity has promoted advancement in a stage of the cycle, whether at local level (Component 1) or at the national level (Components 2, 3, and 4), incorporating vulnerable groups, particularly youth, rural communities, LGBTI individuals, and persons with disabilities. All data presented are disaggregated by sex to illustrate the inclusion of women.

Results of educating youth to participate in the public policy cycle

Component 1 strengthened the capacities of young citizens in municipalities to initiate an advocacy process for local public policy. After the training, the participants interviewed said they have continued to follow their agendas in the municipalities (e.g., Zaragoza graveyard, civil protection, teenage pregnancy prevention), even though their municipal governments changed. However, youth felt they needed more support after the course, with further capacity building to flesh out proposals and technical assistance to collaborate with other institutions that could help advance their issues. The total participants in this component were 386, (46 percent men, 54 percent women; 36 percent from rural settings, 64 percent from urban settings). Youth represented 43 percent of the total participants in this Component, (55 percent women, 45 percent men); 40 percent of all youths were from rural communities (60 percent women, 40 percent men).

Young municipal officers were trained in public policy and in how to use citizen participation to formulate local government policy. According to municipal officers, proposals could provide more detail to show how the solution advocated could be implemented and simplify the process for promoting them in the council. The municipal training had 334 participants (67 percent men, 33 percent women; 24 percent rural, 76 percent from urban settings). Among these officers, 13.4 percent were youth (38 percent women, 62 percent men). Of those, 42 percent were from rural settings (68 percent men, 32 percent women) and 58 percent from urban settings (58 percent men and 42 percent women).

The 87 responses in the Component 1 online survey showed areas of improvement for the public policy training among 37 percent of respondents (20 percent men, 17 percent women), including 20 percent from vulnerable groups (9 percent female youth, 7 percent male youth, 2 percent LGBTI, and 2 percent rural). Among these areas, improvements for Gender Equality and Inclusion included:

- *Participation issues:* Shorten the length of the teaching day, since for some who were mothers or caregivers, staying the whole day was a challenge.
- *Inclusion issues:* Among the teaching staff, increase representation of women and youth.
“...the majority of presenters were older men. In my cohort only two women were presenters in topics related to communications.” (Male Youth, Component 3 FGD)
“...new generations need more representation from all persons as trainers. An aspect to improve is (to have) more women, LGBTIQ+ and youth as presenters.” (Male Youth, Component 3 FGD)
- *Gender analysis:* There is need to provide analytical tools to disaggregate diverse perspectives, as the activity did not provide concrete tools. However, the presence of vulnerable group participants allowed the differences in their perspectives to be heard and understood during analytical discussions. This partially compensated for the lack of analytical tools.

Results of educating youth in electoral political culture

The activity encouraged the participation of young people as observers of the electoral process during the 2018 and 2019 elections. A total of 62 percent of all participants in the observations were between 18 and 29 years of age. Youth constituted 79 percent of election observers (49 percent men, 51 percent women), 13 percent of the supervisors (44 percent men, 56 percent women), and 8 percent of persons in reserve as substitutes (53 percent men, 47 percent women). These young people came from different sectors, the largest category, 35 percent, were independent citizens (81 percent women, 19 percent men). The second largest category, 22 percent (60 percent women, 40 percent men), came from academic institutions. Other categories included: 9 percent from CSOs (75 percent women, 25 percent men); 9 percent from public institutions (25 percent women, 75 percent men); 7 percent from regional institutions (33 percent women, 67 percent men); 4 percent from an international cooperation institution (all women); and 15 percent, other (86 percent women, 14 percent men).

Component 2 exposed youth to the electoral process and trained them on how to assess its compliance with laws and regulations. This component further exposed participants to the process of evidence gathering through observation, to verify compliance with legal norms.

The online survey results for Component 2 provide some insight to the perceptions of participants. The survey had 111 responses that represent 6.8 percent of the overall participants (1,635) in the electoral observer database. Among these respondents, young persons were 42 percent (46 persons, 70 percent women and 30 percent men). The survey showed that respondents perceived the following as some of the effects of the participation as electoral observers:

- The electoral observation experience made young people feel well trained to evaluate the activities of the vote-receiving boards they were designated to observe—28 persons (61 percent) were in full agreement (71 percent women, 29 percent men), and 18 persons (39 percent) were in agreement (67 percent women and 33 percent men).
- Youth felt trained enough to train others, according to 89 percent of young survey participants—48 percent agreed (22 participants, 73 percent women, 27 percent men) and 41 percent completely agreed (20 participants, 63 percent women, 37 percent men).

Results of educating youth in government and public policy

Component 3 provided diverse sets of youth the opportunity to acquire knowledge of the governmental, political, and socio-economic environment in which public policies are formulated and approved, the historical trends in their development, and the public policy cycle. Respondents praised the quality of delivery and strength of the presenters.

“It was a pleasure to have a small, privileged space with persons that knew the history and presented it, so that in spite of being tired, this was compensated with luxury presentations.” (Youth, Component 3 FGD)

The Diploma Program targeted emerging young leaders throughout the country. In total, 109 people completed the program (68 percent of 161 participants, 50.5 percent women and 49.5 percent men), 52 of whom were young adults (32 percent of total participants, 63 percent women and 37 percent men).

These participants reflected a high level of diversity and gender equality throughout the four replicas of the program, including:

- *Territorial diversity:* Program participants came from 41 municipalities in 11 of the 14 departments in the country. Ninety-one (91) participants (57 percent of the 161 participants, 59 percent women and 41 percent men) came from four municipalities in three departments: San Salvador (37 percent), Santa Tecla (13 percent) and La Libertad (4 percent), and Santa Ana (3 percent). The other 70 participants (49 percent women, 51 percent men) originated from 37 municipalities.
- *Disability:* Of the 161 participants, one person with disabilities, a man from La Libertad, participated in the program.
- *Vulnerable groups:* The online survey also showed self-acknowledged vulnerabilities, such as youth, sexual orientation and gender identity, and rural. Twenty-two (22) respondents who were vulnerable persons participated (50 percent female, 45 percent male, 5 percent transgender). Disaggregated by type of vulnerability, they included 68 percent youth (15 people, nine women, and six men, of various ages); 24 percent LGBTI (one woman, two men), including one woman (female)/LGBTI/rural and one transgender woman; and 9 percent rural (two men, one youth, and one young adult).

Responses in the online survey for Component 3 provided some of the perceptions on inclusion and gender equality during the training. Forty-six (46) persons completed the survey, representing 29 percent of the 161 participants (41 percent women, 57 percent men, 2 percent transgender) in the four Diploma Programs. By age range, 29 persons or 63 percent were from 18 to 29 years old (45 percent women (13), 55 percent men (16)).

A secondary effect of the learning was to motivate youth to vote after taking the course, according to 85 percent of survey respondents (35 percent women, 48 percent men, 2 percent transgender). Among vulnerable group participants, this was 46 percent.

The course developed capacity for political analysis that 18 percent of the youth survey respondents used to analyze the social context, and another 6 percent to approach the design of proposals for public policies, while 10 persons (three youth and one adult man, three young women, three young men) in municipalities used it to formulate plans, strategies, and recommendations for decision-making.

“It contributed to learning processes and the analysis of the current context with the groups...” (Male youth, Online Survey)

“In making decisions for municipal agreements I have put into practice the knowledge acquired...” (Male adult, Online Survey)

Another participant was able to apply the knowledge of how government works in preparing an incisive and practical proposal on forced internal displacement.

The course provided knowledge of the government, the political system, and public policies that, through proposals, improved youth's chances of successfully influencing groups that have shared problems during electoral processes, according to 96 percent of respondents (40 percent women, 54 percent men, 2 percent transgender), including 52 percent of respondents from vulnerable groups.

The course taught youth that it is possible to work in an open, non-confrontational environment and discuss different points of view, according to 95 percent of respondents (39 percent women, 54 percent men, 2 percent transgender), including 54 percent of respondents from vulnerable groups. Further, 74 percent of respondents (26 percent women, 46 percent men, 2 percent transgender) indicated it is also possible to have an environment that promotes the capacity to form alliances among sectors to advance their public policy or agenda proposals. However, only 39 percent of respondents from vulnerable groups responded similarly.

Result on educating youth in Monitoring and Evaluation (M&E) for public policy

Under Component 4, one opportunity for youth participation in this area occurred during the consultation workshops delivered in the territories (eight events, with a participation of 158 people, 57 percent women, 43 percent men), and the thematic workshops (four events, with participation of 43 people, 53 percent women, 46 percent men). However, participants' ages were not registered so it is not known whether youth were part of this process.

Component 4's course on Monitoring and Evaluation for Public Policy provided an opportunity to young emergent leaders to develop capacity to follow up the progress of public policies by presenting basic knowledge of the public policy cycle, M&E, and incipient knowledge of how indicators to monitor public policies are developed.

Overall, 45 people (64 percent women, 36 percent men) participated in the one online course offered by the activity. Youth constituted 47 percent of the participants (67 percent women, 33 percent men). In terms of participant diversity, all of the participants were registered as urban residents, although two online survey respondents self-reported as rural. Young participants came from a variety of sectors: 47 percent from public sector institutions, 22 percent (60 percent women, 40 percent men) from CSOs, 9 percent (50 percent women, 50 percent men) from non-governmental organizations (NGOs), 9 percent from local government (50 percent women, 50 percent men), and 2 percent each from academia, international cooperation institutions, and the media.

The results below are informed by responses from the Component 4 online survey with 19 respondents (42 percent of course participants), among whom seven were youth—37 percent (57 percent women (four) and 43 percent men (three)). Results of the course among these youth included:

- In training delivery, youth had good and adequate experience and understanding of the topics taught, 57 percent (four of seven) youth survey respondents (50 percent women, 50 percent men) agreed and 43 percent (67 percent women (two), 33 percent men (one)) completely agreed.
- The course built youth's capacity to identify public problems and the stakeholders involved, according to 86 percent of respondents (66 percent women (four), 33 percent men (two)).
- The course trained the 19 youth respondents to identify public policy instruments, manage by results, and approach public policy based on evidence according to 57 percent women (four) and 43 percent men (three).
- The course trained the 19 youth respondents to understand the objectives, functions, and structure of a monitoring system according to 57 percent women (four) and 43 percent men (three).

- The course trained the 19 youth respondents to define the usefulness, characteristics, and types of indicators for M&E, according to 57 percent women (four) and 43 percent men (three).
- Among youth respondents, 85 percent (six) said they felt trained to understand an evaluation with a gender focus (50 percent women (three), 50 percent men (three)).

According to a virtual FGD conducted with participants on May 3, 2021, course strengths included the:

- Up-to-date bibliography provided on management and demands of public policies;
- Virtual classroom, which was crucial in transferring materials, including recordings for those who could not attend sessions;
- Course content, which was useful to participants of different professional profiles; and
- Online/virtual format, which made it easier to overcome work agendas and responsibilities and take the lessons at any moment, anywhere.

Youth also found it an inspiration to continue learning. *“The course allowed me to have the courage to opt for a virtual master’s degree in knowledge management in the research of public policies, because of the good experience I had in this course.”* (Male youth, FGD participant)

Conclusions

The activity has developed useful tools to provide education and build skills and capacity among young emergent leaders of both sexes and across vulnerable groups, in formulating, advocating, and monitoring public policy issues at the local and national levels. These tools range from an inclusive participant selection process, to providing a respectful environment to discuss diverse perspectives, and a comprehensive training curriculum for the Diploma Program.

Promising practices that can only strengthen other initiatives in the area of advocacy and accountability include course contents, delivery methodologies, and the development of training environments that provide practical experience to build bridges across opposing points of view and alliances to collaboratively promote issues through common ground.

Operationally, the activity has also developed successful practices to reach youth in both rural and urban settings, and recruit and select course participants with diverse profiles to support gender equality and inclusion.

3.2 EQ 2: TO WHAT EXTENT HAS THE ACTIVITY INFLUENCED THE ELECTORAL REFORM AND POLICY AGENDA?

3.2.1 Findings

The electoral reform proposals are technically feasible, according to 88 percent (100 percent women, 86 percent men) of those interviewed (14 out of 16) who agreed that the proposals in the eight memoranda are technically justified and adequately supported, either from the point of view of comparative legislation, Salvadoran legislation and jurisprudence, and/or political-institutional issue’s evolution.

The contents of the electoral reform proposals are relevant to the Salvadoran electoral system. Eighty-one (81) percent (100 percent women, 76 percent men) of the interviewees (13 out of 16) also agreed that the proposals are within the state of the art of the electoral reform agenda, both at the national and regional levels. These reforms have been under discussion for several years in El Salvador and/or Latin America.¹⁹ Publication of the proposals contributes to the call of civil society to promote this discussion as well as this type of reform.

¹⁹ Freidenberg F., Uribe Mendoza C. (2018). *Las Reformas Político-Electorales en América Latina*.

The activity facilitated in-depth discussions about electoral reforms with Members of Congress and electoral authorities as well as exposure to international experiences. At the end of the activity's third year (September 2020), 20 events were held to present studies and proposals to improve the electoral system (eight in Fiscal Year I, six in the second and six in the third) with representatives of CSOs, deputies of the Electoral Reforms Commission of the Legislative Assembly, and TSE magistrates. All Members of Congress (two, one woman and one man) and officials of the TSE (three, all men) valued the approach and highlighted that the quality of the international speakers and space for closed meetings allowed for high-level discussions.

The political feasibility of the reforms faced challenges. All the representatives of CSOs with experience in dialogue with political parties (five out of five), as well as the Members of Congress interviewed (two, one woman and one man) agreed that political viability would have been highly favored if the selection of topics, approaches, and timing of the reforms had been discussed with the political parties more in-depth. This would have made it possible to advance from the phase of preliminary discussions to: 1) drafting bills, 2) formally introducing bills into the Legislative Assembly (*initiative de ley*), 3) incorporating bills into the Electoral Reforms Commission's agenda and discussions, 4) issuing a favorable opinion in the Commission (*dictamen favorable*); and 5) approving the reforms in the legislative plenary. On the other hand, the onset of the COVID-19 pandemic and the mandatory lockdown declared by government authorities as of the first quarter of 2020 made the work difficult and modified the agenda of the Legislative Reforms Commission and of the Legislative Assembly.

The eight public policy proposals of the Presidential Agenda (Component 4) represented a substantive agenda. All of the interviewees (10 out of 10)²⁰ agreed that the effort represented a systematic effort to present a diverse, extensive, and widely representative agenda to the presidential candidates during the 2019 election. These proposals will remain valid for the next presidential election. Ninety (90) percent (100 percent women, 88 percent men) of interviewees (nine out of 10) agreed that the strategic selection of issues and the macro approach of the proposed reforms allow them to be relevant for a longer period of time.

The eight proposals were drafted in two versions. FUNDAUNGO and the three academic alliance members (UCA, UDB, FLACSO) prepared a document with the approach and technical development of the topic; as well as a shorter "proposal document," which facilitated campaign team and candidate reading of the document.

The activity opened a dialogue channel with the presidential candidates. Holding an event with each of the four presidential campaigns provided the opportunity to share three of the eight proposals directly with the candidates. In the case of Farabundo Martí Para la Liberación Nacional (FMLN), the presidential and vice-presidential candidates participated. In the case of the remaining three parties/coalitions, only the vice-presidential candidates participated. For the coalition Alianza para un Nuevo País, Alianza Republicana Nacionalista (ARENA), Partido de Conciliación Nacional (PCN), Partido Demócrata Cristiano (PDC), and Democracia Salvadoreña (DS), and Gran Alianza para la Unidad Nacional (GANA), both vice-presidential candidates were in charge of the preparation of their party's government plans.

However, the activity produced documents extemporaneously and had limited interaction with the campaign teams. Production of the documents extended beyond the date of the 2019 election. At the time of the election, only three of the eight documents had been produced, and the final document (inclusive education) was completed in 2021. The activity did not time the process of drafting documents adequately to meet the rigorous research requirements and need for coordination among the four member institutions of the activity, according to three out of four interviewees (75 percent, 50 percent women, 100 percent men) involved in the documents production or editing process. In addition, beyond

²⁰ Eight out of 10 interviewees were men and two were women.

the document delivery event, the activity had little or no interaction with the campaign teams or staff members for follow up, explanation, or discussion of the proposals.

3.2.2 Conclusions

Based on the evidence previously presented, the ET drew the following conclusions related to EQ 2:

- The electoral reform proposals present strengths in terms of technical feasibility and relevance. The proposals have contributed to educating and promoting awareness among political actors of the need to move forward with electoral reforms.
- The main challenge of the electoral reform proposals is political viability. To increase feasibility, the processes of dialogue with political parties should occur during the selection, approach, and definition of scope of the issues to be reformed. Reform processes that are intense in dialogue and political “negotiation,” starting during the initial phases, tend to see the light of day. This is the case, especially, in issues where political parties have not had much interest, such as: increasing the political participation of women or regulating their financing.
- The proposals of the presidential agenda represented a well-structured exercise, with medium-term approaches that allowed opening a channel of dialogue with the presidential candidates.
- There is a need to become more familiar with the nature and dynamics of the campaign teams and plan processes according to electoral campaign timelines. Academic production for the design of public policy is compatible with political advocacy but requires greater interaction with political actors and a process design based on the dynamics and information needs of political parties and decision-makers.

3.3 EQ 2.1: TO WHAT EXTENT DID THE ACTIVITY'S COMMUNICATION AND OUTREACH STRATEGY CONTRIBUTE TO INFLUENCING THE ELECTORAL REFORM AND POLICY AGENDA?²¹

3.3.1 Findings

At the end of the third year of the activity (September 2020) the Academic Consortium held 20 events (eight during fiscal year one, six during fiscal two, and six during fiscal year three) to present studies and proposals to improve the Salvadoran electoral system to year CSOs members, governmental authorities, and academic institutions. In the same way, the Academic Consortium held 13 events (four during fiscal year two and nine during fiscal year three) to present public policy proposals related to the presidential agenda. In total, 354 people (50 percent women, 50 percent men) attended the events. These events included: launch events, report presentations, workshops, press conferences, online events, and closed discussions, in compliance with the media promotion and dissemination strategy of the activity. One hundred (100) percent of the interviewees also confirm that, periodically, they received the electoral observation and documents via e-mail from FUNDAUNGO.

Top-level actors received the electoral reform and public policy proposals. Recipients included members and leaders of relevant CSOs in electoral agenda and public policy advocacy, as well as top political and electoral authorities, accomplishing outreach to main and secondary recipients, as defined in the activity's communication and outreach strategy. To a lesser extent, FUNDAUNGO sent the mentioned proposals to media representatives and journalists.

Although there has been traditional dissemination via social networks (posts in social networks) and press conferences, the ET found little evidence of creative use of mass media, technology, and social media for

²¹ The Cooperative Agreement in the Activity Description document includes these activities.

the activity promotion, as stated in Attachment D (Branding Strategy and Marking Plan) of the Cooperative Agreement between USAID and FUNDAUNGO²².

The ET found that the branding and strategy plan did not contemplate any quantitative indicators to monitor and evaluate the activity's communication and promotion effectiveness. Quarterly and annual reports included detailed records of the public events that were carried out but no indicators for follow up. This makes it difficult to evaluate the intended outreach results.

3.3.2 Conclusions

Based on the evidence previously presented, the ET drew the following conclusions related to EQ 2.1:

- The communication strategy has been successful in reaching key recipients and transmitting information during different public and private events in a traditional way and opening space to promote reform proposals on the electoral and public policy agenda.
- Digital and traditional media campaigns have fallen short in underpinning key messages related to electoral reforms and the public policy agenda through a more creative use of technology. Public policy advocacy requires the active promotion and repetition of key messages for relatively long periods of time to make an impact on decision-makers and on public opinion.

3.4 EQ 3: TO WHAT EXTENT HAS USAID DEVELOPED CAPACITIES OF CSOS TO BETTER UNDERSTAND POLITICAL CULTURE AND MONITOR ELECTORAL PROCESSES?

3.4.1 Findings

General

The activity trained and deployed 2,200 observers and supervisors in the field during the 2018, 2019, and 2021 elections. The training covered the electoral instructions for *Juntas Receptoras de Votos* (Vote Receiving Boards) developed by the TSE, election observation instruments built by the activity, and transmission of election observation data through an electronic application designed for that purpose. The activity also produced training manuals for observers and supervisors for the 2019 and 2021 elections, following best international practices.

The election observers are satisfied with the quality of the training and the field experience. Of the 111 (59 percent women, 41 percent men) observers and supervisors who answered the survey, 75 percent reported having participated for the first time in an election observation exercise (77 percent women, 71 percent men); 94 percent of them were satisfied with the duration and quality of the trainings; 98 percent with the field experience (92 percent women, 94 percent men); 98 percent of them felt very well trained and empowered at the end of the observation exercise (95 percent women, 96 percent men); 96 percent are willing to participate again (97 percent women, 96 percent men), and 87 percent felt confident to explain or train someone else, as shown in Figures 7 and 8 (women 82 percent, men 93 percent).

²² p. 83, Project Promotion section

Figure 7: Satisfaction Level of Surveyed Election Observers with Field Experience and Training Received During 2018, 2019, and 2021 Elections

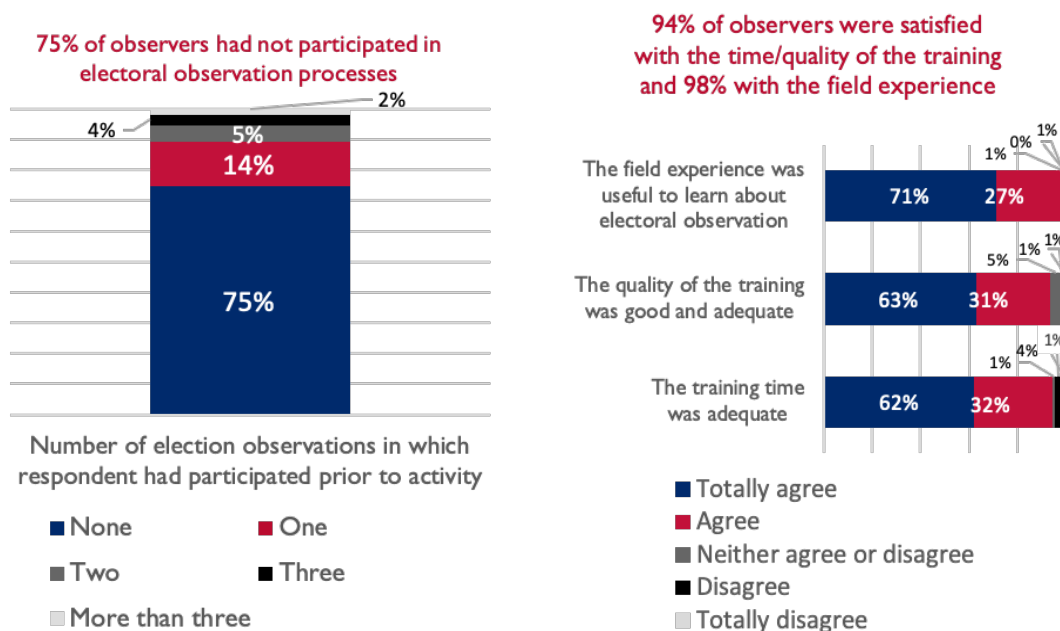
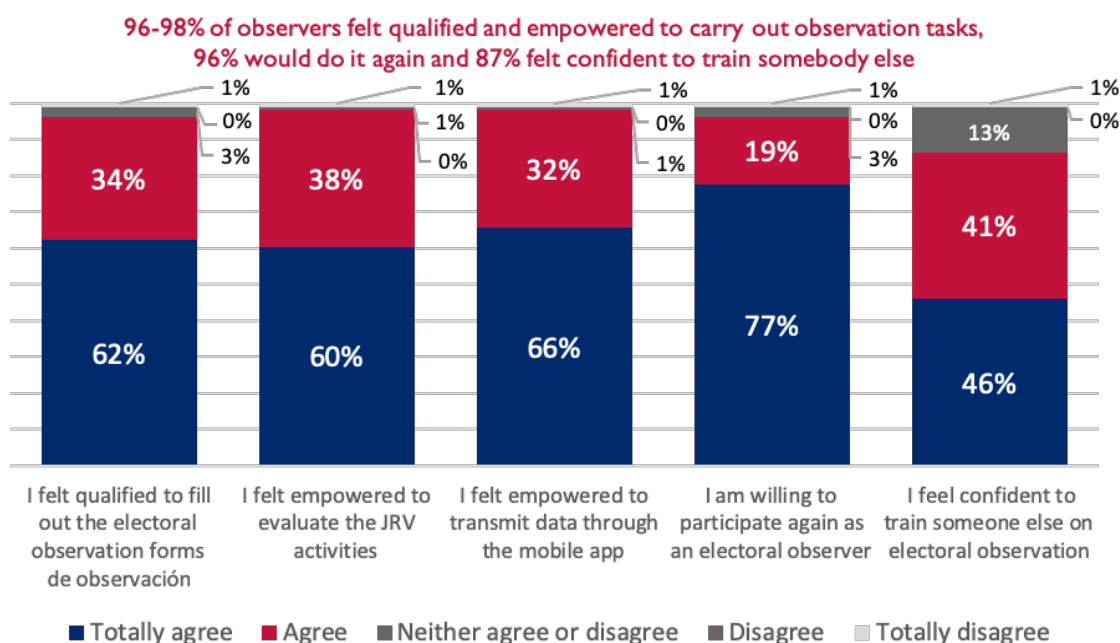


Figure 8: Satisfaction Level of Surveyed Election Observers with Field Experience and Training Received During 2018, 2019, and 2021 Elections



Source: Online survey to electoral observers and supervisors of the activity, April 2021.

An academic specialist of Vanderbilt University trained FUNDAUNGO to develop a panel methodology study to measure changes in political behavior. According to interviewed academic pollster specialists, the panel studies adequately managed the two main technical challenges: maintaining a relative low attrition rate (percentage of the people who stop answering the survey over time) and adequate attention to the panel conditioning problem, i.e., the bias that arises in interviewees' responses when answering the same questions at different moments in time

Young Emergent Leaders

Among young emergent leaders, the development of CSO capacity to better understand political culture and monitor electoral processes has occurred through youth CSO members taking their new knowledge and skills back to their organizations to use in their work and/or share with colleagues. This spread of knowledge and skills has reached and enhanced the capacity of many grassroots organizations at the municipal level, as well as NGOs and national-level CSOs in territories. Examples of these testimonies state that:

"We were taught to formulate these strategies to take to the institutions with the power to achieve them..." (Female youth, CSO member, CI FGD participant)

"I was a trainer in the team of Youth with Everything, I taught these procedures to youth I was working with, thanks to this course there was a transfer of knowledge..." (Female youth, CSO member, CI FGD participant)

KIs with women participants indicated that significant capacity building continued when the participants returned to their CSOs after the Component I training, possibly the largest organizational capacity building in the activity. These CSOs assumed ownership of the issues, followed lines of action, and continued advocacy efforts, although it is unclear if those interviewed were exceptions or the rule.

"With regard to gender, now working in an organization we see the difference, in (the organization she currently works) it is applied since childhood..." (Female CI FGD participant).

"One benefit (of the course) was that the local government visualized the problem (teenage pregnancies) and will maybe seek a solution for it. Then to follow through with it as part of our association's agenda and to work on it within the municipality was another benefit..." (CI Female, CSO member informant)

In Component I, by using the FUNDAUNGO database of participants, the effect on CSOs could be estimated based on the number of CSO participants. Youth participants from CSOs numbered 119 (55 percent women, 45 percent men) and represented 73 percent of all participants. Most were from community-level youth organizations, including youth associations, committees, councils, brigades, cultural organizations, outreach centers, networks, and from adult organizations such as Community Development Associations (ADESCOS) and NGOs such as Techo. The remaining participants came from other sectors, mainly academia (16 percent), public institution programs (5 percent), unaffiliated individuals (6 percent), and political parties (1 percent).

In Component 2, the participant database did not record the organizational affiliation of observers and supervisors. The online survey asked this question but cannot extrapolate findings given the small sample size (111 respondents in a component with 1,666 participants or 6.6 percent), with a total of 11 (four women, seven men) as members of CSO. However, among the 47 young respondents (68 percent women, 32 percent men) five persons (three women and two men) belonged to a CSO. Among them, only the women felt capable of training others while the man expressed indifference to the statement.

In Component 3, only 21 per cent (34 persons, 32 percent women, 68 percent men) of all Diploma Program participants came from CSOs. These included CSOs from the territories as well as national NGOs. They included:

- Morazán Educator's Network;

- Friends of the Children of El Salvador;
- Training Center for Democracy (CECADE);
- Empowerment of Youth in Cuscatlán;
- Social Initiative for Democracy (ISD);
- Somos Total;
- Cooperative Association for Loans and Credit of the Union, San Miguel (ACACU de R.L.);
- Enterprise Foundation for Social Action (FUNDEMÁS);
- Jerusalem Legal Aid and Human Rights Center (JLAC);
- Association of Youth and Students of El Salvador;
- National Council of the Young Person;
- Diario Colatino;
- World Savior Foundation (FUSALMO);
- Solidarity and Voluntary Leaders of El Salvador;
- Passionist Social Service;
- Youth in Action Through Art and Culture;
- Salvadoran Foundation for Development and Minimum Housing (FUNDASAL);
- Vote Young; and
- Women Transforming.

All are organizations that can benefit from stronger skills in advocacy and an understanding of the cycle of public policy.

Other participating civil society sectors included the academic sector and political parties. Sixteen (16) percent of the Diploma Program participants came from the academic sector, including the University of El Salvador, University José Matías Delgado, and think tanks that included FUNDAUNGO, National Foundation for Development (FUNDE), the Salvadoran Foundation for Economic and Social Development (FUSADES), Center for Higher Strategic Studies, FLACSO, and Regional Program for Research on Development and Environment (PRISMA). According to KIIs with the Academic Consortium members, the activity strengthened the research and, in a more limited manner, advocacy capacity of the universities associated with the project.

Political parties also participated in the activity. While individuals from political parties were strengthened in their political knowledge and capacity, many using it successfully to become elected officials, the institutions, by imposing their traditional rules, are less likely to benefit from the program, aside from gaining elected seats. The program had young participants from Cambio Democrático, FMLN, Nuevas Ideas, Nuestro Tiempo, ARENA, Vamos, PCN, and the Parliamentary Groups of ARENA, FMLN, PDC, and GANA. However, in interviews with Diploma Program participants noted the perception that the ability to use the knowledge acquired within the political parties is hampered by established party formal and informal practices.

The improved understanding of political culture transmitted by young leaders was based on the content of the courses. In the case of the Diploma Program, as previously discussed in EQ I.D, the course content contributed to a better understanding of the origins and current trends in political culture in El Salvador, and its relevance to the public policy cycle. Diploma Program topics included:

- Understanding the political system;
- The legal foundation for the Salvadoran State;
- Skills in political communication;
- Understanding of the political, economic, and social process from a historical perspective of El Salvador; and
- The conceptual and contextual framework of the cycle of public policies.

Based on online survey responses, the better understanding of political culture translated to actions in the workplace that led to more effective products as listed in Table 5 in EQ 4 below.

3.4.2 Conclusions

General

Based on the evidence previously presented, the ET drew the following conclusions related to EQ 3:

- The activity leaves four academic institutions (FUNDAUNGO, UCA, UDB, FLACSO) and a new citizen base capable of making independent electoral observation following international best practices. This is a very useful tool in potential scenarios where the future opposition parties are diminished and may have less presence than they have traditionally had in *Juntas Receptoras de Votos* to exercise counterweights during the electoral processes.
- The ability to conduct panel studies by FUNDAUNGO is relevant at a time of changes in political behavior in El Salvador, where citizen support for democracy as a political regime has been reduced by 50 percent in the last 20 years,²³ sympathy for the two main national political parties has fallen by 45 points,²⁴ and their combined legislative vote share has gone from 81 percent to 19 percent between 2006 and 2021.²⁵
- The activity provided FUNDAUNGO and the three academic alliance members with more up-to-date methodologies to conduct their research, a cadre of more experienced junior researchers to conduct research to advocate to improve or create public policy, and the experience of working with academic partners.
- With regards to public policy advocacy, no change was observed in FUNDAUNGO to move from its established think-tank role towards deliberate political advocacy using their products. Procedures for disseminating the information produced did not change, other than to add social media as a means of outreach; there was no evidence of adaptation of institutional practices to fit with the requirements of advocacy with political decision-makers. Although FUNDAUNGO organized events and some discussion groups with policymakers presenting a number of their publications, this did not constitute a formal advocacy strategy.
- The activity did not produce outputs for this purpose in time to take advantage of electoral opportunities. In addition, there was no evident increase in institutional knowledge of how key political stakeholders in public policy decision-making operate, nor of the timing when decision-makers may be motivated to use the information provided; and the activity did not deliberately follow up after information delivery. As FUNDAUNGO did not make internal adjustments to channel its considerable talents towards the robust advocacy of public policy issues, in the future, it is imperative to make key alliances with institutions or organizations whose mandate and toolbox are suited to this type of advocacy.

Young Emergent Leaders

Young participants from CSOs have been a good conduit to bring updated knowledge on political culture, particularly on public policy, back to their organizations. As seen above, youth tend to apply their new knowledge and skills in the work they perform.

Component I had the largest potential for impact since 73 percent of the sector came from CSOs. However, to have a greater impact the proportion of youth participants would have to increase. In this program, in terms of age, only 16.5 percent of the participants were youth from CSOs (119 persons,

²³ From 67 percent to 33 percent. Source: *Latinobarómetro* (2018).

²⁴ From 60 percent to 15 percent. Source: *La Prensa Gráfica* (several years).

²⁵ Source: TSE (2006, 2021).

55 percent women, 45 percent men). In Component 3, the Diploma Program had more young people participating, however, only 21 percent of young participants came from CSOs, 34 persons (55 percent women, 45 percent men).

3.5 EQ 4: HOW DO RECIPIENTS AND DECISION-MAKERS OF THE INSTITUTIONS WHERE THE RECIPIENTS WORK VALUE THE GOVERNMENT AND PUBLIC POLICY PROGRAM FOR EMERGENT LEADERS?

3.5.1 Findings

General

The evaluation revealed strong consensus among respondents from the institutions where the course participants worked that the Diploma Program contributed to strengthening participants' professional capacity, as well as their institutions, by providing participants with relevant and useful knowledge tools. In total, 109 people completed the activity (68 percent of total participants, 50.5 percent women, 49.5 percent men), 52 of whom were young adults (32 percent of total participants, 63 percent women, 37 percent men).

Online Component 3 survey participants considered the Diploma Program content useful in the workplace, according to 84 percent (37 percent women, 45 percent men, 2 percent transgender). This sentiment was also strongly reflected in the activity's systematization of the course,²⁶ where the participants interviewed felt they put the training received to use in their institutions concretely as, in a number of cases, the participants already occupied positions of influence and decision-making roles. However, in the FGD with course participants (see following section), the perception of the level of usefulness of the course dropped to 42 percent with vulnerable groups respondents, a finding which merits future analysis. While it was not possible to interview other decision-makers and staff in those institutions, course participants and directors noted that the fact that these institutions consistently returned staff to the courses for training reinforced that they valued the capacity building offered.

Participants were able to apply knowledge derived from the course in a wide range of concrete areas, testifying to the relevance and utility of the course content. Among Component 3 survey respondents, 95 percent found the Diploma Program useful and provided specific examples. The range of applications included: training peers and/or members of their organizations (19 percent); strengthening the analytical capacity on current social reality to formulate policy solutions (17 percent); preparing public policy proposals (14 percent); preparing recommendations, action plans, and strategies to make decisions in municipal councils (9 percent); improving political participation by joining other CSOs (7 percent); developing more effective social and political communication activities (4 percent); preparing projects to lobby and train leaders (2 percent); and making efforts to present public policy proposals and their implications in the electoral process (2 percent).

Table 5: Examples of Use of the Knowledge Acquired in the Diploma Course by Young Persons

CSO Youth Participant Use of the Knowledge Acquired in the Diploma Course
Political analysis in different areas of participation
Contributing to research linked to monitoring of public policies related to citizen security
In organizational activities, promoting youth citizen participation in different political processes (training content)
Performing daily analysis of the political system
Formulating projects

²⁶ Solís, Claudia. 2021. *Informe de Sistematización del Diplomado en Gobierno y Políticas Públicas. Informe de consultoría elaborado para la Fundación Dr. Guillermo Manuel Ungo*. San Salvador, 19 de marzo de 2021. The process of data collection for the systematization was carried out through a cycle of interviews with the main actors of the Diploma (coordinators, directors, professors, panelists, young graduates of the Diploma, and institutions/organizations or people who nominated said young people), collective interviews with the management and coordination team, and a focus group with young participants.

Analyzing public policies in social and economic matters
Increasing involvement in political discussions in the last elections
In an investigation on forced displacement in Chalatenango, relating what was learned regarding the role of the Salvadoran state
Speaking to different people about the political scenario of the country and the possible future scenarios
Facilitating political training for other organizations

Source: Commentary by FGD Participants from the Diploma Course.

Participants particularly valued the Diploma Program as it filled an important gap—there are few opportunities to receive rigorous political training from highly experienced analysts and experts.

The Diploma Program should continue, according to three informants, because:

“...the content is very useful, allows understanding and to know how the political, social and economic system of the country works...” (Female youth, Online Survey)

“...there is a lack of political training among the citizens and very little credibility in democracy...” (Female youth, Online Survey)

“...the work of traditional political parties to strengthen leadership capacities and participation [is] going through a crisis greater than the one lived two years ago...” (Female Youth, Online Survey)

Participants pointed to a range of unique features in the Diploma Program that made the experience particularly effective and powerful, among them the plurality/diversity of the participants, many of whom had little previous exposure to persons with differing political views and positions, and an atmosphere of tolerance and non-confrontation generated by the course organizers/implementers, a discussion environment that is rare in a national political context of significant polarization. Other highly valued components of the course were modules on public policy management; juridical and constitutional matters; a rigorous analysis of current economic and political challenges; the structure of the State, its institutional functions, and the relationship between them; and strategic political communication.

Young Emergent Leaders

According to young Diploma Program participants, the program has been useful to the institutions that nominated them to the various courses. According to a key informant that has remained in contact with program participants, Component I beneficiaries are participating in municipal councils, some as council members and others as advisors. Their interest in electoral politics awakened when, during the program, they realized their problem was part of a larger problem, that the political party logic was no longer a valid response, and that advocacy was required.

Among CSOs at the municipal level, a participant from a local women’s organization who worked on an agenda to prevent teenage pregnancies reported that her organization gained municipal recognition for its work in that area as a result of her participation. The organization brought the issue of teenage pregnancy to the municipal council and, even though the municipality did not respond, the organization put the issue in its own agenda and developed a line of action to conduct advocacy and education and prevention activities with girls in three municipal schools. The organization’s advocacy efforts also gained national recognition and the support of the network of local councils for municipal accountability of the Law for a Life Free of Violence of the Salvadoran Institute for the Development of Women (ISDEMU).

A Component 3 female key informant, who is a member of a young political party, became a municipal council member, where she applied what she learned in the Diploma Program. In addition, her party welcomes her new knowledge and encourages her to participate in other programs, which led to participation in an ISD program on social accountability. The knowledge gained in both of these trainings helped her party to advocate for municipal projects.

A young male participant of the Diploma Program stated that he believes these courses should become permanent in nature, and that follow-up courses should become available for those who have already taken the Diploma Program, particularly if participants are now in elected positions. He noted that out of 25 to 30 participants in his course, six or seven were elected to positions during the last elections, declaring that they need to continue strengthening their knowledge of the topics, since *“the national situation is evolving and as young persons we need to be in the vanguard of these issues.”*

The online survey for the Diploma Program had 46 respondents or 28.6 percent of the 161 participants that completed the program. Young respondents represented 63 percent (29) of total respondents (45 percent women (13), 55 percent men (16)). Among the perceptions of the respondents, they found the Diploma Program content useful in the workplace, according to 91 percent (41 percent women, 48 percent men, 2 percent transgender) of all Component 3 online survey respondents. However, this level dropped to 52 percent among vulnerable groups’ respondents. Among vulnerable groups, the uses in the workplace of the knowledge acquired included applying an improved analytical capacity to their work; using it in the preparation of law initiatives for the Legislative Assembly or in advocacy proposals; replicating the knowledge among colleagues, especially in CSOs; improving the organization’s political participation when articulating with other CSOs; and incentivizing other youth to take a political stand on issues that matter to them.

The majority of survey respondents said no new areas of work have been opened as a result of their new knowledge (63 percent, 24 percent women, 37 percent men, 2 percent transgender). However, 37 percent said that new areas had opened (17 percent women, 20 percent men), including 22 percent among vulnerable groups.

Among young survey respondents, 24 percent (seven) (9 percent women (three), 15 percent men (four)) provided examples of new areas of work that have opened as a result of knowledge gained during the Diploma Program. These include: studies or analysis of public policies, a new popular election post, a commission of political affairs, a Communications Team, a Health Project officer, application of the Sustainable Development Objectives (SDOs) in enterprises, joint project planning teams, and, from a LGBTI participant, monitoring security policies as a priority issue. Among the 37 percent of adult respondents, they reported seeking new training processes, training, and methodologies for Tables for Dialogue with active listening.

3.5.2 Conclusions

General

Based on the evidence previously presented, the ET drew the following conclusions related to EQ 4:

- This course, highly valued by the participants, provided training in a range of thematic areas that participants were able to translate into practical use in their respective institutions, highlighting the course was relevant, practical, and well-tailored to participants’ needs.
- Component 3 survey respondents provided information about capacity-building impact that could be tracked during course implementation through built-in monitoring mechanisms that measure impact in capacity building, rather than systems that track participation numbers, the utility of which is limited.
- Given the significant growth of CSOs over the last decade, and the paucity of political training opportunities, there is space and need for FUNDAUNGO to disseminate and share the results of this component more broadly.

Young Emergent Leaders

The activity's training courses have provided young people with the motivation to act as agents of change within their organizations or workplaces and put the knowledge they have gained into practice in diverse activities.

Among youth key informants, women in particular, knowledge continued to be applied toward advocacy, toward planning and implementing programs that help to resolve issues of concern, and toward supporting diverse actions in the work of their organizations, including training peers. The respondents were participants who have chosen to remain engaged in citizen advocacy. Anecdotal evidence strongly suggests that the activity has positively impacted the lives of many young women and men and steered them into active citizen roles through their organizations or in the municipal and public institutions where they work.

3.6 EQ 4.1 WHAT ARE THE HINDRANCES AND BARRIERS THAT RECIPIENTS FACE IN APPLYING THE NEW KNOWLEDGE GAINED THROUGH THE GOVERNMENT AND PUBLIC POLICY PROGRAM FOR EMERGENT LEADERS?

3.6.1 Findings

General

The majority of respondents did not feel significant barriers to their application of the new knowledge obtained in the Diploma Program. Statements from both the FGD and online survey confirmed that participants perceived few barriers. In the online Component 3 survey, 85 percent of respondents were able to apply the new knowledge acquired in the Diploma Program (39 percent women, 46 percent men), including 39 percent of the youth group (26 percent women, 33 percent men). Fifteen (15) percent responded they could not use the new knowledge (2 percent women, 11 percent men, 2 percent transgender). Among the vulnerable groups, 48 percent were able to apply the new knowledge and 7 percent were not (4 percent rural men, 2 percent transgender woman). In fact, many recipients felt that they were well-placed within their institutions, including in positions of decision-making, to make active use of the acquired knowledge. The major hindrance noted by respondents was the rigidity and closed nature of the political party systems.

The constraints to greater application of new knowledge also included the wider environment in which the participants were embedded. A study²⁷ of the program noted that: *"The sustainability of the impact depends on the course offering, the strategies for recruiting and selecting young participants, but also depends on the socio-political conditions of the wider setting,"* with one CSO leader noting that *"in organizations where the graduates work don't already have a space where they can be heard, and where they can contribute with their new training, and due to the structure of these institutions, particularly political parties, they might find it impossible to make use of their new capacities. The traditional political parties in the country are not characterized by innovation or openness to change."*

KIs revealed that among political party emergent leaders, a hindrance that has surprised young leaders is that not all they learned can be put into practice because there are established party lines for the discourse and actions to follow. Youth saw the lack of democratic processes within political parties and older adult-centeredness as barriers preventing them from applying their new knowledge. According to KIs, in CSOs, the application of the knowledge acquired by young leaders of both sexes did not face barriers.

While the online survey conducted by the ET regarding the Diploma Program provided useful insights regarding how recipients valued it, program participants felt strongly that a mechanism to measure and evaluate the results of the training as the course advanced was important, as well as follow up to analyze the sustainability of the training and its long-term utility. During the third year of the activity, three

²⁷ Solís, Claudia. *op. cit.*

“Encounters for Diploma Graduates” were held for all alumni/ae of the course to provide a master lecture on a contemporary issue and to share experiences on the utilization of participants’ acquired knowledge, a space that was considered highly useful by participants. While these events constituted an important follow-up activity, M&E mechanisms would have offered FUNDAUNGO important real-time feedback on how the program can be strengthened and enhanced along the way to create opportunities for greater long-term impact.

Young Emergent Leaders

In the Diploma Program, most online survey respondents did not perceive any barriers to the application of acquired knowledge. Rather, they were enthusiastic about having applied it to different aspects of their work. For example:

- In the online C3 survey, respondents applied the new knowledge acquired in the Diploma Program according to 85 percent (39) (39 percent women (18), 46 percent men (21)). This included 59 percent (26 percent women (12), 33 percent men (15)) who were youth.
- Only a few adult men between 30 and 35 years old said they experienced barriers, according to 6 percent (three) (4 percent men (two), 2 percent transgender women (one)). The barriers stated were: Little is done on public policies at work (one male), lack of resources to replicate the knowledge or places where to do it (one LGBTI and one male).
- The primary motivation of young emergent leaders for taking the Diploma Program was mainly to acquire knowledge of the public policy cycle and how the political system works, according to 36 percent (18), (14 percent young women (seven), 22 percent young men (11)); or to strengthen their political leadership capacity, according to 10 percent (five), (2 percent young women (one), 5 percent young and adult men (three), 2 percent adult transgender (one)).
- The majority of survey participants found that the course served their stated purpose, 67 percent of survey participants (22 percent women, 43 percent men, 2 percent transgender), and 30 percent among vulnerable groups, reported their motivation was fulfilled. Respondents claimed: “I learned the cycle of public policies and learned their process and how they influence social development,” the course “exceeded expectations especially with the learning regarding political communications,” and “I strengthened my network of contacts.”
- There was satisfaction with the course content among 89 percent of participants (35 percent women, 52 percent men, 2 percent transgender) and 82 percent among vulnerable groups.

Furthermore, respondents expressed satisfaction with the educational opportunities provided in the online surveys for Components 3 and 4. In addition, KII responses indicated that there are few opportunities available to acquire this type of knowledge for young leaders with political aspirations.

3.6.2 Conclusions

CSO participants faced the fewest barriers in the application of the training to challenges in the workplace, while those participants linked to political parties faced the greatest impediments to making use of their new knowledge. This is not surprising as there is substantial evidence of resistance to change, lack of internal democracy, and absence of innovation and generational transformation within the traditional political parties in El Salvador. The evidence also suggests that CSOs can make better use of such political training, including building more effective institutional alliances to effect change.

Emergent young leaders have encountered few barriers. Their satisfaction with the training and its usefulness has generated demand for more training in political culture and public policy, particularly when the trainings are oriented to solving problems through public policy formulation. This demand extends to men, women, and vulnerable groups, whether they work in advocacy in their CSO or as aspiring candidates in political parties.

4. GENERAL GENDER AND INCLUSION CONCLUSIONS

4.1 RESULTS FOR YOUNG WOMEN AND MEN

The activity has generated assets to invest in future youth interventions for advocacy, political participation, and government accountability. These consist of:

1. *Human capital*: Training 674 young women and 652 young men emergent leaders with the knowledge, tools, and skills to participate in public policy processes; strengthening their abilities to become active members of CSOs or political parties or to act more purposefully within a public institution, as elected officials in government, or as individual citizens.
2. *Effective practices*: Developing new, effective practices to reach, recruit, and select emergent young leaders from diverse population groups at both the municipal and national levels, thus opening up access to female and male leaders from formerly excluded population groups.
3. *Knowledge content*: Developing and implementing educational content, teaching methodologies, and training programs for different stages of the public policy formulation and advocacy cycle, for the municipal level (in Component 1) and national level (in Components 3 and 4).
4. *New skills*: Using the panel survey methodology that could be applied to track the perceptions of potential migrant population groups.
5. *Social capital*: Leaving behind: a) alumni from each of the courses that can be gathered and strengthened to form networks for advocacy of shared issues; and b) a wide range of alumni from various sectors of civil and public society who thus can form networks for advocacy from different settings.

4.2 OVERALL ACTIVITY PERFORMANCE ON GENDER AND INCLUSION

The activity has met the gender equality and inclusion indicator targets established in its MELP, surpassing the targets in the areas of gender equality and youth participation. It also has included a broad section of territories, organized sectors of society, and, in the latter part of the activity, other vulnerable groups. The only area where gender equality was not met was in the composition of the teaching staff of the Diploma Program, particularly for courses related to political culture and electoral politics, where the gender gap was 34 percent of the listed 24 professors, particularly for the courses related to Modules I (Provision of Theoretical Tools to Strengthen Understanding and Analysis of the Political System) and II (Provision of Knowledge on the Institutional Legal Framework Upon Which the Salvadoran State is Based).

This evaluation shows that performance monitoring indicators on gender and inclusion both act as an incentive to perform and enriches the information and knowledge generated.

Inclusion of key women's issues in the municipal citizen agendas and in the research study on women in politics supported women empowerment objectives. The research studies all incorporate sex disaggregation and remarked on gender gaps. However, they did not explore issues that lead to identifying gender roles and equality in the research matter and did not apply gender analysis domains that would lead to more profound recommendations, for example in the study on school violence.²⁸

The activity design did not include fulfilling Automated Directives System (ADS) 205 requirements in the application of the Gender Equality and Empowerment Policy, nor did it set targets for the participation of vulnerable groups. Thus, the evaluation cannot state that these terms were not met, since the Cooperative Agreement did not include them in the targeted requirements.

²⁸ As stated by the researcher, if there had been a gender focus included in the research conceptual framework, there would have been an opportunity to expand on some observations related to the gender analysis matrix.

Nevertheless, the activity has missed opportunities to apply a gender and inclusion perspective, particularly given the high-level academic standards applied to the work produced and FUNDAUNGO's own established gender and inclusion norms. Some achievements and omissions include:

- While the activity improved the process of recruitment and selection to make it increasingly inclusive and gender-balanced (thus meeting indicator targets), it did not develop research frameworks that incorporated gender analysis into the investigations conducted for electoral reform and for public policy proposals.
- The terms of reference for trainers or researchers, or for the development of training content did not include as a criterion “to have experience in the application of a gender perspective and gender analysis in the performance of their tasks.”
- In addition, it was not institutional practice to share with the rest of the staff training that USAID made available to monitoring personnel during the life of the activity on Gender and Inclusion for IPs.²⁹

In interviews, the activity staff acknowledged that efforts to apply gender and inclusion analysis in the research were hampered by insufficient knowledge and lack of technical assistance. Management informants cited meritocracy as an institutional recruitment policy and the reason for majority male teaching staff in the gender balance for the Diploma Program. Nevertheless, the content matter could have been reviewed by gender specialists to point out where it was important to address gender issues and to modify content.

4.3 GOOD PRACTICES AND LESSONS LEARNED FOR THE CDCS 2020–2025 PROGRAMS

In the context of the CDCS 2020–2025 goal and its three Development Objectives (DOs), this activity has developed relevant practices for gender equality and inclusion that can be applied during the extension phase of the activity and in upcoming USAID program initiatives.

The activity's success in recruiting diverse vulnerable groups for the Diploma Program, and the subsequent performance of these groups, shows that compliance with USAID policies for gender equality and inclusion of vulnerable groups can promote more effective advocacy results. Key to achieving these more effective advocacy efforts are the mechanisms for reaching targeted beneficiaries, which is something that this activity was able to do successfully.

The practices developed by the activity relevant to achieving the DOs of the CDCS 2020–2025 are (these are excerpts cited from the document):

- *Requirement of DO 1: Security Increased for Likely Migrants*, to target the most vulnerable individuals (i.e., likely migrants) and their communities; to develop strategies to improve national and municipal government services provided to vulnerable individuals and communities; and to empower individuals and communities to advocate for the policies, programs, and services they need to improve safety and security. Useful activity results are:
 - Component 1 developed practices for targeting and selecting citizens that include those most vulnerable, and for training these citizens to identify their priorities and make alliances to formulate proposals and advocate for them in their local governments.
 - Component 3, with the Diploma Program, included leaders from vulnerable groups and trained them in political culture and public policy, whether to serve as elected leaders through

²⁹ As part of the Monitoring, Evaluation and Learning (MEL) program, USAID through the Initiative for MEL, provided training for monitoring staff of IP and supported a Gender and Inclusion Collaborative Learning and Adaptation group from 2017–2018.

political parties, to advocate as citizens in their CSOs, or to serve as officers in public institutions.

- *Requirement of DO 3: Government Responsiveness, Accountability and Transparency Improved, “to strengthen targeted municipal governments’ and municipal associations’ abilities to plan, pay for, and deliver key security, business and municipal public services to citizens,” coupled with “to build on a strong civil society foundation to promote more active and vibrant citizen advocacy groups, and more representative and responsive political parties.”* For this DO, useful activity results are:
 - Component 1 developed skills in identifying, researching, and formulating citizens agendas, and training municipal councils to make use of citizen participation to formulate municipal policy and programs. These skills will enable vulnerable groups to advocate locally for better programs.
 - Component 3 provided skills to emergent leaders to take up roles in political parties and CSOs and to advocate for their communities at a national level.

To be truly useful, these opportunities require linking leadership training programs for adolescents to other programs like those in this activity, targeting the more vulnerable groups. This means coordinating with the supply of other leadership training among NGOs such as World Vision, Plan International, and Save the Children, among others, which are already working to train girls and boys and incorporate more political culture and electoral politics content in leadership training for adolescents.

- To complement the opportunities to strengthen leadership and advocacy of youth in vulnerable groups, think tanks, in their public policy investigations, can make their research more inclusive by disaggregating data to unveil evidence of how problems affect different segments of the population.

In addition, the activity introduced the panel survey methodology, which according to a researcher who participated in its implementation, is well suited to track changes in perception in potential migrant populations.

5. RECOMMENDATIONS

5.1 ON ELECTION MONITORING

- To maintain scientific rigor of electoral observation and further disseminate the results, FUNDAUNGO should seek alliances with specialized partner institutions dedicated to advocacy to strengthen the clarity with which findings and recommendations of election monitoring reports are presented.
- To maintain and increase the capacity for independent electoral observation, FUNDAUNGO should maintain periodic contact with trained electoral observers and supervisors between election years to avoid losing installed capacity in human resources. Small trainings or other projects, such as electoral research field work, can be sought to maintain a relationship with observers over time.

5.2 ON POLITICAL CULTURE UNDERSTANDING

- FUNDAUNGO should conduct workshops and interviews with potential audiences (such as political parties) prior to a study’s elaboration in order to investigate questions, hypotheses, and information demands that actors (e.g., political representatives or journalists) may have. This would aid providing potential audiences with feedback on their questions and increase the effectiveness of the study.
- To maintain and increase the capacity to measure changes in political behavior on an ongoing basis, FUNDAUNGO should continue implementing panel studies and analyze the relevance of sampling in

greater depth for monitoring political behavior—e.g., once a year over a five-year time horizon or sample each electoral event ex ante and ex post.

- Given the significant growth of CSOs over the last decade and the paucity of political training opportunities, USAID should continue support for courses, such as FUNDAUNGO's Certificate Course in Government and Public Policies, which are oriented toward emergent leadership in CSOs and political parties.
- Given participants' positive responses, FUNDAUNGO should consider making their Certificate Program permanent, and possibly enlisting other institutions to hold courses that are similarly politically and academically robust.

5.3 ON ELECTORAL REFORM AND PUBLIC POLICY AGENDA

- FUNDAUNGO should ensure alignment in the timing of products and the electoral process as a principal finding of this evaluation was that the timing of the elections and reports did not necessarily line up.
- USAID and FUNDAUNGO should take the calendar and political agenda of the political parties into full consideration when preparing electoral reform proposals to better find middle ground between civil society's vision of electoral reforms and that of the political parties, especially when defining the scope of reform. Alliances with specialized partner institutions dedicated to advocacy or lobbying may be helpful in this phase of the advocacy process.
- USAID should employ advocacy manuals to establish standard procedures for public policy document formulation. Such documents may help FUNDAUNGO design a more structured advocacy process, with clearly defined steps, such as: stakeholder mapping phases, analysis of the needs of campaigns and political actors, analysis of decision-making spaces, analysis of influence channels, definition of the influence strategy and activity plan, among others.

5.4 ON COMMUNICATION AND OUTREACH STRATEGY

- To maintain the scientific rigor of the information produced and use it more effectively, FUNDAUNGO should seek alliances with institutions specialized in communication campaigns in traditional and digital media (e.g., media agencies) to more effectively present findings and recommendations.
- FUNDAUNGO should ensure that communication teams produce different versions of published documents, taking into account editorial guidelines (e.g., tailoring/targeting findings to different audiences, using examples to illustrate points, comparing situations between countries and years, using simpler language, infographics, etc.).

5.5 ON PROMOTING MORE PARTICIPATORY AND INCLUSIVE PUBLIC POLICIES AT THE LOCAL LEVEL

- FUNDAUNGO should ensure that course-based activities for CSOs incorporate M&E mechanisms in their design both to provide real-time feedback from trainers and participants during the course, and to later measure the impact and quality of training to identify lessons learned and means to assess the sustainability of the actions.
- For training courses which include both public policy design as well as advocacy objectives with municipal actors and political parties, FUNDAUNGO should include post-course follow-up support activities for developing and presenting civil society proposals, as advocated by the participants. This requires including robust advocacy activities for the necessary lobbying phase in the design of the activity for courses in future, such as for the elaboration of citizen agendas for civil society groups. If advocacy support is not part of the toolkit, ensure CSOs actively partner with organizations which have developed or focus on this crucially important skill.

5.6 ON GENDER AND INCLUSION

5.6.1 To USAID:

- Ensure good IP performance by including custom-made indicators for gender and inclusion in the MELPs to measure targets set for the groups most vulnerable to irregular migration and measure activity results that are appropriate to their situation.
- Promote the establishment of a community of practice among IP technical staff that includes COPs, DCOPs, and especially technical and M&E personnel, to promote the exchange of promising practices that can be adapted to improve performance, particularly on how to reach and work best with vulnerable groups.
- Promote among IPs the formation of communities of practice among young leaders to share knowledge and experiences in public policy and political culture.
- In future activities of this nature, include expertise in the application of gender and inclusion analysis according to ADS 205 and ADS 201 and ADS 201mab in the terms of reference for technical personnel, such as:
 - Criteria for recruitment of trainers and researchers;
 - Requirement to apply gender and inclusion analysis in the development of teaching material content; and
 - Requirement to apply gender and inclusion analysis in the framework of research, data collection, and analysis for investigations as well as for in the formulation of recommendations.
- Promote the panel survey methodology in tracking opinions among potential migrant populations, to track the impact of the programs in their motivation and desire to migrate.

5.6.2 To FUNDAUNGO:

- Expand its inclusion institutional policy to add vulnerable groups, such as persons with disabilities, indigenous people, and LGBTI individuals, to the broad definition of socioeconomically and territorially excluded populations currently used.
- Provide gender and inclusion capacity-building to staff and associates; adopt gender and inclusion analysis as a new area of knowledge for the institution; strengthen the knowledge and skills of permanent staff and associates in gender theory and gender analysis; and develop gender and inclusion research practices that address the causes of inequality in public policies, and thus make proposals more feasible to adopt, as they would be appropriate for a wider population.
- Develop and share promising inclusion practices as knowledge products, such as:
 - Guides for the recruitment and selection processes developed in Components 1 and 3; and
 - A guide for fostering a respectful environment for discussion, exchange, and debate among participants from different sectors of society, thus promoting a more inclusive, peaceful, and productive democracy.
- Expand its talent roster by recruiting and selecting a database of young researchers (women and men) in political culture and electoral politics, who are competent in approaching topics with a gender and inclusion perspective, and who can be called upon to teach courses, or at least review lectures, with a gender perspective for other experts.
- Review the course content for the Government and Public Policy and Monitoring and Evaluation of Public Policy courses and identify topics where a gender and inclusion perspective would enhance public policy and strengthen the content of those topics with these perspectives.

ANNEXES

ANNEX I: STATEMENT OF WORK

STATEMENT OF WORK (SOW)

USAID/EI Salvador Final Performance Evaluation of the USAID Promoting Citizen Participation in Public Policy in El Salvador

A. Purpose of the Evaluation

The purpose of this Final Performance Evaluation is to inform USAID/EI Salvador on: 1) the contribution of USAID to improve the citizen participation in electoral processes 2) the level of satisfaction that beneficiaries have regarding the trainings received, and 3) how the civil society organizations have more capacity to monitor electoral processes. In addition, the evaluation will serve to provide empirical evidence on management issues and will document learning and continuous improvement.

The principal audience of this evaluation will be USAID/EI Salvador, particularly Mission Management, the Democratic Governance and Security (DGS) Office, and the Regional Program Office (RPO). Other audiences inside USAID interested in the evaluation results are the Bureau for Latin America and the Caribbean; the Bureau for Policy, Planning, and Learning; and the Bureau for Democracy, Conflict and Humanitarian Assistance.

The Mission will disseminate the lessons learned and best practices identified in this evaluation to stakeholders to be considered for future similar activities. The Mission may even apply the recommendations of the evaluation in the newly awarded “Electoral Integrity and Political Party Strengthening Activity”, implemented by the Consortium for Elections and Political Processes Strengthening.

This Final Performance Evaluation is scheduled for the end of the second quarter of FY 2021, with approximately three months left of implementation of the activity. The evaluation will cover the period from October 26, 2017 through December 31, 2020.

B. Background Information

Activity	Implementing Partner	Award Number and Dates	Funding
Promoting Citizen Participation in Public Policy in El Salvador	“Dr. Guillermo Manuel Ungo” Foundation (FUNDAUNGO) Others: “José Simeón Cañas” Central American University (UCA), Don Bosco University (UDB), the Latin American Faculty of Social Sciences (FLACSO), and the National Democratic Institution (NDI)	AID-519-A-17-00004 October 26, 2017-June 30, 2021	\$4,996,209

The purpose of the Promoting Citizen Participation in Public Policy in El Salvador Activity (“the Activity”) is to contribute to improve democratic governance by promoting more participatory and inclusive public policies and the integrity and transparency of electoral processes and improve the capacities of leaders and civil society’s organizations (CSO) so they can participate and have an influence on the electoral processes and on the setting and formulation of public policy agenda.

The activity has three intended results:

R I. Civil Society’s stakeholders prepare citizen agendas and public policies proposals and present them to the political parties, their candidates and to the government authorities.

R2. Academic and civil society organizations with strengthened capacities to carry out an independent monitoring of the electoral process for the cycle 2018/2019, and also to formulate a set of proposals to improve the electoral system and process.

R3. Leaders and members of civil society's organizations with improved understanding of democratic governance, citizen rights and the public policies' cycle.

The activity has four components:

Component 1. Elaboration of citizen agendas and spaces for discussion with candidates for Mayor and municipal councils: construction of citizen agendas from groups which contribute to aggregate interests and preferences of sectorial and thematic local groups and promote a framework for debate in which the candidates from the political parties can get to know them and assess the incorporation of some proposals in their respective electoral platform. Citizen agendas address and describe one or more concerns from interest groups and develop options for solution that could be presented to the candidates in a space for discussion; the agendas may refer to local issues such as access to public services and specific opportunities, or issues with a complex approach such as discrimination, abuse, or participation rights.

Component 2. Monitoring of the electoral processes (2018-2019) and formulation of electoral reform proposals: electoral process (institutions - permanent and temporary organisms), electoral register, call, registration of candidates, electoral campaign, counting and electoral report transmission, and final results), participatory evaluation of the electoral process, and preparation and dissemination of technical studies (papers) about the electoral system and the electoral processes.

Component 3. Certificate Course in Government and Public Policies: The "Certificate Course in Government and Public Policies" is a learning activity oriented toward the emergent leadership in the CSOs and political parties that has three purposes: (i) Develop capacities for a better understanding about the government, the political system and public policies; (ii) develop some practical capacities for the political analysis; and (iii) create a plural forum of respectful exchange between the participants.

Component 4. Presidential Agenda: The "Presidential Agenda" is an initiative that aims to develop and promote in a participative way a set of proposals in key and strategic topics of public policies, developed by specialists based on technical and rigorous diagnoses, consultations with civil society organizations.

C. Evaluation Questions

The following four main evaluation questions, **in priority order**, have been identified by USAID/EI Salvador. The Evaluation Team should answer them and clearly present them in the Final Report in terms of how they relate to the evaluation purpose. The Evaluation Team should answer the sub-questions separately in the report and use the data collection and analysis of the sub-questions to answer the main questions. In addition, the Evaluation Team should incorporate, to the extent feasible, analysis of possible differences associated with gender or social groups, particularly historically excluded groups (youth, people with disabilities, indigenous populations, etc.), and report these separately for men and women. As an example, the Evaluation Team should consider gender, age, or other social-related barriers when analyzing the obstacles to apply new knowledge in the country.

1. What have been the most significant intended and unintended results achieved by USAID in terms of a) election monitoring, b) political culture understanding, 3) participatory public policy processes, and 4) youth education?
2. To what extent has the activity influenced the electoral reform and policy agenda?
 - 2.1 To what extent did the activity's communication and outreach strategy contribute to influencing the electoral reform and policy agenda?
3. To what extent has USAID developed capacities of CSOs to better understand political culture and monitor electoral processes?

4. How do recipients and decision-makers of the institutions where the recipients work value the Government and Public Policy Program for Emergent Leaders?

4.1 What are the hindrances and barriers that recipients face in applying the new knowledge gained through the Government and Public Policy Program for Emergent Leader?

D. Evaluation Methodology, Data Collection, and Analysis

For this performance evaluation, a non-experimental mixed-methods design that combines a comprehensive, rigorous analysis of existing quantitative data with customized qualitative techniques designed to elicit primary data from a wide range of counterparts, partners, beneficiaries, and stakeholders is recommended. This approach allows for triangulation of complementary data to elucidate linkages between activity inputs and outputs. The Evaluation Team should consider a range of possible methods and approaches for collecting and analyzing the data to address the evaluation questions thoroughly. The use of participatory methods and activities that will enhance collaboration and dialogue among counterparts is required. Further, data collection and analysis methods should follow applicable Institutional Review Board (IRB) guidance on data security to ensure safety and confidentiality of all individuals providing data or information for the purposes of the evaluation.

The finalized evaluation methods and approaches, data collection plan and analysis will be included in the Evaluation Plan submitted to USAID for revision and approval before field visits and data collection begin (see Deliverables section below). The method(s) proposed should comply with the USAID Evaluation Policy.

The data collection plan for this evaluation will include, **at a minimum**: i) a desk review of relevant documents such the Cooperative Agreement and work plans; Monitoring, Evaluation, and Learning Plan; Performance reports; and studies or papers prepared; and ii) key informant interviews and/or focus group discussions promoting equal opportunity of participation of women and men when applicable. USAID/EI Salvador expects both qualitative and quantitative data to be collected; and the results will be coded, triangulated, and analyzed for content. The Evaluation Team is encouraged to propose additional/alternate data collection and analysis methods in the Evaluation Plan that they consider can yield stimulating, robust evidence in answering each of the evaluation questions.

Data collection shall be systematic and data must comply with the five data quality standards of validity, integrity, precision, reliability, and timeliness. Specific interview, survey, and/or focus group protocols will be appended to the Evaluation Plan and finalized with approval from USAID/CAM; the questions should be used to answer the evaluation questions listed in this document and address the purpose of this evaluation.

All data collected in response to the evaluation questions must have as much level of disaggregation as possible. At a minimum, and per USAID Gender Equality and Women's Empowerment Policy, all data must be disaggregated and analyzed by sex, as well as analyzed for any differences between effects on men and women or male and female participation.

Desk review of relevant documents

USAID/EI Salvador will provide the Evaluation Team with all relevant documents, such as the cooperative agreement between USAID and FUNDAUNGO and its amendment(s) including the expected results, performance reports stating the results achieved, etc. The Evaluation Team must review these documents and other existing literature provided by USAID/EI Salvador and others in preparation for the initial team planning meetings and before meeting with local stakeholders for interviews. The Evaluation Team is expected to review these, make their own contextual literature research, and create a Review Matrix to be delivered to USAID/EI Salvador as part of the final Evaluation Report. The Review Matrix should indicate how key information extracted from reviewed documents and other methodologies is linked to each evaluation question.

At a minimum, the Evaluation Team shall review the following documents relevant to the Performance Evaluation. USAID/EI Salvador will provide these documents to the Evaluation Team:

- USAID/EI Salvador Country Development Cooperation Strategy 2020 - 2025
- Cooperative agreement and its amendments (if applicable)
- Monitoring, Evaluation, and Learning Plan
- Annual work plans
- Quarterly and Annual reports
- Communication and Outrage Strategy
- Technical studies and papers
- Proposals of electoral reforms
- Curriculum of the Certificate Course in Government and Public Policies and other training courses
- Citizen Agendas
- USAID/EI Salvador Youth Assessment
- USAID/EI Salvador Gender and Inclusive Development Analysis and its Supplementary analysis

Review of performance and context data

FUNDAUNGO has an activity-specific Monitoring, Evaluation, and Learning Plan that contains data collected on a number of performance indicators during activity implementation. The Evaluation Team will use monitoring data on performance indicators as part of the data analysis and should report on it in the Final Report as it relates to the evaluation questions stated above and satisfies relevant data quality standards.

Context data should be analyzed and included to the maximum extent possible when answering the evaluation questions. Examples of context indicators related to elections and democracy can be found in the Americas Barometer by the Latin American Public Opinion Project, Varieties of Democracy (V-Dem) Institute, and other sources.

Key informant interviews, surveys, focus group discussions

The Evaluation Team will interview stakeholders, through key informant interviews, group interviews, short surveys, and/or focus groups discussions. The Evaluation Team will include both men and women in the stakeholders' consultation processes. USAID/EI Salvador or FUNDAUNGO will provide key informant contact information once the evaluation begins.

At minimum, the Evaluation Team will collect information from:

- Key USAID/EI Salvador staff (Current and former Agreement Officer's Representative, DGS Backstops in RPO, DGS Management)
- FUNDAUNGO staff
- Representatives of FUNDAUNGO's partners (UCA, UDB, FLACSO, NDI)
- Graduates of the Certificate Course in Government and Public Policies
- Representatives of beneficiary CSOs
- Representative(s) of the Supreme Electoral Tribunal
- Representative(s) of political parties
- Representative(s)/Member(s) of the Legislative Commission for Electoral Reforms

The Evaluation Team is encouraged to interview other stakeholders as needed involved with similar projects (including other international donors) and other actors that can provide an insight into USAID programmatic impacts.

A sampling plan describing the selection process; such as purposeful, random, or a combination of approaches;³⁰ for organizations and stakeholders for key informant interviews, surveys, and focus group discussions must be included in the Evaluation Plan and Final Report.

Direct observation

In consultation with USAID/EI Salvador and FUNDAUNGO, the Evaluation Team will select, if applicable, relevant opportunities for direct observation. Selection should be based on the sampling plan developed for the Evaluation Plan and included in the Final Report.

The Evaluation Team may conduct direct observation at events hosted or by the activity during the fieldwork period of the evaluation. The Evaluation Team can use these events to talk with stakeholders and beneficiaries, conduct interviews, and collect additional data as evidence to answer the evaluation questions. USAID/EI Salvador and FUNDAUNGO will provide the Evaluation Team with a list of events once the evaluation begins, if appropriate.

Team planning meetings

An initial team-planning/kick off meeting will be held virtually between USAID/EI Salvador and the Evaluation Team and between FUNDAUNGO and the Evaluation Team before the submission of the Evaluation Plan so that USAID/EI Salvador can clarify any questions from the Evaluation Team, expectations, and guidelines. The expected results of this meeting are to:

- Clarify each team member's role and responsibilities
- Confirm the anticipated timeline and deliverables
- Discuss data collection tools and methodologies by evaluation question to be presented in the Evaluation Plan
- Identify communications logistics and how the Evaluation Team, USAID/EI Salvador, and FUNDAUNGO will communicate with each other

Additional meetings may be held as deemed necessary by USAID/EI Salvador and/or the Evaluation Team.

E. Deliverables

It is estimated that no more than 70 working days of services from the starting date of the evaluation (100 calendar days) will be required to complete a high-quality evaluation as required under this SOW. During that time frame, the evaluation team shall submit the following deliverables:

- I. An **Evaluation Plan**, in Word Gill Sans font³¹ size 12, to be completed by the Evaluation Team after the Team Planning Meetings, no later than 15 calendar days after the starting day of the evaluation. USAID will receive the Evaluation Plan via electronic mail and review it to provide comments no later than five (5) working days after receiving the document. The Evaluation Plan will provide details of how the various deliverables, tasks, and activities will be undertaken. It must include at least:
 - Activity description;
 - Evaluation design,³² and the explanation of why one design or mix of designs proposed is the most appropriate, its limitations, and how these limitations will be addressed;

³⁰ Some sampling approaches include quota sampling, proximity sampling, convenience sampling, theoretical sampling, typical case sampling, etc.

³¹ If the Evaluation Team does not have Gill Sans family available, they must use any other approved font as per the USAID Graphics Manual and Partners Co-Branding Guide.

³² Some examples of evaluation designs for performance evaluations include snapshot design, cross-sectorial design, before-and-after design, time series design, case study design, panel design, etc.

- A matrix summarizing the following information per each evaluation question:
 - Method(s) for data collection, data source, the explanation of why one method or mix of methods is the most appropriate, its limitations and the ways to address them;
 - Technique(s) for data analysis,⁶ the explanation of why one analysis technique or mix of techniques is the most appropriate, its limitations and the ways to address them.
- Data Management Plan describing the capture of data (for example, interview notes or live recording), storage and transfer, and how all data will be handled in such a manner as to protect the identities of informants in any situations where there are comments could potentially have a negative impact on their employment or security.
- Timeline and/or Milestone Plan, including tentative starting time for data collection and duration of each activity conducted under the evaluation;
- Drafts of data collection protocols, such as questionnaires or focus group moderator guide(s), interview scripts, consent form,³³ etc.;
- Evaluation Team composition, roles, and responsibilities;
- Location for the evaluation and Site visit plan, if applicable

If the Evaluation Plan includes key informant interviews, surveys, and/or focus group discussions, the Evaluation Plan should include the following information:

1. How the interviews/surveys will help to answer the evaluation questions
2. Who will conduct the interviews/surveys and why they are qualified to do so?
3. What the rationale and methods are for deciding the number, timing, and location of the interviews/surveys
4. How the participants will be selected and recruited
5. How the interviews/surveys will be recorded
6. How the interview/survey data will be analyzed and presented

The Evaluation Plan, particularly the data collection and analysis protocols, as well as interview and focus group guides, must be approved by USAID prior to the start of data collection and the field work. All interview protocols must be submitted in English and Spanish. The Evaluation Team will have another five (5) working days to make any changes. Once the Evaluation Plan is approved, the Evaluation Team will submit to USAID an electronic copy in PDF. Any subsequent change to the Evaluation Plan must be approved by USAID.

The Evaluation Team may provide USAID and the Implementing Partner with a preliminary briefing on the Evaluation Plan prior to the beginning of data collection.

1. Brief **weekly bullet reports of activities** submitted to the manager of this evaluation by electronic mail due every Monday by the close of business.
2. A **Preliminary Findings Briefing** for USAID, FUNDAUNGO, and other stakeholders that USAID/EI Salvador consider necessary on the preliminary findings identified by the Evaluation Team immediately after finalizing the data collection phase and before starting the draft report.

⁶ Some examples of data analysis techniques include parallel, conversion, sequential, multilevel, data synthesis, content analysis, contribution analysis, etc.

³³ If underage persons (less than 18 years old) will participate in this performance evaluation, the Evaluation Team must make sure to comply with all national regulations related to Child Protection.

According to the audience, the briefing may be conducted in English or Spanish. If the briefing were held in-person, only the Team Leader and local Team members would need to be present. If the briefing were held virtually, the whole team should attend. The Preliminary Findings Briefing will be used by the Evaluation Team as a feedback exercise to prepare the Draft of the Final Report.

3. **Co-creation workshop(s)** to draft the recommendations of the evaluation. The idea of the co-creation workshop(s) is to get inputs from USAID/EI Salvador, FUNDAUNGO, and other stakeholders on how the Mission can improve future election activities, based on the findings and conclusions. The Evaluation Team will define the number of workshops needed as well as the number of hours the workshops will last. Depending on the national sanitary conditions at the moment, the workshop(s) can be in-person or virtual. The Evaluation Team will be responsible to draft practical recommendations.
4. **A Draft of the Final Report** in Word, Gill Sans font size 12, submitted for review due no later than 35 calendar days after the approval of the Evaluation Plan via electronic mail. The Program Office in USAID/EI Salvador will be responsible for coordinating the peer-review process with different offices within USAID/EI Salvador and USAID/Washington and for distributing it to the implementing partner and other stakeholders for comments. USAID/EI Salvador will consolidate all comments and send the draft back to the Evaluation Team within 10 working days. At a minimum, and in accordance with the USAID Evaluation Policy and ADS 201, the Final Report and its draft versions must include the following sections:
 - Executive Summary of the purpose, background, evaluation questions, findings, conclusions, and recommendations (no more than five pages);
 - Evaluation purpose and questions;
 - Thorough description of the evaluation design and any challenge/limitations,³⁴ with emphasis on the timeliness and methods for data collection and data analysis;
 - Relevant data analysis tables;
 - Findings and conclusions drawn from the analysis of the findings;³⁵
 - Action-oriented, practical, and specific recommendations with defined responsibility for the action;
 - A dissemination plan of findings, conclusions, and recommendations to intended users of the evaluation, and;
 - Appendices:
 - Original SOW, annotated with any changes approved by USAID
 - Evaluation and data collection team composition and roles, with conflict-of-interest disclosures for all real or perceived conflicts of interest, if necessary
 - Data collection protocols and instruments including questionnaires and checklists
 - Review matrix of documents consulted
 - Meeting notes

³⁴ The Evaluation Team must identify (a) steps taken to mitigate limitations, and (b) how/whether the limitations affect any particular finding, conclusions, or recommendations.

³⁵ In moving from findings to conclusions, the analysis must be clear as to how findings are synthesized through different techniques such as divergence, convergence, and amalgamation; propensity; weighting; etc.

- Complete schedule of evaluation activities, meetings, and interviews
- List of individuals and organizations contacted, and sites visited
- Tables, graphs, pictures taken during site visits, maps

USAID/EI Salvador expects to receive a high-quality Draft Report from the Evaluation Team. USAID/EI Salvador will assess the quality of the Draft Report using the

Evaluation Report and Review Template.

1. **Final Report** in PDF, font Gill Sans size 12, no longer than 40 pages in its body, excluding the cover page; Table of Contents; List of Acronyms; and Appendices.

The approved Final Report must adhere to USAID's Evaluation Policy and ADS 201, Criteria to Ensure the Quality of the Evaluation Report,³⁶ and must be submitted in English and Spanish and have incorporated USAID's comments, as appropriate. The Final Report will be due to USAID/EI Salvador 10 working days after the Evaluation Team receives comments on the draft and no later than 90 calendar days after the start of the evaluation. Three high-quality printed, bound copies in English and Spanish of the Final Report must be submitted to USAID/EI Salvador within 10 calendar days of acceptance of the Final Report. Reports must be printed on both sides.

1. A **One-Page** summary of the evaluation purpose, findings, conclusions, and recommendations. The One-Page summary will be prepared in English and Spanish in PDF.
2. Any **raw data** (qualitative or quantitative) collected in electronic form (DVD or flash drive, in original format of Word, Excel, etc.) is due no later than 100 calendar days after the starting date of the evaluation. As per ADS 540, the Evaluation Team must submit to the Development Data Library (DDL), in a machine-readable, non-proprietary format, a copy of any datasets, and their codebooks and metadata, that are used (or of sufficient quality) to produce an Intellectual Work.
3. **Other deliverables** as identified during the Team Meeting and agreed to by USAID/EI Salvador and the Evaluation Team.

All reports and papers will be considered draft versions until they are approved by USAID/EI Salvador. These draft documents must be labeled with the word "DRAFT" in watermark.

Findings must be presented as analyzed facts, strong qualitative and quantitative evidence and data, and not based on anecdotes, hearsay or the compilation of people's opinion. To ensure unbiased findings, there is no guarantee that findings will be modified based on USAID suggestions. The Evaluation Team will research, investigate, and corroborate as objective any suggestion before it is incorporated in the findings, and the change will be noted in the draft document so as to have a record of the change.

All submitted reports and presentations must be thoughtful, well-researched, and well-organized documents, and objectively answer the evaluation questions. When writing the report, the Evaluation Team must remember the different audiences. The style of writing should be easy to understand and concise, while making sure to address the evaluation questions and issues with accurate and data-driven findings, justifiable conclusions and practical recommendations.³⁷ The Evaluation Team should clearly list any biases or limitations that exist during both data collection and analysis (selection bias, recall bias, unobservable differences between comparator groups, etc.). In addition, all real or possible conflicts of interest must be disclosed by each member of the Evaluation Team in writing.

³⁶ See ADS mandatory reference 201 maa, available at https://www.usaid.gov/sites/default/files/documents/1870/201_maa.pdf

³⁷ For additional information on the criteria to ensure the quality of Evaluation Reports, see the USAID's [How-To Note: "Preparing Evaluation Reports"](#), and Annex I of the USAID Evaluation Policy

When quoting an individual in any report, the Evaluation Team must always give the context or circumstances of the quote. Correcting a grammatical error in the quote may be valid, but not rewording an entire phrase. When translating quotes from one language to another, the Evaluation Team should do so in an idiomatic way and care must be taken to ensure that the tone of the translation is equivalent to the tone of the original. Quotes should be presented in their original language in report texts.

All reports must comply with the USAID Graphic Standards Manual and the ADS Style and Format Guide. Once a Final Report has been approved by USAID, the Evaluation Team will make it compliant and submit it to USAID's Development Experience Clearinghouse (DEC).³⁸ The Evaluation Team will email USAID the DEC link for the evaluation reports. USAID may attach a Statement of Differences as an Annex to any Final Report if any differences remain in the final version.

F. Evaluation Management

Evaluation Team

This performance evaluation will use a combination of multidisciplinary international, regional, and/or local experts. The Evaluation Team must include at a minimum the following three positions:

Evaluation Team Leader

Minimum Qualifications

Education: Master's degree in fields such as Political Sciences, Public Administration, International Relations, Economics, or other fields related to international development is required. Ph.D. or doctorate degree or professional with Doctoral candidacy is a plus.

Formal training in monitoring and evaluation is a plus.

Language Proficiency: American English Level IV and Spanish Level IV

Work Experience: At least eight years of relevant prior experience conducting rigorous external evaluations using both quantitative and qualitative methods for development objectives and monitoring projects and programs overseas, preferably in Latin America. Knowledge and detailed understanding of Central America's economic, social, cultural, and political characteristics and its development environment is necessary. Working experience in Central America is a plus. At least eight years of project management experience in development is required. Experience with management of multidisciplinary teams is a plus. Familiarity with U.S. Government objectives, approaches, operations, and policies, particularly as they relate to evaluations is a plus.

Role: The Evaluation Team Leader will be responsible for overseeing and coordinating all activities related to this performance evaluation and for ensuring the production and completion of quality deliverables in a professional manner, in conformance with this SOW.

Democracy and Governance Specialist

Minimum Qualifications

Education: Master's degree in fields such as Laws, Political Sciences, Public Policy, or other fields related to electoral processes is required. Ph.D. or doctorate degree or professional with Doctoral candidacy is a plus. Formal training in monitoring and evaluation is a plus. Demonstrated knowledge of political culture is necessary.

Language Proficiency: American English Level III and Spanish Level IV.

³⁸ Per Automated Directives System 540, documents and development assistance projects materials produced or funded by USAID must be submitted for inclusion in the DEC.

Work Experience: At least five years of progressively responsible, professional-level experience conducting organizational capacity assessments, political culture and political communications studies, and other similar studies related to this performance evaluation. Experience with the application of methodologies for social science research is preferred. Familiarity with USAID's objectives, approaches, and operations, particularly as they relate to evaluations is a plus. Work experience in Central America is preferred.

Gender and Social Inclusion Specialist

Minimum Qualifications

Education: Master's degree in fields such as Sociology, Psychology, Social Works, Social Sciences, Economy, or other fields related to gender and social inclusion analysis is required. Ph.D. or doctorate degree or professional with Doctoral candidacy is a plus. Formal training in monitoring and evaluation is a plus. Demonstrated knowledge of political culture is necessary.

Language Proficiency: American English Level III and Spanish Level IV.

Work Experience: At least five years of progressively responsible, professional-level experience conducting analyses focused on youth, gender, people with disabilities, and other vulnerable populations. Experience with the application of methodologies for social science research is preferred. Familiarity with USAID's objectives, approaches, and operations, particularly as they relate to USAID Evaluation Policy, USAID Gender Policy, and USAID Youth in Development Policy is a plus. Work experience in Central America is preferred.

The Evaluation Team should have considerable experience in designing, monitoring, and evaluating development assistance programs. They must have proficiency in MS Office Suite and have excellent written, proofreading, and oral presentation skills and the ability to conceptualize and write clearly and concisely and attention to details. Understanding of the Latin American context is necessary, with a preference for personnel with work experience specifically in Central America. At least one key personnel member must have experience in transforming qualitative data, analyzing quantitative data, and producing data visualization in an easily digestible format.

All Team members will be required to provide in advance to USAID a signed statement indicating any conflict of interest. The Team Leader must be someone external to USAID. No Evaluation Team members shall have been directly involved in the implementation of the activity in any stage. Anyone who has been directly employed by USAID/El Salvador, FUNDAUNGO, or its partners in the last five years must not be considered as part of the Evaluation Team.

Logistics

At the moment of preparing this SOW, the sanitary conditions due to the COVID-19 pandemic may not allow the Evaluation Team to travel or collect data in-person. If conditions improve, and USAID/El Salvador considers that travelling is allowed, then the Evaluation Team will be responsible for all logistics support necessary under this SOW, including field office administration, all travel arrangements (with required USAID/El Salvador clearances), team planning facilitation and appointment scheduling, coordination with all partners and stakeholders involved, administrative services (computer support, printing and copying), report editing and dissemination, and for complying with provisions set forth in this SOW.

ANNEX II: PROTOCOLS ENGLISH VERSION

Evaluation Question	Sub-Questions	Informant Type	Component
Question I			
Q1: I. What have been the most significant intended and unintended results achieved by USAID in terms of a) election monitoring,	CSOs: What diagnosis/assessment was used to base the project design on for electoral monitoring and observation processes? What problems did you identify a priori in the electoral process? What challenges did you identify a priori with respect to the capacities of the electoral observers? What types of capacities do you think were strengthened in your organization with your participation in the project activities? (When reviewing project documents, it will be possible to delve into the capacities that the project intended to strengthen).	CSO leaders and individual CSO members in electoral monitoring.	C2
	CSOs: Do you consider that electoral monitoring has made it possible to strengthen the electoral process with proposals based on the evidence collected?	CSOs, TSE, Electoral Reform Council	C2
	Do you consider that the opportunity to formulate proposals for the electoral process has strengthened your research and advocacy capacities? In what aspects? What would you recommend about support for this type of activity in the future?	Research staff in the academic association. FUNDAUNGO staff and CSOs that advocated for the proposals.	
	What are the main contributions in identifying the principal strengths and weaknesses of the elections held in the 2018 - 2019 cycle?	All, survey C2	C2
	What receptivity have the reports and proposals had among the electoral authorities?	TSE who have participated in the activities and recipients of the proposals.	C2
Q1: I. What have been the most significant intended and unintended results achieved by USAID in terms of b) political culture understanding,	Do you consider that better knowledge of the electoral process and the cycle of public policies and how to influence them during the electoral process increases the interest of citizens in participating in these activities? ³⁹	Youth participants of activities C1, C4. Participants of the C3 Diploma.	Electoral: C2, PP: C1,C3,C4
	Do you think that these activities motivate young people more to go out and vote?	Youth participants of activities C1, C4. Participants of the C3 Diploma.	Electoral: C2, PP: C1,C3,C4
	Do you consider that knowledge of the electoral process and the cycle of public policies improves the possibility of successfully influencing electoral processes with proposals from the most vulnerable population groups?	Vulnerable groups and young people.	C1,C3,C4
	Do you think that these activities motivate young people to go out and vote more ? Why?	Vulnerable groups and young people.	C1,C3,C4

³⁹ In the analysis to be carried out for the evaluation, the team can examine the evidence in FUNDAUNGO's studies and compare the data with the findings of the 2019 UNDP Human Development Report to contrast it with perception of change in the interest or motivation to go out and vote.

	What developments did you observe in the field in members of the JRVs, voters and other actors in relation to electoral processes prior to 2018? Did you observe different attitudes in terms of participation, apathy, respect or disrespect, tolerance or intolerance, expressions of hatred, among others?	CSO leaders and to individual CSO members in electoral monitoring.	C2
	How have your perceptions changed in relation to your involvement in electoral processes and public policy, after having participated in the program?	Youth in C3	C3
Q1: I. What have been the most significant intended and unintended results achieved by USAID in terms of c) participatory public policy processes	Have the public policy proposals been adopted on the presidential agenda? How far have they advanced?	GOES, informants that received them	C4
	What was the work process that they followed to formulate the public policy proposals?	Academic Consortium	C4
	What advocacy actions were carried out to accompany the presentation of public policy proposals for the presidential agenda?	Academic Consortium	C4
	The municipal public policy agenda proposals were adopted and to what degree, in which municipalities?	Candidates elected in 2018 in the 20 municipalities, who received the proposals during project activities.	C1
	In the 2021 elections, did CSOs / leaders who were trained present public policy agendas to the candidates of political parties?	C1- participants in the capacity-building activities in the municipalities	C1
	Has the knowledge of how to formulate agendas of citizen interest, and how to present them by elected municipal governments, motivated you to become more involved in the municipal electoral process? How?	Participants in the C-1 course in the 20 municipalities.	C1
	How much participation was achieved by municipal officials in training activities? What factors influence municipal officials to incorporate citizen demands in local public policy initiatives?	Participants in the C-1 course in the 20 municipalities. Municipal functionaries and youth that participated.	C1 (MELP FU, Inf. Y3.
	Do you think that this knowledge has motivated you more to go out to vote? To get involved in some other aspect of the electoral process. Which)?	Youth participants in activities of C1, C4. Participants in the Diploma course of C3.	C1, C3, C4
	Do you consider that the opportunity to formulate proposals for the presidential agenda has strengthened your research and advocacy capacities? In what aspects? What would you recommend about support for this type of research in the future?	Research staff in the academic association. FUNDAUNGO staff and CSOs that advocated for the proposals.	C2, C4
	Do the events for the presentation of studies and proposals to improve the electoral process reach the target population? Yes or No, why?	Research staff in the academic association. FUNDAUNGO staff and CSOs that advocated for the proposals.	C2 FUNDA-UNGO INF Y3
	What lessons do you highlight about the approach to the teams of the presidential	Research staff in the academic associations,	C2, C4

	formulas? What did you not know and can you apply in the future to improve the impact on the design of public policies?	FUNDAUNGO staff and CSOs that advocated for the proposals.	
Q1: I. What have been the most significant intended and unintended results achieved by USAID in terms of d) youth education?	Of all the activities in which you have participated in the project, which do you think would help other young people to become more interested in participating in the electoral process and in going out to vote?	Youth participants in activities of C1, C4. Participants in the Diploma course of C3.	C1,C3,C4
	In which project activities have you participated? Please indicate your level of satisfaction with the learning you obtained in each activity (Likert Scale for levels of satisfaction).	All participants, (disaggregating by Youth / sex / vulnerable groups / municipality), of activities C1, C4. Participants of the C3 Diploma.	C1,C3,C4
	Which of the activities in which you have participated do you think should be extended to other young people to strengthen their citizen participation?	All participants, (disaggregating by Youth / sex / vulnerable groups / municipality), of activities C1, C4. Participants of the C3 Diploma.	C1,C3,C4
	Does the training of CSO leaders in citizen advocacy on local public policies provide enough elements for participants to analyze local public problems?	All participants, (disaggregating by Youth / sex / vulnerable groups / municipality), of activities C1, C4. Participants of the C3 Diploma.	C1 (MELP FU, Inf. Y3.
	Do you train participants in the management of strategies to include other partners in your proposal? Does it build capacities so that participants can build agendas in a participatory way?	All participants, (disaggregating by Youth / sex / vulnerable groups / municipality), of activities C1, C4. Participants of the C3 Diploma.	C1 (MELP FU, Inf. Y3.
Question 2			
Q2. To what extent has the activity influenced the electoral reform and policy agenda?	Will the electoral reforms proposed encourage increased voting by the population, particularly youth?	Document Review, Electoral Reform Commission, TSE. KII OSC C-2	C2
	Will the electoral reforms proposed encourage increased participation in electoral politics by the population, particularly youth?	Document Review, Electoral Reform Commission, TSE. KII OSC C-2	C2
	What has happened to the electoral reform proposals presented by FUNDAUNGO? Did they reach the Electoral Reform Commission of the Legislative Assembly? What has been your reception? And what has happened to them since then? What additional work can be done with them and other actors in the future? What are the main contributions or novelties of the proposed proposals? In what way do they help to strengthen the electoral system?	TSE, Electoral Reform Commission, staff of FUNDAUNGO, UCA, FLACSO, UDB	C2

	What obstacles and challenges can the proposed reform proposals face? (1) Voting abroad, (2) temporary electoral bodies (3) internal party democracy (4) electoral financing (5) political participation of women.		
	How were the CSOs that participated in electoral monitoring involved in advocacy to present electoral proposals?	KII- OSC of C2; OLS - C2	C2
	How was the data from the electoral observations generated in the context of the project taken into account in the content of the electoral proposals presented?	FUNDAUNGO researchers who formulated the proposals, C1, C4	C1,C4
	The proposed citizen agenda for the municipality that you received, were they useful? How? What did they do with them? How can that process be done better?	C1, C4, C-3, people who were elected to municipal councils, participated in the activities and received proposals.	C1,C3,C4
	What factors make it difficult to respond to citizen agenda proposals received when you take the office for which you were elected?	C1, C4, C-3, people who were elected to municipal councils, participated in the activities and received proposals.	C1,C3,C4
2.1 To what extent did the activity's communication and outreach strategy contribute to influencing the electoral reform and policy agenda?	What was the communication and dissemination strategy of the activity, by component?	Document review, DCOP and COP of Fundaungo, C1, C4	C1,C2,C3,C4
	Do you consider that this way of approaching electoral reforms and public policies has had any influence on them?	DCOP and COP of FUNDAUNGO, research staff, academic consortium leaders	C1,C2,C3,C4
	To what degree do you consider this influence to have been?	DCOP and COP of FUNDAUNGO, research staff, academic consortium leaders	C1,C2,C3,C4
	What aspect of the strategy has been most successful in influencing PP and / or electoral reform?	DCOP and COP of FUNDAUNGO, research staff, academic consortium leaders	C1,C2,C3,C4
Question 3			
Q3. To what extent has USAID developed capacities of CSOs to better understand political culture and monitor electoral processes?	For you, before participating in the project activities, what did you understand about the electoral process and the political culture in the country?	OLS	C1,C2,C3,C4
	And after participating in the activities, what is the electoral process? And what do you understand now by political culture?	OLS	C1,C2,C3,C4
	Among the activities you have participated in, which ones have been most useful to strengthen your personal capacities to participate more	OLS	C1,C2,C3,C4

	effectively in the electoral process? (list of activities of c1, c2, c3, c4)		
	What elements of analysis would you discard from the results presented by the following document (s): Analysis of the intention to vote through an electoral panel, Youth and adults in the face of elections, legislative, electoral reform proposals, etc.? What groundbreaking findings in political and electoral terms would you highlight? Is there a particular hypothesis that you think is confirmed? And in relation to young people, women, vulnerable populations?	Participants in dissemination events and recipients of the electoral results analysis documents, panel surveys and analysis of the electoral system	C1,C2,C3,C4
	In your estimation, what activities have strengthened the organization that designated you as a participant, so that it can intervene in the electoral process and do monitoring?	OLS	C2
	In your estimation, what activities have strengthened the organization that designated you as a participant, so that it can intervene in the electoral process and do monitoring?	People from CSOs that participated C-2	C2
	What will it allow you to do better as a result of that strengthening? To you? To your organization?	People from CSOs that participated C-2	C2
Question 4			
Q4. How do recipients and decision-makers of the institutions where the recipients work value the Government and Public Policy Program for Emergent Leaders?	To what degree do you value the usefulness of the Diploma of the Government and Public Policy Program for emerging leaders (Richter scale), which you and / or members of your organization took?	OLS C-3	C3
	The knowledge acquired in the government and public policy program for emerging leaders, by members of your organization, in what ways have they been useful to the work of your organization?	KII C3- Civil society leaders and institutions that designated staff participants and other participants	C3
	What aspects of the content provided has been most relevant to the work of your organization?	KII C3- Civil society leaders and institutions that designated staff participants and other participants	C3
	Have there been new areas of work in your organization, as a result of the knowledge obtained from the Program?	KII C3- Civil society leaders and institutions that designated staff participants and other participants	C3
	Do you think the Program should continue? Why?	KII C3- Civil society leaders and institutions that designated staff participants and other participants	C3
	How could the content of the program be improved or evolved to strengthen it?	KII C3- Civil society leaders and institutions that designated staff	C3

		participants and other participants	
4.1 What are the hindrances and barriers that recipients face in applying the new knowledge gained through the Government and Public Policy Program for Emergent Leader?	In your estimate, what is the level of satisfaction you feel with the content of the Government and Public Policy Program for Emerging Leaders? (Likert scale presented). Why?	OLS, and a focus group with a sample of women and men of the different types of leadership who have participated, mostly young people.	C1.C2.C3.C4.
	What issues do you consider to have been most useful in your political leadership? (list the main topics from the curriculum)	OLS, and a focus group with a sample of women and men of the different types of leadership who have participated, mostly young people.	C1.C2.C3.C4.
	What improvements do you suggest to strengthen the program and make it more useful to emerging leaders?	OLS, and a focus group with a sample of women and men of the different types of leadership who have participated, mostly young people.	C1.C2.C3.C4.
	Have you been able to apply the new knowledge acquired in the Program? How when?	OLS, and a focus group with a sample of women and men of the different types of leadership who have participated, mostly young people.	C1.C2.C3.C4.
	Have you felt barriers that prevent you from applying the new knowledge acquired? Which ones, describe.	OLS, and a focus group with a sample of women and men of the different types of leadership who have participated, mostly young people.	C1.C2.C3.C4.
	How do you think these barriers can be overcome?	OLS, and a focus group with a sample of women and men of the different types of leadership who have participated, mostly young people.	C1.C2.C3.C4.
	Do you consider that these challenges could be included in the content of the Program to help overcome them? How do you think it could be done?	OLS, and a focus group with a sample of women and men of the different types of leadership who have participated, mostly young people.	C1.C2.C3.C4.

ANNEX III: LIST OF KEY INFORMANTS INTERVIEWED

Organization	Person	Position	Date and Time
FUNDAUNGO	Manuel Delgado	Coordinator, Public Opinion Studies	12 April 2021 - 11:00am
FUNDAUNGO	Carlos Argueta	Ex Coordinator, Public Opinion Studies	12 April 2021 - 4:15pm
FUNDAUNGO	Eduardo Urquilla	Coordinator Component C2. Electoral Monitoring, FUNDAUNGO	14 April 2021 - 10:00am
FUNDAUNGO	Oscar Morales	Ex Director of Social Dialogue (Component 3) Ex Director of Public Policies (Component 4)	14 April 2021 - 4:00pm
FUNDAUNGO	Katia Zepeda	Coordinator, Monitoring, Evaluation & Learning	15 April 2021 - 11:30am
FUNDAUNGO	Carlos Mauricio Rodríguez	Coordinator component C1, FUNDAUNGO	15 April 2021 - 2:00pm
Arena	René Portillo Cuadra	Member of Congress	19 April 2021 - 11:00am
Acción Ciudadana	Eduardo Escobar	Director	19 April 2021 - 2:00pm
TSE	Miguel Cardoza	Ex Magistrate	19 April 2021 - 4:00pm
NDI	Rafael Molina	Representative in El Salvador	20 April 2021 - 8:00am
NIMD	Juan Meléndez	Director	20 April 2021 - 8:00am
PNUD	Eduardo Cuellar/Laura Rivera	Coordinator	20 April 2021 - 10:30am
UCA	Carlos Monterrosa	Not defined	20 April 2021 - 2:30pm
LAPOP Vandervilt	Noam Lupu	Sub Director	21 April 2021 - 8:00am
NDI	Eduardo Núñez	Resident Director	21 April 2021 - 2:30pm
IRI	Diego Palma	Program Officer	21 April 2021 - 2:30pm
FMLN	Anabel Belloso	Member of Congress	21 April 2021 - 8:00am
FESPAD	Saul Baños	Director	22 April 2021 - 2:00pm
NDI	Luisa Solano	Program Officer	23 April 2021 - 8:00am
TSE	Rubén Atilio Meléndez García, Roberto Mora Ruiz, Juan Carlos Daboub	Magistrates	23 April 2021 - 10:30am
Citizen Agendas (Course on Citizen Lobbying for Public Policies at Local Level)	Camilo Guzmán - LGTBI Community Margarita Munguía - Women's Association of Cuscatancingo AMUDECUS Alicia del Carmen Montano - Health Forum, del Social Oversight Committee of Zaragoza & the Community Commission for Civil Protection	Citizen Agendas (Course on Citizen Lobbying for Public Policies at Local Level)	26 April 2021 - 9:00am
Citizen Agendas (Course on Citizen Lobbying for Public Policies at Local Level)	Matilde García Santa Julia Community Development Association & of ADERTUSA	Citizen Agendas (Course on Citizen Lobbying for Public Policies at Local Level)	26 April 2021 - 10:00am
3. Government and Public Policy Diploma Course	Wendy Guadalupe Alfaro – Magazine: Strategy and Business Víctor Adrián Ramírez Cortez - Youth and Students Association of El Salvador Carlos Manuel Montano Acosta - Cristosal Foundation (Coordination and Articulation Facilitator)	Government and Public Policy Diploma Course	27 April 2021 - 8:30am
FUNDE	Rommel Rodríguez	Coordinator of the area of Macroeconomics and	27 April 2021 - 10:00am

		Development/ professor, UCA	
	Turcios Roberto	Historian	April 28 2021 8:30am
	Ruben Zamora Rivas	Ex Ambassador of El Salvador in India and the USA	29 April 2021 - 9:00am
National Collective Sexual Diversity FMLN	José Manuel Menjívar (era) (c/p Alejandra Menjívar Guadrón - transgénero	National Coordinator	29 April 2021 - 2:00pm
UCA	Andrea Cristancho	Chief of Department for Communications and Culture	29 April 2021 - 4:00pm
	Claudia Michelle Peña	Technical Coordinator of the courses (Citizen Agendas	28 April 2021 - 9:00am
Legislative Fraction FMLN	Shafik Alexander Serrano Tobar	Advisor	30 April 2021 - 10:00am
FUNDAUNGO	Carlos Ernesto Rivas	Technical Advisor - Citizen Agendas (Course on Municipal public policies and citizen participation)	30 April 2021 - 2:00pm
Municipality of Ayutuxtepeque	René Mauricio Reyes	Citizen Agendas (Course on Municipal public policies and citizen participation)	3 May 2021 9:00am
CSO/Municipality of San Miguel	Alexander Villatoro Pérez	Citizen Agendas (Course on Municipal public policies and citizen participation)	3 May 2021 10:30am
UNITED NATIONS	María Elena Rivera	Economist, Office of the Resident Coordinator	Martes 27 de April 8.00am
Vice-Presidency of the Republic	Adolfo Muñoz	Legal Advisor	29 April 2021 11.00am
Representation of Luxembourg International Cooperation	Denis Pigot	Coordinator	27 April 2021 8.30am
UNICEF	Jimmy Vásquez	Social Policies Specialist	27 April 2021 10.00am
USAID	Guillermo Miranda	AOR	11 May 2021 8:00am
UCA	Omar Serrano	Vice-dean Social Projection, UCA.	11 May 2021 10:00am
FUNDAUNGO	Ricardo Córdova	Chief of Party	11 May 2021 - 4:00pm
FUNDAUNGO	Leslie Quiñónez	Deputy Chief of Party	12 May 2021 - 9:00am
UDB	Carlos Iván Orellana	Master Programs Director	13 May 2021

ANNEX IV: BIBLIOGRAPHY

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ANNEX V: EVALUATION TEAM

The ET was composed of three individuals briefly described. Their agreements for non-disclosure and conflict are included in this annex.

Francesca S. Jessup, the *Team Leader*, is a senior governance expert responsible for overseeing and coordinating all activities related to the evaluation and for ensuring the production and completion of quality deliverables in a professional manner, in compliance with the evaluation SOW. She participated in design of the evaluation methodology, data collection and analysis, and drafting of all documents. With respect to the program's four principal components, she focused primarily on Component 1 (citizen agendas), and Component 3 (Emerging Leadership Course).

Juan Pablo Fontán, the *Democracy and Governance Specialist*, has carried out extensive analytical work on electoral reforms, in quantitative and qualitative analysis of historical and comparative electoral behavior, and on electoral processes, including legislative platforms and formation of coalitions and candidacies. While focused on Component 2 (electoral reforms and proposals) and Component 4 (Presidential Agenda), he also contributed to all aspects of the evaluation design, preparation, fieldwork, data analysis and reporting within his sphere of expertise.

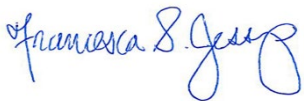
Margarita Sánchez, the *Gender and Social Inclusion Specialist*, is a senior development expert with extensive experience with quantitative and qualitative studies on gender and inclusion in a wide range of public policy issues. She analyzed this dimension of the evaluation, as well as contributing to aspects of the evaluation design, preparation, fieldwork, data analysis, and reporting.

ANNEX VI: NON-DISCLOSURE AND CONFLICTS AGREEMENTS

Name	FRANCESCA JESSUP
Title	Midterm Performance Evaluation of the USAID Promoting Citizen Participation in Public Policy in El Salvador
Organization	USAID Monitoring, Evaluation and Learning Initiative
Evaluation Position?	Team Leader Team member
Evaluation Award Number (contract or other instrument)	AID-OAA-I-15-00024/AID-519-TO16-00002
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Project Evaluated: <u>USAID Promoting Citizen Participation in Public Policy in El Salvador</u>
I have real or potential conflicts of interest to disclose.	Yes No
If yes answered above, I disclose the following facts: Real or potential conflicts of interest may include, but are not limited to: 1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated. 2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation. 3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project. 4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing	

<i>organization(s) whose project(s) are being evaluated.</i> <i>5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.</i> <i>6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.</i>	
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I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	15 August 2021



Monitoring, Evaluation and Learning (M&E&L) Initiative
AID-OAA-I-15-00024/AID-519-TO-16-00002

USAID NON-DISCLOSURE AND CONFLICT AGREEMENT
OF FRANCESCA JESSUP

Midterm Performance Evaluation of the USAID Promoting Citizen Participation in Public Policy in El Salvador

As used in this Agreement, Sensitive Data is marked or unmarked, oral, written or in any other form, "sensitive but unclassified information," procurement sensitive and source selection information, and information such as medical, personnel, beneficiary data, programmatic, financial, investigatory, visa, law enforcement, or other information of any kind which, if released, could result in harm or unfair treatment to an individual or group, or could have a negative impact upon individual privacy, foreign policy or relations, or USAID's mission.

Intending to be legally bound, I hereby accept the obligations contained in this Agreement in consideration of my being granted access to Sensitive Data, and specifically I understand and acknowledge that:

1. I have been given access to Midterm Performance Evaluation of the USAID Promoting Citizen Participation in Public Policy in El Salvador Sensitive Data to facilitate the performance of duties assigned to me for compensation, monetary or otherwise. By being granted access to such Sensitive Data, special confidence and trust has been placed in me by the United States Government, and as such it is my responsibility to safeguard Sensitive Data disclosed to me, and to refrain from disclosing Sensitive Data to persons not requiring access for performance of official USAID duties.
2. Before disclosing Sensitive Data, I must determine the recipient's "need to know" or "need to access" Sensitive Data for USAID purposes.
3. I agree to abide in all respects by 41, U.S.C. 2101 - 2107, The Procurement Integrity Act, and specifically agree not to disclose source selection information or contractor bid proposal information to any person or entity not authorized by agency regulations to receive such information.
4. I have reviewed my employment (past, present and under consideration) and financial interests, as well as those of my household family members, and certify that, to the best of my knowledge and belief, I have no actual or potential conflict of interest that could diminish my capacity to perform my assigned duties in an impartial and objective manner.
5. Any breach of this Agreement may result in the termination of my access to Sensitive Data, which, if such termination effectively negates my ability to perform my assigned duties, may lead to the termination of my employment or other relationships with the Departments or Agencies that granted my access.
6. I will not use Sensitive Data, while conducting evaluation for the USAID/El Salvador Midterm Performance Evaluation of the USAID Promoting Citizen Participation in Public Policy in El Salvador, for personal gain or detrimentally to USAID, or disclose or make available all or any part of the Sensitive Data to any person, firm, corporation, association, or any other entity for any reason or purpose whatsoever, directly or indirectly, except as may be required for the benefit of USAID.
7. I am aware unauthorized release or mishandling of sensitive data may be grounds for adverse action against me. In addition, I have been advised unauthorized disclosure of data protected by the Privacy Act or misuse of government Sensitive Data could constitute a violation, or violations, of United States criminal law, and Federally-affiliated workers (including some contract employees) who violate privacy safeguards may be subject to disciplinary actions, a fine of up to \$5,000, or both. In particular, U.S. criminal law (18 USC § 1905) protects confidential information from unauthorized disclosure by government employees. There is also an exemption from the Freedom of Information Act (FOIA) protecting such information from disclosure to the public. Finally, the ethical standards that bind each government employee also prohibit unauthorized disclosure (5 CFR 2635.703).

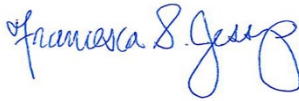
8. Unless and until I am released in writing by an authorized representative of the United States Government, I understand that all Sensitive Data to which I have access or may obtain access by

signing this Agreement is now and will remain the property of, or under the control of, the United States Government. I agree that I must return all Sensitive Data which has or may come into my possession (a) upon demand by an authorized representative of the United States Government; (b) upon the conclusion of my employment or other relationship with the Department or Agency that last granted me access to Sensitive Data; or (c) upon the conclusion of my employment or other relationship that requires access to Sensitive Data.

9. Notwithstanding the foregoing, I shall not be restricted from disclosing or using Sensitive Data that:
- (i) is or becomes generally available to the public other than as a result of an unauthorized disclosure by me; (ii) becomes available to me in a manner that is not in contravention of applicable law; or (iii) is required to be disclosed by law, court order, or other legal process.

ACCEPTANCE

The undersigned accepts the terms and conditions of this Agreement.



8th July 2021

Signature

Date

FRANCESCA JESSUP

EVALUATION TEAM LEADER

Name

Title:

Name	JUAN PABLO FONTAN
Title	<u>Midterm Performance Evaluation of the USAID Promoting Citizen Participation in Public Policy in El Salvador</u>
Organization	USAID Monitoring, Evaluation and Learning Initiative
Evaluation Position?	Team Leader Team member
Evaluation Award Number (contract or other instrument)	AID-OAA-I-15-00024/AID-519-TO16-00002
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Project Evaluated: <u>USAID Promoting Citizen Participation in Public Policy in El Salvador</u>
I have real or potential conflicts of interest to disclose.	Yes No
If yes answered above, I disclose the following facts: <i>Real or potential conflicts of interest may include, but are not limited to:</i> <i>1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.</i> <i>2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.</i> <i>3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.</i> <i>4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing</i>	

organization(s) whose project(s) are being evaluated. 5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated. 6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.	
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I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	15 August 2021



Monitoring, Evaluation and Learning (M&E&L) Initiative
AID-OAA-I-15-00024/AID-519-TO-16-00002

USAID NON-DISCLOSURE AND CONFLICT AGREEMENT
OF JUAN PABLO FONTAN

Midterm Performance Evaluation of the USAID Promoting Citizen Participation in Public Policy in El Salvador

As used in this Agreement, Sensitive Data is marked or unmarked, oral, written or in any other form, "sensitive but unclassified information," procurement sensitive and source selection information, and information such as medical, personnel, beneficiary data, programmatic, financial, investigatory, visa, law enforcement, or other information of any kind which, if released, could result in harm or unfair treatment to an individual or group, or could have a negative impact upon individual privacy, foreign policy or relations, or USAID's mission.

Intending to be legally bound, I hereby accept the obligations contained in this Agreement in consideration of my being granted access to Sensitive Data, and specifically I understand and acknowledge that:

1. I have been given access to Midterm Performance Evaluation of the USAID Promoting Citizen Participation in Public Policy in El Salvador Sensitive Data to facilitate the performance of duties assigned to me for compensation, monetary or otherwise. By being granted access to such Sensitive Data, special confidence and trust has been placed in me by the United States Government, and as such it is my responsibility to safeguard Sensitive Data disclosed to me, and to refrain from disclosing Sensitive Data to persons not requiring access for performance of official USAID duties.
2. Before disclosing Sensitive Data, I must determine the recipient's "need to know" or "need to access" Sensitive Data for USAID purposes.
3. I agree to abide in all respects by 41, U.S.C. 2101 - 2107, The Procurement Integrity Act, and specifically agree not to disclose source selection information or contractor bid proposal information to any person or entity not authorized by agency regulations to receive such information.
4. I have reviewed my employment (past, present and under consideration) and financial interests, as well as those of my household family members, and certify that, to the best of my knowledge and belief, I have no actual or potential conflict of interest that could diminish my capacity to perform my assigned duties in an impartial and objective manner.
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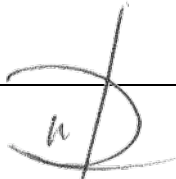
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ACCEPTANCE

The undersigned accepts the terms and conditions of this Agreement.

Signature



Date

8 July, 2021

Name: JUAN PABLO FONTÁN NUILA

Title: GOVERNMENT AND DEMOCRACY SPECIALIST

Name	MARGARITA SANCHEZ VALENCIA
Title	<u>Midterm Performance Evaluation of the USAID Promoting Citizen Participation in Public Policy in El Salvador</u>
Organization	USAID Monitoring, Evaluation and Learning Initiative
Evaluation Position?	Team Leader Team member
Evaluation Award Number (contract or other instrument)	AID-OAA-I-15-00024/AID-519-TO16-00002
USAID Project(s) Evaluated (Include project name(s), implementer name(s) and award number(s), if applicable)	Project Evaluated: <u>USAID Promoting Citizen Participation in Public Policy in El Salvador</u>
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Signature	 Firma:
Date	August 15, 2021



Monitoring, Evaluation and Learning (M&E&L) Initiative
AID-OAA-I-15-00024/AID-519-TO-16-00002

USAID NON-DISCLOSURE AND CONFLICT AGREEMENT
OF MARGARITA SANCHEZ

Midterm Performance Evaluation of the USAID Promoting Citizen Participation in Public Policy in El Salvador

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ACCEPTANCE

The undersigned accepts the terms and conditions of this Agreement.


Firma:

8th July 2021

Signature

Date

Margarita Sánchez

Gender and Inclusion Specialist

Name

Title:

ANNEX VII: STATEMENT OF DIFFERENCES

NAME	COMMENT	COMMENT	ACTION
FUNDAUNGO (with reference to p. 25, 3.4.2, bullet point 4 in the text).	"We believe that what was stated in the previous paragraph should be relativized. Indeed, efforts were made to meet with political decision-makers: (i) Some TSE Magistrates participated in the public lectures / presentations; (ii) taking advantage of the participation of international lecturers, four private meetings were organized with the Magistrates of the TSE; (iii) on January 28, 2019, the Consortium presented the first documents of the Presidential Agenda to the candidates for the vice-presidency of GANA, VAMOS and the ARENA-PCN-PDC-DS coalition, and the candidate for the presidency and the vice-presidency of the FMLN; (iv) two closed meetings of the international lecturers and the deputies of the different fractions in the Electoral Reform Commission of the Legislative Assembly; v) delivery of the Presidential Agenda proposals to the Vice-President of the Republic on March 10, 2020; (vi) the delivery of the proposals related to their portfolio, with the Minister of Labor on October 28, 2019, the Vice-minister of Salvadorans abroad on December 11, 2019, and the director of INJUVE on February 11, 2020)."	EVALUATION TEAM: While the activities listed in FUNDAUNGO's comment are useful with respect to the expected results, they do not constitute an advocacy strategy, the absence of which constitutes a generalized concern of the ET which is reflected more broadly and noted in the other components as well. The six activities/events noted in FUNDAUNGO's comment refer to the presentation of completed documents to different policymakers and political figures, but these are one-off events outside the context of a dynamic and cohesive advocacy process with any planned follow-up measures or activities. This concern is reflected again in the final Recommendations of the evaluation (5.3, bullet point 3), which outline more specifically what is meant by an advocacy strategy: "USAID should employ advocacy manuals to establish standard procedures for public policy document formulation. Such documents may help FUNDAUNGO design a more structured advocacy process, with clearly defined steps, such as: stakeholder mapping phases, analysis of the needs of campaigns and political actors, analysis of decision-making spaces,	Added (p. 25, 3.4.2, bullet point 4 in the text) "Although FUNDAUNGO organized events and some discussion groups with policymakers presenting a number of their publications, this did not constitute a formal advocacy strategy."

		analysis of influence channels, definition of the influence strategy and activity plan, among others.”	
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