

**POST-PROJECT EVALUATION
FOR THE
UNITED NATIONS DEMOCRACY FUND**

EVALUATION REPORT

**UDF-17-783-ELS
Democracy Academy for Young Adults in El Salvador**

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Disclaimer

The opinions expressed in this report are those of the evaluator. They do not represent those of UNDEF or any of the institutions mentioned in the report.

Author

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I. OVERALL ASSESSMENT

This report is the evaluation of the project “Democracy Academy for Young Adults in El Salvador”, which started on 01 July 2019 and was supposed to end on 31 December 2020. It was granted two extensions until 31 October 2021, due to the outbreak of COVID-19 pandemic and security concerns in the country. The project received a grant from UNDEF in the amount of 187,000 USD, aimed at financing these main areas:

- Strengthened skills and knowledge of young leaders on the democratic system: a) Participants recruited and trained by the Democracy Academy for Young Adults (DAY); b) Young leaders have drawn up 25 action plans to implement democratic practices; c) A toolbox developed to strengthen knowledge on democratic practices and their implementation for the 100 students, citizens and local government officials.
- Improved democratic practices in spaces of traditional and non-traditional dialogue: a) Civil society leaders and local government officials (225) engaged with young adults in democratic practices in 15 traditional dialogue spaces; b) An interactive platform for democratic practices in non-traditional spaces has been implemented.

Evaluation findings

- 4.1 Coherence:** full alignment with UNDEF's mandate and with other initiatives stemming from FUSADES; coherence with other Academia actors could be enhanced; no duplication of efforts have been identified.
- 4.2 Alignment, relevance, and design:** the objective and results of the project are aligned with the needs of the current Salvadoran context; the project was clearly aligned with the mandate of key stakeholders and consistent with their strategic framework; a fully-fledged logical framework matrix was missing; the activities' design proved adequate to contribute towards the achievement of the objective of the project.
- 4.3 Effectiveness:** the objective of the outcome 1 was successfully achieved not only due to the quality of the training received by the diploma students (75% rated the quality of the program as “good” or “very good”), but also due to the development of replica projects for the implementation of democratic practices, through which students shared and replicated their knowledge with other people in their community. In relation to outcome 2, achievements were more limited.
- 4.4 Efficiency:** the project delivered activities and results in a coordinated manner and with a high degree of efficiency; the institutional arrangements of the project promoted efficiency in the use of resources and accountability; the design and execution of the budget allowed the project to meet its objectives.
- 4.5 Impact:** the main question mark on the impact of outcome 1 is the 25 foreseen action plans to implement democratic practices and the extent to which these plans have been put into practice. Beyond drafting these plans, the level to which these plans have been (or will be) put in place is unclear. In relation to outcome 2, although 12 dialogue spaces were developed, successfully promoting dialogue, democracy, social control, and the rule of law between young leaders and a diverse group of local and international experts, the initial scope of the project (the creation of democratic spaces through the interaction with public authorities) did not materialise.
- 4.6 Sustainability:** FUSADES has continued developing other editions of DAY (after the project, a third edition was developed). This is the main relevant added value on the sustainability: the project started a process that has been followed by FUSADES with consecutive editions of the DAY course.
- 4.7 UNDEF added value and visibility:** there was agreement among those consulted that UNDEF had a reputation that lent itself well to the objectives of the project, particularly in the area of democratization. This enhanced the implementing partner's credibility vis-à-vis participants to DAY; with regards to visibility, UNDEF's support for the project appears in all the documents printed and distributed during the project and the visibility of UNDEF was very clearly respected in all its main events.

Main recommendations

- **R.1** Reinforce synergies with other FUSADES programmes
- **R.2** Enhance coherence and synergies with other initiatives on the same topic and target population
- **R.3** Draft a fully-fledged logical framework matrix
- **R.4** Include more concrete socialisation and implementation plans
- **R.5** Hybrid formats (online and face-to-face) should be foreseen
- **R.6** Ensure that the action plans developed to implement democratic practices are actually put in place and followed up on
- **R.7** Include a mentoring component, to be carried out by teachers, experts, and former students from previous editions
- **R.8** Enhance the knowledge sharing dimension of the project
- **R.9** Enhance the online-visibility-communication dimension of the project
- **R.10** Deeper emphasis should be put on the creation of traditional and non-traditional democratic spaces
- **R.11** Create a community of practice of alumni that would be linked to next generations of DAY
- **R.12** An open-source database of teaching and knowledge material created in all DAY editions
- **R.13** Teaching modalities should have a less theoretical/master class approach and have a more practical dimension
- **R.14** Topics could also be narrowed down and made more concrete, linking aspects better to public policy debate and practice

Lessons learned

- **The remote methodology benefited this evaluation.** The beneficiary organization's involvement in collecting information resulted in them taking ownership of the evaluation process as well as in terms of resource optimisation.
- **Project design** should focus on the detailed definitions of Global Objective, Specific Objectives, Actions, Indicators (at outcome and output level) including Baseline and Targets, within the framework of a clear project design matrix.
- **The project was conceived as a comprehensive capacity development project.** However, during its implementation, the project has mainly been an academic capacity development endeavour. Originally foreseen components of socialisation by the students as well as the engagement with public authorities should have remained a priority.
- **The adoption of a coordination strategy** between the project and other relevant actors (mostly from the Academic arena) would have been key in order to optimize resources and avoid duplication, while strengthening coordination.
- **The adaptation strategy to the COVID-19 pandemic was key for the project success.** In this regard, a strategy aimed at adapting methods to changing, external circumstances (natural, pandemic and/or geopolitical) should also continue to be considered systematically in all UNDEF projects.

II. PROJECT CONTEXT AND STRATEGY

2.1 Context

General political considerations

El Salvador is a democratic republic with a multi-party political system, which is based on its 1983 Constitution that provides for a separation of powers among the executive, legislative, and judicial branches of government.

The President of El Salvador is both the head of state and the head of government, is elected to a five-year term and appoints the members of the cabinet, which is responsible for managing the various government ministries and agencies. The legislature is composed of a unicameral National Assembly, which consists of 84 members who are elected to three-year terms. The judiciary is independent of the other branches of government.

Political parties play a significant role in the political system of El Salvador, with several parties holding representation in the National Assembly. The two largest parties are the Nationalist Republican Alliance (ARENA) and the Farabundo Martí National Liberation Front (FMLN). Other parties include the Grand Alliance for National Unity (GANU), the Christian Democratic Party (PDC), and the Democratic Change party (CD).

While El Salvador has a democratic system of government, the country has faced a number of challenges in recent years, such as corruption, crime and poverty. In addition, political polarization and divisions have sometimes led to gridlock and dysfunction in the National Assembly, making it difficult for the government to implement meaningful reforms. The upcoming elections in 2024 will be a crucial test of the country's political system, both in relation to the level of public participation to the elections and the extent to which they will be conducted in a free and transparent manner.

Considerations about the increasingly shrinking space for civil society in El Salvador

Since the election of Nayib Bukele as President of El Salvador in 2019, there has been a growing concern over the shrinking civic space in the country¹. Overall, the shrinking civic space in El Salvador has raised concerns among human rights organizations and democratic governments around the world. Many are calling on President Bukele's administration to respect freedom of expression and association, and to allow civil society organizations to play a meaningful role in the democratic process.

One of the most significant examples of this shrinking civic space has been the increasing restrictions on press freedom. President Bukele has frequently criticized journalists and media outlets that are critical of his administration and has used social media to discredit them. In addition, his government has blocked journalists from accessing government information and has filed lawsuits against media outlets that have published critical stories.

The government has also been accused of using the COVID-19 pandemic as a pretext to restrict civic space. In March 2020, the government declared a state of emergency and imposed strict measures to control the spread of the virus, including a nationwide quarantine. However, civil society organizations have criticized the government for using the state of emergency to suppress dissent and limit the activities of non-governmental organizations.

The government has also taken steps to restrict the activities of human rights organizations and other civil society groups. As an example, in November 2020, the government passed a law that requires

¹ Civic space refers to the freedom that individuals and civil society organizations have to participate in the democratic process, express their opinions, and hold their government accountable.

civil society organizations to register with the government and disclose their sources of funding (which could be used to target and intimidate organizations that are critical of the government).

Democracy-related indexes

The Human Development Index places El Salvador as 124th in the world² (out of 189 countries). Moreover, El Salvador ranked 104th out of 180 countries in Transparency International's 2020 Perception of Corruption Index, while in 2021 it ranked 115th³. The space for civil society participation in public affairs is considered "obstructed" in the Civicus Monitor⁴. Civicus also states that the trend is worsening, with worrying practices limiting freedom of expression and right to due processes⁵, among other rights. In spite of these considerations and of high rates of poverty and gang-related violent crime, since 2019 economic improvements had led to El Salvador experiencing the lowest level of income inequality among countries in Latin America and the Caribbean.

Democracy in El Salvador is only 26 years old, and it came as a result of the end of a 12-year civil war. More than 50% of the electoral population is under 39 years old. Given that the country is a fairly new democracy, the vast majority of Salvadorans have always lived with a democracy. In the Latinobarómetro survey⁶ results, El Salvador is the country where population gives the less value to live in a democracy or a dictatorship. This is also linked to the lack of participation from young adults between 18-39 in politics, including (but not being limited to) participation in elections: only 45% participated in the 2018 legislative and municipal elections, while in the 2014 presidential elections, the national voting margin was 55%, whereas young adults between 18-23 years old only participated by 50.4%.

Main issues linked to the project intervention (1): education challenges

Challenges being faced by the education system in El Salvador include⁷:

- Inadequate funding: the education system in El Salvador is chronically underfunded (the government spends less than 5% of its GDP on education, which is lower than the average for Latin America and the Caribbean);
- Low quality of education: many students do not have access to basic resources like textbooks and school supplies, and there is a shortage of trained and qualified teachers. In addition, curricula are outdated;
- Violence and insecurity: El Salvador is one of the most violent countries in the world, with high levels of gang activity and other forms of criminal violence, which leads to lower attendance rates and a lack of continuity in learning;
- Inequality: education in El Salvador is highly unequal, which perpetuates the cycle of poverty;
- Limited access to higher education: Access to higher education in El Salvador is limited, with only a reduced percentage of students able to attend university. This is due in part to the limited availability of scholarships and other forms of financial assistance.

Main issues linked to the project intervention (2): youth participation in politics⁸

² <https://hdr.undp.org/sites/default/files/Country-Profiles/MPI/SL.V.pdf>

³ <https://www.transparency.org/en/countries/el-salvador>

⁴ <https://monitor.civicus.org/country/el-salvador/>

⁵ <https://www.civicus.org/index.php/media-resources/media-releases/5769-el-salvador-stop-attacks-on-civil-society-and-civic-freedoms>

⁶ Latinobarómetro, Corporación. "Informe Latinobarómetro 2018". www.latinobarometro.org/lat.jsp

⁷ https://www.theglobaleconomy.com/El-Salvador/Education_spending/ ; <https://www.unesco.org/en/countries/sv> ;

https://web.stanford.edu/~hakuta/www/archives/syllabi/E_CLAD/sfusd_cult_03/nancy/new/educ.html

⁸ <https://www.oecd.org/fr/pays/elsalvador/youth-issues-in-el-salvador.htm>; <https://www.oecd.org/dev/inclusive-societies-development/youth-inclusion-el-salvador-sixty-seconds.htm>

Young people in El Salvador have shown a growing interest in participating in democratic processes at both the local and national levels;

- In the 2019 presidential elections, youth voter turnout was high, with an estimated 60% of young people between the ages of 18 and 29 casting a vote. This is a significant increase from previous elections and demonstrates a growing interest among young people in the political process.
- At the national level, young people in El Salvador are also engaging in forms of political participation, such as joining political parties, participating in protests and demonstrations, and running for political office. In the national assembly, there are currently several young representatives, including David Reyes of Nuevas Ideas and Claudia Ortiz of the FMLN. These young representatives bring a fresh perspective to the political process and are helping to shape policies that reflect the needs and interests of young people in El Salvador.
- At the local level, young people are also getting involved in politics through participation in local governance structures such as youth councils, which give them a voice in decision-making processes that affect their communities.

Despite these positive developments, there are still significant challenges to youth political participation in El Salvador. Many young people feel excluded from the political process and do not see it as a viable avenue for change. There is also a lack of access to political education and leadership development programs, which limits young people's ability to participate effectively in the political process.

To address these challenges, there is a need for greater investment in political education and leadership development programs targeted at young people, creating more opportunities for young people to engage in politics and providing them with the skills and knowledge they need to be effective participants, which is the core goal of the project being evaluated by this report.

2.2 Project description and main objectives

The project objective was strengthening and fostering democratic, civic education and capacities for young adults in El Salvador through three main pillars of action: a) the Democracy Academy for Young Adults – DAY; b) democratic promotion and incidence (mainly through digital platforms); c) dialogue, participation, and social control for democracy (through interaction and engagement with public authorities).

The objective above revolved around two main outcomes: firstly, “Strengthened skills and knowledge of young leaders on the democratic system”; secondly, “young leaders have drawn up 25 action plans to implement democratic practices”.

- Direct beneficiaries were the 100 Young leaders selected for the Academy⁹,
- Indirect beneficiaries were a) elected officials with whom the young leaders were expected to create spaces for dialogue; b) civil society organisations (Community leaders, Youth networks, NGO representatives, Guilds representatives, Entrepreneurs, Church, and Other relevant actors); c) the general public.

Founded 35 years ago in San Salvador, El Salvador, FUSADES is ranked as the leading think tank in Central America and among the leading think tanks in Latin America, according to the Global Go-To Think Tank Index of the Think Tanks and Civil Societies Program at the University of Pennsylvania. Their experience includes a long trajectory of research and the management and execution of projects with international institutions, cooperation agencies and other governments. Their fundamental goal is

⁹ The project participants were selected from universities, non-profit organizations, political parties, municipalities, and communities, coming from at least 4 departments (Santa Ana, La Libertad, San Salvador and San Miguel). The 100 selected young adults came from 3 regions of El Salvador: western (25%), central (50%) and eastern (25%).

to carry out various activities aimed at increasing the economic, social, intellectual and physical well-being of El Salvador's population, as well as its security, under the framework of a system of economic and individual freedom.

FUSADES' young adults program, CREO, has been in charge of executing the project. Its 9 years of working experience with universities, political parties, civil society organizations, etc. has facilitated access to young adults interested in participating in the Academy

The project started on 01/07/2019 and was planned to end 31/12/2020, it was granted two extensions until 31/10/2021 due to the outbreak of COVID-19 pandemic and security concerns in the country.

2.3 The main objective of the evaluation exercise

In addition to addressing the traditional evaluation questions of relevance, effectiveness, efficiency, impact, sustainability, and coherence (in line with the latest version of the UNDEF evaluation manual), this evaluation integrated responses to specific questions raised by UNDEF. In addition, some questions suggested by FUSADES have also been used, with a view to enhancing their evaluation ownership. In this sense, a detailed list of questions including these aspects is provided in Annex 2 (evaluation matrix).

III. METHODOLOGY

3.1 Evaluation scope, framing and approach

The purpose of this evaluation exercise is to assess the performance and achievement of project results. Thus, it will serve to generate conclusions, extract lessons learned and provide evidence-based recommendations that can improve performance, demonstrate results, and inform future FUSADES and UNDEF priorities and strategies related to democracy promotion and civil space widening in El Salvador.

The evaluation has been conducted in accordance with the evaluation norms and standards developed by the United Nations Evaluation Group and the evaluation criteria of the OECD. According to UNDEF requirements, the evaluation has seven guiding criteria as follows:

- Coherence: first, internal coherence (to what extent are there synergies and interconnections between the project and other initiatives led by FUSADES?); secondly, external coherence (to what extent is there coherence with the initiatives of other actors in the same context and on the same subject? To what extent does the project add value while avoiding duplication of efforts?)
- Relevance: understand the extent to which the problems identified and the interventions that followed have responded to the needs and priorities of democratic development in the country and those of the targeted beneficiaries; and how the project design responded to the context and identified risks.
- Efficiency: assess the extent to which the project has made good use of its financial and human resources.
- Effectiveness: assess the extent to which the project produced the expected activities and results.
- Impact: to what extent did the achievement of project objectives and project results have an impact on the specific problem that the project aimed to solve? Have the targeted beneficiaries experienced tangible positive and negative impacts? Is the project likely to have a catalytic effect?
- Sustainability: identify aspects of the project that are likely to be maintained after completion, including an analysis of sustainability factors.

- UNDEF Added Value and Visibility: understand the value of UNDEF support to the project and visibility arrangements/commitments.

In line with the evaluation brief prepared by UNDEF, following preliminary review of project documents and conversations with the FUSADES team, the evaluation questions under each criterion have been expanded (see Annex 2 - evaluation matrix). The evaluation also includes a chapter on lessons learned and best practices emerging throughout the evaluation process and others already identified by the project.

The evaluation is designed as a flexible and people-centred process of reflection and learning in which the main stakeholders of the project (FUSADES, beneficiaries, associated institutions) are key actors and not mere objects of the process. Thus, the evaluation is designed to build their capacity by (1) providing stakeholders with the opportunity to reflect on project progress and obstacles; and (2) generate knowledge to inform practice.

The evaluation has been primarily informed by qualitative methods and data. Furthermore, assuming that there are no gender-neutral interventions when the aim is to strengthen democracy and ultimately improve people's lives, the evaluation has been a gender-sensitive exercise. This has implications on two levels:

- What the evaluation has examined: it has focused on the integration of gender dimensions in the project and its contribution to the advancement of gender equality.
- How the assessment has been conducted: it has ensured inclusive, respectful and participatory approaches, methods and tools to capture a diversity of voices, ensuring that the voices of women and men are heard.

After conversations with UNDEF, it was concluded that the project could be evaluated remotely without reducing the quality of the process and deliverables, provided that the data collection tools were adapted to the different informants and the schedule remains flexible to adapt to the availability of participants in the process. The evaluator has therefore worked from his place of residence but communicating directly with stakeholders in El Salvador (FUSADES/CREO) and NYC (UNDEF).

3.2 Data collection and analysis

a. Feasibility of the assessment and related limitations (with proposed mitigations)

In the note of "special considerations for online evaluations during the COVID-19 crisis", it is requested to carry out, during the inception note, a brief analysis on the feasibility of the remote evaluation of the project, in particular with regard to availability of information that can be collected remotely and the institutional context, in order to establish the specific limitations of the evaluation compared to conventional evaluations. Even if we are no longer under Covid-19 crisis, UNDEF and the consultant have agreed to carry out the evaluation remotely, with a view to a) optimise value for money, b) enhance ownership by FUSADE of the whole process and c) capitalise on the remote data collection tools that proved highly beneficial during the COVID pandemic. The limitations identified with respect to conventional assessments and the proposed mitigation measures were as follows:

- Risk: Engagement with FUSADES will not benefit from direct on-the-ground contact, which generally allows for a healthy degree of two-way interaction to build trust and understanding.

Mitigation: Allow sufficient time for conference calls and email exchanges to ensure that the groundwork has been fully prepared before moving on to formal interviews.

- Risk: engagement with beneficiaries and third parties may not be as productive or inclusive as typical field visits allow.

Mitigation: When discussing and finalizing this report, careful consideration has been given to the names and institutions listed for interview, and how people should be contacted - e.g. direct calls versus use of e-mail/questionnaire exchanges. Likewise, the key questions to be asked have been prepared as well as possible, including comments from FUSADES.

b. Information sources

The data collection tools chosen for the evaluation exercise have been discussed with the FUSADES project team to ensure that they are most familiar to the various project stakeholders. These were:

- **Desk review:** UNDEF and FUSADES provided a large preliminary corpus of programming documents. They include the Project Document, progress reports and final report, milestone verification reports and project outputs, which have been further reviewed with additional relevant documentation collected during the data collection phase. The consultant has also reviewed a number of third-party reports and official documents.
- **Individual interviews:** the consultant has conducted 2 semi-structured interviews with FUSADES and UNDEF. The duration of each interview was scheduled for 1h30 and was done by telematic means. Although the interview guide is structured, the assessor followed up on emerging issues that seemed relevant to the core questions.
- **Focus groups:** a total of 3 online focus groups (with individuals from western, central and eastern parts of the country) have been conducted by FUSADES with a selection of young leaders (between 8 and 10 participants per focus group). Each focus group lasted a maximum of 3 hours. Guidelines and reports templates have been produced by the consultant.
- **Surveys:** surveys adapted to the categories of actors were prepared by the consultant and distributed by the FUSADES team, who has shown full availability to proceed with the distribution, follow-up of the filling and data gathering. In this context, these surveys included: a) online survey to the 100 alumni of the Democracy Academy (69 responses were obtained); b) online survey to national and international experts who participated in the dialogue spaces (10 responses); c) online survey to the Democracy Academy teachers (3 responses were obtained); d) questionnaire to FUSADES/CREO (dully filled by FUSADES/CREO).

IV. EVALUATION FINDINGS

The criteria, questions and sub-questions are listed in full under Annex 1.

4.1 Coherence: compatibility of the intervention with other interventions in the country, sector and institutions related to the project (taking into account the extent to which other interventions support or undermine the intervention, and vice versa).

- **Coherence with UNDEF's mandate:** the project scope and focus ("strengthening and fostering democracy, civic education and capacities for young adults in El Salvador") was fully in line with the core of UNDEF's mandate ("supporting democratization in the world by supporting projects that strengthen the voice of civil societies, promote human rights and encourage the participation of all in democratic processes").
- **Internal coherence (synergies and interconnections between the project and other initiatives led by FUSADES)** was ensured from the project design, since the curriculum of the DAY diploma course was developed by the Central American School of Government and Democracy (ECADE) of the Political Studies Department of FUSADES. In addition, ECADE's training offer, characterized by specialized courses, is available to DAY alumni. Moreover, and although DAY enabled synergies and interconnections with the different departments of the FUSADES think tank (since some of the diploma sessions are taught by researchers from the Departments of Political, Legal, Economic and Social Studies of FUSADES), an enhanced connection with other programmes (specially with the "Social Transformers" mentoring program and with FUSADES' Strengthening and Social Action Program (FORTAS) is yet to be proven).

- **External coherence (consistency with the initiatives of other actors in the same context and on the same or similar topics):** the DAY diploma is consistent with other initiatives fostering similar efforts to contribute to the strengthening and the promotion of democracy through the training and active participation of young people in El Salvador, such as FUNDAUNGO's Diploma in Government and Public Policies (focused on emerging leaderships in political parties and civil society organizations (OSC))¹⁰ or the Dutch Institute for Multiparty Democracy (NIMD), who has a training course for youth in politics¹¹. During the design of FUSADES' programme, coherence with these initiatives was foreseen both in the design and methodology of the training programme. However, the relationship, coherence, and synergies between DAY programme and those of public academic institutions on political sciences (i.e. Salvadorean Universities) was not ensured. This seems clear as a result of the project document and its reports.
- **Extent to which the project adds value (while avoiding duplication of efforts):** 85% of respondents to the survey launched for this evaluation exercise stated that there were no other similar initiatives to DAY in the country; in this, the added value of the DAY diploma resides in the diversity of the topics covered; topics go well beyond general notions on democracy, rule of law, citizen participation and social control to cover much more specific issues such as transparency, access to information, fight against corruption, operation and elements of the political system, communication in politics, fight against fake news, populism, citizen security, public policies, public function and modernization of the State, social policy, electoral governance and electoral systems and economic challenges. Thus, the diploma not only responds to the training gaps in terms of civic education and citizen participation that exist in the public and private system of El Salvador, but also promotes and encourages the interest of young Salvadorans to become active citizens, participatory and committed to democratic values and principles.

Another aspect that contributed and added value to the project was the quality of the teaching staff (Professionals, academics, and other relevant actors with extensive experience and trajectory in their topics of expertise. In this, 89% of students rated the level of teaching staff as "high" or "very high" in the survey ran in the framework of this evaluation). This allowed DAY students to meet and interact directly with top quality speakers.

Moreover, the system of full scholarships of the diploma allowed for a greater reach of young Salvadorans, who would otherwise not have had access to the diploma.

Lastly, the online modalities allowed for a higher number of students from different regions to attend.

4.2 Alignment, relevance and design: extent to which the project, as it was designed and implemented, is adapted to the context of El Salvador and to the needs of the beneficiaries, at the local and national levels?

- **Alignment:** the objective and results of the project were aligned with the needs of the current Salvadoran context, characterized by the breakdown of the constitutional order, but also by the accelerated deterioration of democratic institutions and the serious reduction of civic space. The greater the democratic deterioration, the greater the need to strengthen the knowledge and democratic practices of future generations.
- **Relevance:** the project was clearly aligned with the mandate of key stakeholders and consistent with their strategic framework. Firstly, the project was part of the efforts of UNDEF in favour of the consolidation of democracy in the world, but also to empower civil society, promote human rights and promote the participation of different groups (youth and women) in democratic processes. Secondly, the project was also aligned with the mission of FUSADES, aimed at

¹⁰ www.fundaungo.org.sv/diplomado-en-gobierno-y-politicas-publicas-v-edicion

¹¹ <https://centralamerica.nimd.org/nimd-america-central/el-salvador/>

promoting the economic and social progress of Salvadorans, through sustainable development, under a democratic system and of individual liberties, encouraging dialogue as a mechanism to search for country agreements. In relation to its target population, around 90% of participants in the Academy were University students, many of which on political sciences, law, international affairs (although some students on engineering and sciences also participated), which is highly relevant, given that their University studies, coupled with DAY curricula, contribute to a better theoretical knowledge related to democratic practices.

- **Design:** a fully-fledged Logical Framework Matrix (with overall objective(s), specific objective(s), outputs, outcomes and activities with process and outcome indicators was missing at the project design level (the results framework provided was not exhaustive enough).

In relation to its contents, at the time the project was designed, the acceleration of democratic deterioration in El Salvador was not anticipated, with its respective implications in terms of reduced civic space and violations of the rule of law. In spite of this, risks were adequately identified and proved being of relevance. Strategies developed to mitigate these risks included: access to the contents of the project on digital platforms, alliances with local actors to guarantee internet access, the security plan, and the invitation of young people through the contact networks of FUSADES or alliances (through key engagements with political parties, universities, and local governments).

Last but not least, the activities' design (mainly in relation to the development of the academic program) proved adequate to contribute towards the achievement of the objective of the project (82% of participants to the DAY stated that the curricula were excellent an 18% stated that it was good).

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Con el apoyo de:



Fig. 1 – Related to activity 1.1.4 (visibility activities and regional launches)

4.3 Effectiveness: extent to which the project, as implemented, has achieved the objectives and goals and whether the project has been implemented as it was previewed in the project document.

- **Level of achievement of objectives:** the objective of the outcome 1 was successfully achieved not only due to the quality of the training received by the diploma students (75% rated the quality of the program as “good” or “very good”), but also due to the development of replica projects for the implementation of democratic practices, through which students shared and replicated their knowledge with other people in their community. Some basic facts related to the outputs of the project include:
 - 340 young adults benefited from the editions I and II of the DAY diploma course, of which 190 came from the central zone, 112 from the western zone and 33 from the eastern zone.
 - The training program included 20 sessions, given by 28 experts with extensive experience and recognized track records, on topics of democracy, rule of law, citizen participation and dialogue.

- As a result of the evaluations carried out after each session, of the 340 young people selected, 286 students had understood and promoted the importance of democracy, social control, and dialogue.
- As part of the graduation process, the young leaders developed 64 action plans for the implementation of democratic practices, which were submitted, reviewed, and approved by the Academic Coordination of the diploma course.
- Replication sessions were held in which the different groups of students presented their action plans to 2,032 people, according to the attendance lists.
- As a result, 287 young adults successfully completed the diploma.
- Finally, 97% of survey respondents stated that the teaching methodologies were “very good” or “good” in their structure, duration and format.

In relation with outcome 2, although the COVID-19 pandemic affected the development of goal 2.1 (traditional dialogue), the project managed to exceed the 750 attendees expected for traditional dialogue spaces. 12 dialogue spaces were developed, in which more than 1,356 people participated, according to the attendance lists, although these spaces were not organised in cooperation with public authorities (which was the original goal of the project), but with a group of national and international experts. In addition, through the graduate's social networks, publications were made on the promotion and defence of democracy, which reached a total of 1,501,314 users. In this sense, a total of 4,155 followers was achieved, combined between the three social networks (Facebook, Twitter, and Instagram).

- **Level of project implementation according to plan:** due to the COVID-19 crisis and the national quarantine, the project was forced to partially suspend face-to-face classes for its first edition. Therefore, the first edition had 10 face-to-face classes and 13 virtual sessions; similarly, the project was forced to delay face-to-face events and then host them virtually to respect and promote social distancing between students and their families; due to these same health regulations, for the second edition, the project was forced to hold all its DAY classes via Zoom, as well as the replica projects; finally, the project contemplated strategic alliances with local media to provide air time to promote democratic dialogue. This activity was not achieved due to the sanitary measures taken by the government during the 98 days of quarantine.

As a conclusion, and despite the COVID measures setback, the project reached wider youth groups and promoted democratic practices thanks to the online modalities in a much-needed time when individual liberties were diminished and democracy rapidly deteriorated.

- **Level of appreciation from the beneficiaries of the support of FUSADES in the implementation of the project:** the follow-up, accompaniment and motivation by the implementing team was especially highlighted and appreciated by the beneficiaries. Accordingly, 83% of the participants to the project were “satisfied” or “highly satisfied” with the role played by FUSADES. In this context it is worth mentioning that FUSADES provided personalized support to the students, both for monitoring absences from sessions, and for the preparation of replica projects, for which feedback was offered to each of the groups.
- **Rotation of staff:** during the implementation of the project, there was no rotation of the implementing team. Therefore, the effectiveness of the project implementation was not affected.
- **Inclusive and gender-sensitive partnership strategy:** as part of an inclusive and gender-sensitive strategy, the project established a quota of no less than 50% as a selection criterion for DAY participants, and 60% of teachers were women. Additionally, this strategy included the promotion and integration of women in the different stages of execution of the project, giving them an active and leading role. Training on gender equality was also contemplated to sensitize students about the importance of women's participation in the development and strengthening of democracy, promoting behaviours and action plans that considered inclusion and equity criteria. As a result of all this, women were more proactive in the evaluation exercise, participating more in the survey and in focus groups.

- **Participation, ownership, alignment, and mutual accountability among all relevant stakeholders:** the project encouraged the participation of the beneficiaries through information, socialization, and sensitization of young people to make them aware of the DAY project, as well as through the development of spaces for dialogue with experts in different fields on issues related to strengthening democracy. According to the survey ran through teachers, 100% of the students participated satisfactorily (4 points out of 5 in the quality of the participation) in the activities of the DAY. Moreover, throughout the project and in line with the principles and mission of the parties involved, young people were trained in strategic issues, aimed at strengthening democratic capacities, but also at participation and the promotion of democracy. The DAY results and the replicas produced by the youth upheld these three principles. Finally, evaluations were held after each session of the diploma course and permanent follow-up was offered to the students. Publications were also made on digital platforms, related to the progress of the project, but also to the promotion and strengthening of democracy, which were aimed at the beneficiaries, as well as Salvadoran youth as a whole.
- **The down side** of the effectiveness dimension of the project was that the socialisation component of the social actions developed by the project did not reach beyond the “square metre” of the students; development of practical skills to students could have been developed further (recommendations stemming from the survey were clear on that point); the traditional democratic dialogue spaces with public authorities were not carried out; a fully-fledged operational democracy toolbox was not developed; and the social media/new spaces for dialogue component, according to 82% of participants to the survey, could have been implemented more widespread and could have achieved more tangible results.

4.4 Efficiency: extent to which there was a reasonable relationship between the resources spent and the impacts of the project and if the institutional set up optimised the efficiency in the resources utilisation

The project **delivered activities and results** in a coordinated manner and with a high degree of efficiency. Furthermore, given the relationship between the project budget and a) the number of people in each of the target groups, b) the volume of activities started, c) the complexity of the project and finally d) the results obtained, the efficiency of the project has been more than remarkable.

The **institutional arrangements of the project** promoted efficiency in the use of resources and accountability, since fewer funds than budgeted were executed. In addition, due to the COVID-19 crisis, the expenses related to the rental of the venue had to be reallocated for the acquisition of the Zoom license. As all face-to-face activities had to be suspended, student transportation and food budgets could not be spent, and all expenses related to the face-to-face events, which were held via Zoom, had to be suspended. In this regard, it is important to highlight the success of FUSADES in adapting its courses to the virtual modality. Due to the savings in expenses related to the launch of DAY, permission was requested from UNDEF to transfer those funds and thus be able to deliver to the young graduates of the diploma the book, entitled "The Constitution for all", which contains the explanation of the content of the Salvadoran Constitution in a simple and clear language. Due to the political and social situation that the country was going through and is going through, this book was an ideal tool for them, in order to promote and strengthen the rule of law.

The **design and execution of the budget** allowed the project to meet its objectives. In addition, the good relationship and disposition of the donor potentiated the efficient use of resources. It is important to highlight that the changes that occurred and the reorientation of funds due to the current situation were the product of efficient and timely communication.

4.5 Impact¹²: to what extent has the project put in place processes and procedures supporting the role of youth in the promotion of democracy in El Salvador?

- **Outcome 1 (young leaders' skills):** 96% of participants to DAY state that their skills on democracy, in particular on advocacy and public policy have increased substantially thanks to DAY, while 84% expressed that they have been able to replicate this knowledge within their communities; as a result of the project, the skills and knowledge of young leaders on the democratic system have been strengthened. At the start of DAY, only 24% of DAY graduates had prior knowledge of rule of law, 18% knew of dialogue, 8% knew of social control and 52% had prior knowledge of democracy. In the end, 81% of DAY students passed the final test. At the beginning of the second edition of DAY, 85.4% of the students understood elements related to the rule of law; 79.9% had knowledge about social control; and 52.1% had knowledge about their political system. At the end of the second edition of DAY, 89.7% of DAY students passed the final test.

With the presentation sessions of the 64 replica projects, a total of 2,032 people were reached, having had the opportunity to see first-hand the knowledge acquired by the students, as well as their ideas and initiatives for the implementation of democratic practices. Moreover, as part of the focus groups developed within the framework of this evaluation process, several students enthusiastically mentioned that after attending the diploma sessions, they shared the knowledge acquired during it with their families, communities, or organizations in which they participate. In this context, it is important to mention that around 60% of participants in the Academy are still students, 20% have completed their studies and are working and 20% have completed their studies and are unemployed. 69% of participants state that the DAY program has helped them substantially in finding an employment.

The main question mark on the impact of this outcome is the 25 foreseen action plans to implement democratic practices and the extent to which these plans have been put into practice. Beyond drafting these plans, the level to which these plans have been (or will be) put in place is unclear. Around 60% of the respondents to the survey stated that they would have liked to take the action plans a step beyond and put them into concrete practice with the support of FUSADES (this was also highlighted by the participants of the focus groups), while 95% percent of respondents stated that the action plans have the potential of being implemented and of obtaining tangible results.

- **Outcome 2 (democratic spaces):** although 12 dialogue spaces were developed, successfully promoting dialogue, democracy, social control, and the rule of law between young leaders and a diverse group of local and international experts, the initial scope of the project (the creation of democratic spaces through the interaction with public authorities) did not materialise.

In addition, following the completion of the project, an online community of practice had been created for the promotion and defence of democratization in El Salvador; and, through the graduate's social networks, publications were made on the promotion and defence of democracy, which reached a total of 1,501,314 users. In this sense, a total of 4,155 followers was obtained, combined between the three social networks (Facebook, Twitter, and Instagram). Today, that number has risen to 4,236. However, more dynamic social media engagement for the project as a whole, linking the work done to concrete outputs and outcomes, is missing

Other tangible and knowledge impacts of the project include the fact that many of the beneficiaries use the toolbox in their professional or academic activities, particularly those focused on working with other young people. Therefore, this document is a practical and useful guide for DAY beneficiaries in their professional development.

¹² Under this component, the evaluation aims to analyze the extent to which the achievement of project objectives and project results have had an impact on democratization. Particular attention has been paid to the tangible impacts that beneficiaries have experienced.

To conclude, DAY had a positive impact on the beneficiaries of the project, through the strengthening of their democratic capacities, since some students even stated that they had not had access to this type of training prior to their participation in DAY. Another positive impact of DAY is the strengthening of the critical spirit of young people. It also highlights the implementation of the knowledge acquired by DAY beneficiaries in their respective fields of action.



Fig 2. – Related to 1.1.3 (Official launch and dissemination campaign)

4.6 Sustainability: to what extent has the project, as designed and implemented, created what is likely to be continued momentum towards reinforcing the role of youth in the promotion of democracy in El Salvador?

This DAC sustainability criterion must be nuanced to acknowledge that many UNDEF projects are not intended to establish programs that will necessarily have a continuation or a strong sustainability component.

With regards to processes, among the main measures put into practice by FUSADES to ensure the sustainability of the results obtained, the following are to be highlighted:

- constant monitoring of students
- timely communication with the parties involved
- the selection of participants, due to the selection filters developed and executed by FUSADES
- the motivation of young people to strengthen democracy, through the implementation of democratic practices.

In addition, FUSADES has continued developing other editions of DAY (after the project, a third edition was developed, through which a total of 96 young people (71 graduates) participated, as well as a fourth edition, through which more than 100 young people from the eastern zone participated (98 graduates). This is the main relevant added value on the sustainability: the project started a process that has been followed by FUSADES with consecutive editions of DAY courses.



Fig. 3 – visibility materials and toolkit

4.7 UNDEF added value and visibility: to what extent has UNDEF been able to leverage its unique position and comparative advantage to achieve results that could not have been achieved if support from other donors as well by alternative projects, other donors or other stakeholders (government, NGOs, etc.)?

- **UNDEF Added value:** due to its extensive experience in the implementation of democratic practices at a global level, UNDEF knew how to identify the needs for the implementation of this project and decided to bet on DAY at a crucial moment for democracy in El Salvador. FUSADES took advantage of the capacity and leadership of UNDEF as an indispensable and strategic ally to implement this project, but not as an explicit mandate from UNDEF, but as a strategic partner. In other words, the principles of UNDEF and the needs in relation to the national situation were aligned with the principles and vision of CREO and FUSADES.

There was agreement among those consulted that UNDEF had a reputation that lent itself well to the objectives of the project, particularly in the area of democratization. This enhanced the implementing partner's credibility vis-à-vis participants to DAY. Several actors consulted raised the fact that it was increasingly rare to find support from bilateral donors for civil society organizations in countries where tangible results through capacity building could often take years to materialize, going well beyond the duration of the projects. UNDEF's "niche" support was therefore particularly appreciated. In addition, the great added value of FUSADES has been its solidly established community networking, the long-standing collaborations with the academic community at the local level as well as their capacity for technical, management and administrative expertise, being, throughout the project, very reactive vis-à-vis the UNDEF but also the local actors and the beneficiaries.

- **Visibility:** even if this evaluation was carried out without a field visit (and consequently the elements of visibility were not observed directly), all the actors consulted confirmed that UNDEF's

support for the project appears in all the documents printed and distributed during the project and that the visibility of UNDEF was very clearly respected in all the events related to the project. Indeed, all materials or promotional materials distributed within the framework of the project, such as shirts, notebooks, and kits, reflected the support of UNDEF. Photos provided in this report serve as evidence. Moreover, all the events developed within the framework of the project, such as the launch events, the inaugurations, the academic program sessions, the replica project sessions, the dialogue spaces and the graduations reflected the support of UNDEF.



Fig. 4 – Related to 1.1.3 (Official launch and dissemination campaign)

V. CONCLUSIONS AND RECOMMENDATIONS

Dimension	Recommendation
Internal coherence	R.1 Reinforce synergies with other FUSADES programmes. Firstly, with the "Social Transformers" mentoring program, aimed at young people who carry out academic or professional practices at the Foundation; secondly, with FUSADES' Strengthening and Social Action Program (FORTAS), whose work focuses on community development and has extensive experience working with youth at the local level.
External coherence	R.2 Enhance coherence and synergies with other initiatives on the same topic and target population. In particular, avenues for enhanced synergies with public and private academic institutions working on political science and/or democratisation (both in topics, participants and teaching staff) should be sought.
Design	R.3 For future projects, a fully-fledged Logical Framework Matrix (with Global Objective, Specific Objective, Actions, Indicators (at outcome and output level), Baseline and Targets) should be sought, in order to facilitate measurement of project achievements.
Efficiency	R.4 Hybrid formats (online and face-to-face) should be foreseen in the design of the project in order to maximise regional outreach of the trainings, minimising costs.

Effectiveness	R.5 Include more concrete socialisation and implementation plans (going beyond the academic approach), in order to put in place concrete democratic initiatives (possibly through a mini sub-granting mechanism to the 5 to 10 best proposals).
	R.6 Teaching modalities should have a less theoretical/master class approach and have a more practical dimension, with more exchanges and discussion between lecturers and students, inserting working groups modalities and debate exercises.
	R.7 Regarding topics, these could also be narrowed down and made more concrete, linking aspects better to public policy debate and practice, focusing on skills of relevance for the students' future works linked to democracy promotion (public policy analysis and debate, lobby, advocacy, watchdog roles mainly). Digital-related aspects should also be promoted (such as e-government, online policy discussion, digital participation, etc.).
Impact	R.8 Ensure, for future editions of DAY, that the action plans developed to implement democratic practices are actually put in place and that their implementation and impact in the mid-term is followed up on (going beyond theoretical capacity development towards concrete implementation of civic initiatives).
	R.9 Include a mentoring component, to be carried out by teachers, experts and former students from previous editions, for the development and implementation of replica projects.
	R.10 Enhance the knowledge sharing dimension of the project, going beyond the "own square metre," reaching out beyond family and closed social groups towards wider social groups.
	R.11 Enhance the online-visibility-communication dimension of the project (Twitter, Facebook, Instagram) through more dynamic social media engagement, linking this work to concrete outputs and outcomes.
	R.12 Deeper emphasis should be put on the creation of traditional and non-traditional democratic spaces, which remain well beyond the duration of the project.
Sustainability	R.13 Create a community of practice of alumni that would be linked to next generations of DAY and that could be put in touch with CSOs being active in public policy discussion, advocacy and lobby.
	R.14 An open-source database of teaching and knowledge material created in all DAY editions should be built and fed by the community of practice referred to above.



Fig. 5 – visibility materials and toolkit

VI. LESSONS LEARNED

- **The remote methodology** (through the organisation by the beneficiary organization of three online focus groups and through the launching of an online evaluation survey to students, teachers, and experts), benefited this evaluation, as the beneficiary organization's involvement in collecting information resulted in them taking ownership of the evaluation process as well as in terms of resource optimisation.
- **Project design should focus on the detailed definitions** of Global Objective, Specific Objectives, Actions, Indicators (at outcome and output level), Baseline and Targets. As it stands, the project definition lacked a clear project design matrix; overall and specific objectives and outputs were missing; outcome indicators were missing (outcome indicators were in fact output indicators), and outputs were not defined. Lastly, no sources of information/means of verification were formulated.
- **The project was conceived as a comprehensive capacity development project** with an approach involving participants into the development of replication strategies and the development of common actions and strategies in traditional and non-traditional communication spaces. However, during its implementation, the project has mainly been an academic endeavour, with a

rather classic approach to capacity development methodologies and systems. In this project, as designed, the components of socialisation by the students as well as the engagement with public authorities should have remained a priority, and practical, on-the-job training approaches should have been privileged as originally foreseen. If these practical aspects are not considered a priority, a more standardized approach to capacity development should be followed at the project design stage.

- **The adoption of a coordination strategy** between the project and other relevant actors (mostly from the Academic arena) would have been key in order to optimize resources and avoid duplication, while strengthening coordination. It is therefore important that UNDEF continues to require such strategies for all its projects.
- **The adaptation strategy to the COVID-19 pandemic was key for the project success.** In this regard, a strategy aimed at adapting methods to changing, external circumstances (natural, pandemic and/or geopolitical), going beyond the risks inherent to the project's internal design, and defining the actions and measures to be taken should such potential changes materialize should also continue to be considered systematically in all UNDEF projects.

ANNEXES

ANNEX 1: PROJECT RESULTS FRAMEWORK

Outcome 1: Strengthened skills and knowledge of young leaders on the democratic system		
Target Indicator 1.1: At least 80 students are able to understand and promote the importance of democracy, social control, and dialogue.	<p>Baseline Data: Before the start of the project only 13% of Salvadoran young adults had received training in dialogue and/or public policies.</p> <p>Source : Dialogus Project 2017 (FUSADES & European Union)</p>	Method of verification: In order to graduate, these students need to accomplish an 85% of class attendance. If they have achieved that, they get to take a 5 question exam, in which they will be able to expand their knowledge on these specific topics. Survey results at the beginning and the end of DAY.
Target indicator 1.2: The knowledge acquired throughout the DAY shared among at least 800 people in the students' communities, municipalities, universities, etc. as part of the implementation of the action plans drafted by the students.	<p>Baseline data : Before the start of the project 97% of young adults do not currently participate in any monitoring and / or social comptroller action.</p> <p>Source : Source: Dialogus Project 2017 (FUSADES & European Union)</p>	Method of verification : Each replica event will have an attendance sheet, photos and other forms of documentation. The Academic Committee will verify the quality of plans, based on SMART objectives in order to guarantee that these action/advocacy plans are doable.
Outcome 2: Improved democratic practices in spaces of traditional and non-traditional dialogue.		
Target indicator 2.1: In order to understand, promote and defend democracy among the DAY students, 15 traditional spaces of dialogue are held with at least 50 attendees each, in which DAY students will be able to interact with government officials at the municipal and legislative level.	<p>Baseline data : Survey conducted at the beginning of DAY to comprehend the level of knowledge on democratic practices in El Salvador among DAY students. Facebook is the most used social media in El Salvador, followed by YouTube and Twitter. Instagram is growing its base and Whatsapp is the most used messaging tool in the country.</p> <p>Source : Analitika Market Research, Study of Social Networks 2018</p>	Method of verification : Student and government official testimonies, event report, photographs and attendance sheets
Target indicator 2.2: 50,000 users receiving content through 4 digital platforms	Baseline data : Young adults in El Salvador use an average of 5.3 social media tools in order to communicate with family and	Method of verification : Metrics provided by the different social media tools used:

<p>(Facebook, Twitter, Website and App) that promotes and defends democracy over the course of 15 months, starting on month 3 of the project. These users will be able to interact, share ideas, learn and discuss the topics shared on social media, spreading our information further among their communities.</p>	<p>friends. Source: Analitika Market Research, Study of Social Networks 2018 On average, content marketing costs 62% less than traditional marketing (and generates 3x leads). 81% of marketers reported increased website traffic with as little 6hrs/week of social media marketing. Source: SnapApp, 54 Content Marketing Stats to Guide Your 2018</p>	<p>Facebook, Twitter, Instagram and the project's app, especially for boosted posts that will increase the information's global reach and create more digital presence/conversations.</p>
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ANNEX 2 : EVALUATION CRITERIA AND QUESTIONS MATRIX¹³

DAC criteria	Evaluation question		Sub-questions	Data collection tool	Source of data	Limitations/Risks
Coherence	The compatibility of the intervention with other interventions in the country, sector and institutions (taking into account the extent to which other interventions (especially policies) support or hinder the intervention, and vice versa	Internal coherence	<ul style="list-style-type: none"> - To what extent are there synergies and interconnections between the project and other initiatives led by FUSADES? 	<ul style="list-style-type: none"> - Review Desk - interviews Individual and questionnaires 	<ul style="list-style-type: none"> -Project documents -Project team -Partner/beneficiary institutions 	<ul style="list-style-type: none"> -Availability of FUSADES to provide feedback
		External coherence	<ul style="list-style-type: none"> - To what extent is there consistency with the initiatives of other actors in the same context and on the same subject? - To what extent does the project add value while avoiding duplication of effort? 			

¹³ The content of the matrix is indicative and may be adapted/refined according to the information collected by the consultant

Relevance	To what extent was the project, as it was designed and implemented, adapted to the context of El Salvador and to the needs of the beneficiaries, at the local and national levels?	Adequacy	<ul style="list-style-type: none"> - Are the objective and expected results aligned with the needs of the context of El Salvador? - Should another project strategy have been preferred to the one implemented by FUSADES to better reflect these needs, priorities and context? Why? 	<ul style="list-style-type: none"> - Review Desk - interviews Individual and questionnaires 	<ul style="list-style-type: none"> - Project documents - Project team - Partner/beneficiary institutions - Direct beneficiaries 	- Availability of FUSADES to provide feedback
		Alignment	<ul style="list-style-type: none"> - Was the project clearly aligned with the mandate of key stakeholders and consistent with their strategic framework, including gender-specific policies and priorities? 	<ul style="list-style-type: none"> - Review Desk - interviews/questionnaire Individual 		

		Design	<ul style="list-style-type: none"> - Were the project strategies, methodologies, activities and products properly linked and did the results provide the best approach to achieving the project results and objectives? (proposed by UNDEF) - Have the risks been appropriately identified by the project? To what extent are/were the strategies developed appropriate to address the identified risks (included with a risk mitigation strategy)? (question proposed by UNDEF) - Were the project activities adequate to make progress towards the project objectives? 	<ul style="list-style-type: none"> - Desk Review - Individual interviews and questionnaires 		
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Effectiveness	To what extent has the project, as implemented, achieved the objectives and goals?	Achievement of objectives	<ul style="list-style-type: none"> - To what extent have the project objectives been achieved? How was this measured? - To what extent was the project implemented as planned by the project document? If not, why not? - What did the project achieve? When it did not achieve the results identified in the project document, why? 	<ul style="list-style-type: none"> - Review Desk - interviews Individual and questionnaires - Surveys 	<ul style="list-style-type: none"> - Project documents - Project team - Partner/beneficiary institutions - Direct beneficiaries 	<ul style="list-style-type: none"> - Availability of people to provide feedback - Availability of target people to complete the survey
		Governance, management and FUSADES' role	<ul style="list-style-type: none"> - How did the beneficiaries appreciate the support of FUSADES in the implementation of the project? - Did rotation of project management staff have an impact on the effectiveness of project implementation? (proposed by UNDEF) 	<ul style="list-style-type: none"> - Review Desk - interviews Individual and questionnaires - Surveys 		

		Partnerships and alliances (external coordination)	<ul style="list-style-type: none"> - To what extent did the project have an inclusive and gender-sensitive partnership strategy? - To what extent has the project fostered participation, ownership, alignment and mutual accountability among all relevant stakeholders? 	<ul style="list-style-type: none"> - Review Desk - interviews Individual and questionnaires - Surveys 		
Efficiency	To what extent was there a reasonable relationship between the resources spent and the impacts of the project?	Value for money	<ul style="list-style-type: none"> - Was there a reasonable relationship between project inputs and outputs? - Did the institutional arrangements promote efficiency in the use of resources and accountability? - Was the budget designed and then implemented in such a way as to enable the project to achieve its objectives? 	<ul style="list-style-type: none"> - Review Desk - interviews Individual and questionnaires 	<ul style="list-style-type: none"> - Project documents - Project team - Partner/beneficiary institutions 	<ul style="list-style-type: none"> - Availability of people to provide feedback - Availability of target people to complete the survey

Impact	To what extent has the project put in place processes and procedures supporting the role of youth in the promotion of democracy in El Salvador?	Outcome 1 (young leaders skills)	<ul style="list-style-type: none"> - Have the skills and knowledges of young leaders on the democratic system strengthened? (proposed by UNDEF) - Has the knowledge of young leaders been conveyed to their communities? 	<ul style="list-style-type: none"> - Review interviews questionnaires 	<ul style="list-style-type: none"> Desk Individual and Surveys 	<ul style="list-style-type: none"> - Project documents - Project team - Partner/beneficiary institutions - Direct beneficiaries 	<ul style="list-style-type: none"> - Availability of people to provide feedback - Availability of target people to complete the survey
		Outcome 2 (democratic spaces for dialogue)	<ul style="list-style-type: none"> - Have the democratic practices in spaces of traditional and non-traditional dialogue improved? (proposed by UNDEF) - Has an online community of practice been created for the promotion and defence of democratisation in El Salvador? 	<ul style="list-style-type: none"> - Review interviews questionnaires 	<ul style="list-style-type: none"> Desk Individual and Surveys 		
Sustainability	To what extent has the project, as designed and implemented, created what is likely to be continued momentum towards reinforcing the role of youth in the promotion of democracy in El Salvador?	Process	<ul style="list-style-type: none"> - What measures has the NGO put in place to ensure the sustainability of the results obtained? (proposed by UNDEF) 	<ul style="list-style-type: none"> - Review interviews questionnaires 	<ul style="list-style-type: none"> Desk Individual and Surveys 	<ul style="list-style-type: none"> - Project documents - Project team - Partner/beneficiary institutions 	<ul style="list-style-type: none"> - Availability of people to provide feedback - Availability of target people to complete the survey
		Results	<ul style="list-style-type: none"> - Are the parties involved willing and able to pursue project activities on their own? 	<ul style="list-style-type: none"> - Review interviews questionnaires 	<ul style="list-style-type: none"> Desk Individual and Surveys 		

FNUD added value and visibility	To what extent has UNDEF been able to leverage its unique position and comparative advantage to achieve results that could not have been achieved if support from other donors had been provided?	FNUD added value	<ul style="list-style-type: none"> - What was UNDEF able to accomplish, through the project, that could not have been achieved as well by alternative projects, other donors or other stakeholders (government, NGO, etc.)). - Did the project design and implementation arrangements leverage UNDEF's comparative advantage in the form of an explicit mandate to focus on democratization issues? 	<ul style="list-style-type: none"> - Review Desk - interviews Individual and - questionnaires Surveys 	<ul style="list-style-type: none"> - Project documents - Project team - Partner/beneficiary institutions 	<ul style="list-style-type: none"> - Availability of people to provide feedback - Availability of target people to complete the survey
		Visibility	<ul style="list-style-type: none"> - Is there evidence that UNDEF's support to the project appears in all printed materials distributed during the project? (proposed by UNDEF) - The visibility of UNDEF also appears in all the events organized by FUSADES and which are related to the project? (proposed by UNDEF) 	<ul style="list-style-type: none"> - Review Desk - interviews Individual - Surveys 		